



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001): **10X080**

School Name: **J.H.S. 080 THE MOSHOLU PARKWAY**

Principal: **EMMANUEL POLANCO**

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Section 1: School Information Page

School Information

School Name: JHS Mosholu Parkway Middle School School Number (DBN): 10X080
80
Grades Served: 6-8 Grades
School Address: 149 Mosholu Parkway
Phone Number: 718-405-6300 Fax: 718-405-6370
School Contact Person: _____ Email Address: Epolanco2@schools.nyc.gov
Principal: Emmanuel Polanco
UFT Chapter Leader: Beth Esmalezada
Parents' Association President: Samantha Velez
SLT Chairperson: Bababunmi Adelana
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Ana Hernandez
Student Representative(s): _____
CBO Representative: **Dr. Mark Gonzalez**

District Information

District: 10 Superintendent: Melodie Mashel
Superintendent's Office Address: One Fordham Plaza Bronx, NY 10458
Superintendent's Email Address: MMashel@schools.nyc.gov
Phone Number: 718) 741-5852 Fax: (718) 741-7098

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: One Fordham Plaza, rm 801
Director's Email Address: JRuiz2@schools.nyc.gov
Phone Number: (718) 741-3362 Fax: 718) 741-7763

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.

The RSCEP will also enable Renewal Schools that were designated as “Out of Time” Priority Schools during the 2014-15 school year to respond to additional state-mandated requirements, including: providing students access to Career and Technical Education (CTE) program offerings at schools in Good Standing beginning in the 2015-16 school year; and, mandatory professional development for school leadership and staff.

Information on the Framework for Great Schools and the DTSDE

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and RSCEP Development



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

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs and Renewal Committees are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans in response to the first five (5) elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is

foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

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

Accountability Tools and the Framework for Great Schools

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

NYSED’s Six DTSDE Tenets

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

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

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of

impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for RSCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional 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 the 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 the 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), Community School, Career and Technical Education Program (CTE), and Professional Development Plan sections.
- **Step 9:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 3: School Leadership Team (SLT) Signature Page

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

On the chart below:

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

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Emmanuel Polanco	*Principal or Designee	
X	Beth Beth Esmalezada	*UFT Chapter Leader or Designee	
X	Samantha Velez	*PA/PTA President or Designated Co-President	
X	Frances Hoffman	DC 37 Representative (staff), if applicable	
X	Ana Hernandez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Raki Barlow	Community School Director (staff)	
	N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	N/A	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)
X	Isamara Correa	PARENT	
X	Francisco Henriquez	PARENT	
X	Juan Jerez	PARENT	
X	Nelva Gerate	PARENT	
X	Wendy Battee Familia	UFT STAFF	
X	Wendy Fields-Henry	UFT STAFF	
X	Adelana Bababunmi	UFT STAFF	
		Staff/Parent/Other Contributor	
		Staff/Parent/Other Contributor	
		Staff/Parent/Other Contributor	

Section 4: Renewal School Narrative

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

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

JHS Mosholu Parkway Middle School 80

School Contextual Information: The JHS Mosholu Parkway Middle School 80 represents a diverse learning community with 22 different languages and about 650 students from grades 6 through 8. The school's population comprises 15% Black, 66% Hispanic, 6% White, and 10% Asian students. The student body includes 32% English language learners and 25% special education students. Boys account for 57% of the students enrolled and girls account for 43%. The average attendance rate for the school year 2013 - 2014 was 90.0%.

School Mission Statement: *Our mission is to empower students with 21st century skills that prepares them for secondary education, careers in engineering, and the performing arts. We cultivate a learning community that transforms teaching and learning through the integration of technology. Together as a team, we strive for excellence.*

Our school's beliefs around how students learn best:

1. **Safety and Well being** - Students learn best when the learning environment is physically, psychologically, and emotionally safe. They thrive when their uniqueness is valued, their contributions respected, and the culture for learning encourages taking intellectual risks. Students feel safe when they have at least one responsive adult that they could reach out to for help.

2. **Student-to-Student discussions**-Students learn best when they engage in high quality discussions, ask high quality questions, and extend each others' understanding by challenging or building on each other's contributions.

3. **Productive Struggle** Students learn best when they engage in activities that are both cognitively challenging and accessible. They thrive when given tools, resources, and multiple opportunities to achieve desired outcomes.

They excel when they are given opportunities to apply feedback and improve their work products.

4. Individualized Standards-Based Feedback-Students learn best when they receive immediate, specific feedback on their performance. They learn best when they understand the standards and task specific criteria used to assess their work. They excel when given a sample or model of the work expected in addition to explicit directions.

5. Technology accelerates and enhances learning- We believe that technology is an important tool for the delivery of instruction and enhances teaching and learning. Students learn best when the teacher effectively uses technology to differentiate the instructional delivery, when technology is used as a learning tool and is made readily available as a resource. They learn best when given opportunities to incorporate technology in developing their work products, are taught how to use digital sources responsibly, and are given self-directed digital tools that enhance or extend their understandings beyond the classroom.

6. Students' Active Learning -Students learn best when they are active participants in both the teaching and learning processes inside and outside the classroom. It is important that students do the heavy lifting in every lesson, while receiving varied types/levels of support from teacher and peers. They excel when they are involved in developing criteria and their own next steps.

7. Coherence and Consistency Supports Student Learning- Students learn best when teachers plan coherently, make interdisciplinary connections, and support learning through a consistent set of best practices across all classrooms.

8. Evidence Based Arguments-Students learn best when given the opportunity to present evidence based claims, ideas, and arguments that relate to real world, make cultural connections, and connect with prior knowledge. This skill set transfers to math and literacy, which further supports college and career readiness.

Framework for Great Schools Progress

Supportive Environment

-Our school has built upon the past two years to further strengthen our school-wide program. Last year our program expanded to include a school store, class section sheets, weekly class rewards, monthly student awards ceremony, special incentive trips, and a school spirit week. This year we continue to build upon this expansion by consistently improving the quality of each of the listed components. We've put together a student government that oversees the sections sheets, cafeteria board games, community service, mouse squad, reading club, senior activities, and grade level celebrations. Through fruitful partnerships with NY, Strings, , and The Greys Cadets, our school has been able to attain the most progress in the element of supportive environment. These additional offerings have positively impacted the "school" experience for all students. As a result, it has improved our teacher and student attendance along with the building's overall tone. We will continue to empower student government to engage in school- wide decision-making.

- **In partnership with Scarsdale Strings, we've included Dance, Music, Theater, and Visual Arts in the program offering for all students. These electives are taught in specially designed spaces that create an authentic learning environment and which allow for a serious exploration of the career possibilities within each of the Performing Arts. The programmatic design along with the designated spaces allows for parallel scheduling and student choice. Our newly built computer lab will be used as a designated space for engineering courses**

which includes robotics, coding, and programming. These additional electives have also contributed to a significant reduction in rate of incidents and suspensions.

- Our school is currently represented by 22 different languages. Historically, MS80 receives many students that are newcomers to the country throughout the year. Many of them encounter culture shock, anxiety, and a variety of challenges. As a result, we will create 2-3 new comers' classes to support students with acclimating, assimilating, and transitioning.

Rigorous Instruction

- Exceeded benchmark for ELA for 2015
- Adopted Common Core Aligned Programs and Curricula for all Core Content Areas
- Pacing Calendars and Common Assessments were administered throughout the year, allowing for curriculum adjustments and targeted interventions.
- AIS Intervention has been embedded during the day for all students.
- **A newly established "Accelerated Track" has also provided students at grade level with additional opportunities to challenge themselves and push to higher academic achievement levels. This includes Regents track classes and Specialized High School Exam preparation provided by Kaplan and Princeton Review.**

Collaborative Teachers

- There are 4 grade- subject meetings and 1 interdisciplinary team meeting built in teacher schedules.
- Hired *Peer Collaborative Teachers* to coach and support coherent implementation and data analysis for each core content area. **Teachers will continuously work together in grade level subject teams to map and calendar out curriculum on Google Apps For Education's "Docs", which will be shared with all teachers.**
- Professional learning designed and implemented to support differentiated teacher team needs.
- **Hire an Instructional Technology Teacher Coach to support all teachers on how to effectively integrate technology into curricula, use digital tools that support multi-media student work products, and establish digital portfolios for every student.**

Framework for Great schools in Need of Improvement:

Effective leadership

- Establishing strong data gathering systems to assess impact of all initiatives, program, partnerships, and strategically targeted areas of the school as they relate to students' achievement.
- Hold periodic Town Hall Meetings with teachers to engage in open dialogue about what is going well and what needs improvements. The information and recommendations will be used to problem solve with school's extended cabinet.

- Create systems and structures that support new teachers, including assigning specific designated coaches that will provide job-embedded coaching at least 2 days a week in no more than a 1:3 Coach-to-Teacher ratio.

- Effective and highly effective teachers will receive job-embedded support 2 days a week through dedicated coaching in no more than a 1:3 Coach-to-Teacher ratio. The focus will be on the integration of technology, the effective use of digital tools, and the transition to multimedia student- work products. These coaches will be from TEQ, Achieve3000, Apple, and other partners that support the engineering courses.

Strong Family and Community Ties

- We need to improve the level of parent engagement by increasing parental involvement, participation in school workshops, attendance in parent teacher conferences, and school environment surveys.

- We will continue to build on our Saturday's ENL Parent Academy and offer other courses based on need as well. For example parents have expressed a need for Citizenship, Computer, and GED classes.

- As a way to proactively engage families in our community starting in 5th grade, we will foster a closer relationship with our 3 top feeder schools. We will open up some of our Saturday programs to 5th graders from our feeder schools including, but not limited to our ENL, Grey Cadets, and SHSAT Prep programs.

As a Renewal School, we will begin (or expand) implementation of the following school improvement strategies during the upcoming 2015-16 school year:

- Expanded-learning opportunities will be provided to all students, including additional instructional time after-school, Saturdays, and summer enrichment opportunities.

All students below grade level in ELA will receive a minimum of 3 hours and 45 minutes of Reading and Writing intervention during ELT.

- **In addition to Reading and Writing interventions, all students below grade level in Math will receive targeted support for a minimum of 75 minutes a week, according to individual needs.**
- ELT is offered to about 300 students 5 days a week and on Saturdays in addition to the mandatory renewal hour.
- **Students will be flexibly grouped in homogeneous and heterogeneous groupings according to special needs and performance levels.**
- Students that are new comers and/or entering English Language Learners are also provided with additional support through targeted support during ELT.
- **For students performing at grade level, they will be offered accelerated Regents track courses, technology-based Engineering courses (Robotics, Coding, and Programming), and Performing Arts electives.**

- As per the mandatory renewal hour for all students, the school will allocate 75 minutes per day, four days a week at the end of the school day, to increase instructional time for all students. For students performing below grade level in ELA and Math, this time will focused on reading and writing across the curriculum in the areas of ELA, Science, and

Social Studies. In Math, this time will be used to build Math fluency. Students will use digital tools, conferencing strategies, and lessons designed by teachers based on the results of the periodic assessments and their performance on identified ey standards. The impact of our ELT will be measured through student performance in key standards and Lexile Growth (tracked through Achieve 3000), Khan Academy, E-Science, and other digital tools

- Our Community School Model has provided student and family access to physical and mental health services in addition to other social-emotional supports made available in or near the school.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The HEDI Ratings listed above are from our most recent DTSDE Review (January 2015)</p> <p><u>Reflection on HEDI Ratings:</u></p> <ul style="list-style-type: none"> A comprehensive CCLS curriculum is available in all core content areas; teacher teams will incorporate technology and the arts into the core curriculum. Horizontal teacher teams will meet at least 4 times a week to determine pacing and adjust the curriculum to meet the needs of ELLs and SPED students. All culminating authentic tasks will be derived from the CCLS aligned curricula (Core Ready (ELA), Go Math, TCI (SS), and Glencoe (SCI) and teachers will develop targeted supports for special populations and individual students during teacher team meetings. Digital Learning tools such as Achieve3000, MyOn, eScience, IXL(Math), Khan Academy, and formative assessment data collected by teachers will be used to inform instructional planning and appropriately target students’ standards-based needs. 		

- Performing Arts teachers will implement curricula that integrate core content areas and supports interdisciplinary CCLS. Through a partnership with Scarsdale Strings, all students will be offered at least 2 choices in Performing Arts within the each year. The performing arts of Dance, Theater, Music, and Visual Arts will be offered in designated spaces equipped to create authentic learning experiences in each of these arts offerings.
- Teachers will work collaboratively to identify benchmark assessments aligned to CCLS, content curricula, and State’s summative assessments.
- Students will be provided with a standards-based progress report six times during the academic year aligned to the marking periods.

Areas of strength:

- **AIR Assessment Findings**
- **Rigorous Instruction: Positive Key Finding 1.**
- Digital tools and technology are viewed as valuable resources for supporting instruction.

Rigorous Instruction: Positive Key Finding 3.

- Teacher instruction is aligned to pacing guides and student assessments.

Areas of need:

- **Rigorous Instruction: Critical Key Finding 1.** SEC data indicates that time spent on implementation of topics and skills is inconsistent with Common Core State Standards (CCSS) expectations.

Based on the feedback from DTSDE, QR, Co-Interpretation, and student performance on last years State ELA assessment, we have identified specific standards as our Key Standards to monitor throughout the year. We have developed a professional learning plan and teacher meeting schedule that targets support for staff to address the key standards identified.

Student Performance Data Trends ELA 2014-15: Performance in Standard Cluster RL & RI Key Ideas and Details

- RL - Key Ideas and Details Grade 6 - 45%
- RL - Key Ideas and Details Grade 7 - 51%
- RL - Key Ideas and Details Grade 8 - 48%
- RI - Key Ideas and Details Grade 6 - 46%
- RI - Key Ideas and Details Grade 7 -51%
- RI - Key Ideas and Details Grade 8- 47%

Recommendations from the 2015 DTSDE Review that will be implemented:

- Continue to develop the Teacher Individualized Support Plan tool to provide teachers consistent feedback and support in delivering quality instruction. This document will integrate and monitor multiple points of data for teachers: Administrative recommendations, professional development learning, teacher reflection, lead teacher recommendations, periodic assessment data.
- Providing teachers with comprehensive professional learning opportunities that are directly aligned to instructional practices. The professional learning will be provided in a job-embedded workshop model, to enhance application. Professional learning will focus on: implementation of curriculum, creating authentic learning experiences, integration of technology in the creation of dynamic learning experiences, standard based assessment measures, creating opportunities for students to self/peer assess, and facilitating high level discussions amongst students.
- The grading structure will be revised to ensure to provide students with improved feedback on their performance and progress. Progress reports will include intervention supports and their level of effectiveness. Additionally, ensuring increased accuracy of the reports.
- The school will implement a research-based protocol for teachers to use in analyzing student data. Teachers will use the analysis to plan and adjust instruction to meet to meet the needs of the students.

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)

A Common Core aligned curriculum will continue to be implemented in all subject areas. ELA teachers (6-8) will implement Core Ready" curriculum, Math teachers (6-8) will implement "Go Math" by Houghton Mifflin, Social Studies teaches (6-8) will implement the Teachers’ Curriculum Institute (TCI) "History Alive!," and Science teachers (6-8) will implement the Common Core adjusted Glencoe Curriculum. All students will have access to additional curriculum supports through digital tools such as Achieve3000, Light Sail, eScience, TenMarks, and IXL. Rosetta Stone will support new arrivals and students who need language development instruction in English. All teachers will teach through the use of technology and allow students to learn at their own pace. Teachers will share their lessons, resources, and feedback with students through the use of digital platforms such as “Google Classroom, SKEDULA, and Google Apps for Education Additional interventions will be based on students' needs according their IEP, ELL status, reading, and/or mathematical level.

Teachers will engage in common planning activities for interdisciplinary and core instructional planning. Teachers will share best practices and identify a set of consistent practices across interdisciplinary teams. Students will be engaged in small group instruction, problem solving, academic discussions, and real-life instructional tasks. **Teachers will offer**

students choice in tasks and will allow students to demonstrate their learning through multimedia presentations, digital portfolios, and self-paced digital learning platforms.

The School Leaders, Instructional Coaches, Peer Collaborative Teachers, and Model Teachers will support the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS). Teachers will ensure that unit and lesson plans introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content. Teachers will plan lessons that engage students in challenging tasks and higher order thinking aligned to Depth of Knowledge level 3 and 4 . Instructional task’s expectations will be at grade level for all students but will extend time for completion and allow differentiated supports for students with IEPs and for those who are ELLs. At least twice a year, students will work on challenging interdisciplinary tasks that engage them in authentic project-based learning experiences with an authentic audience.

Expanded Learning Time

The school will allocate 75 minutes per day , four days a week at the end of the school day, to increase instructional time for all students. This time will focus on reading and writing across the curriculum in the areas of ELA, Science, and Social Studies. In Math, this time will be used to build Math fluency. The ELA curriculum is non-fiction text with a focus on comprehension strategies, which will be done through the use of Achieve 3000 and the lessons provided through the application. Students will also use the digital tools with lessons as assigned by teachers and based on the results of the periodic assessments and their performance on specific key standards. The impact of our ELT will be measured through student performance in key standards and Lexile Growth (tracked through Achieve 3000).

Diagnostic, formative, and summative assessments will be administered throughout the year in all core courses. Students will be assessed on grade level CCLS for each content area. The data will be analyzed by teachers at the classroom level and by administrators and teacher teams at the grade level. Support plans will be developed based on the data to assist teachers with designing data driven coherent instruction. This process will be continuous throughout the year. The results will also be shared with students and parents to inform on academic progress. There will be 4 cycles of assessments during the year.

By the end of year 2, students will show significant gains in their performance levels in ELA and Math as measured in NY State exams. The school will increase the number of students achieving level 3 performance by 10% and move at least 50% of level 1 students to level 2.

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.

During the 2015-2016 academic year, all teachers will create and implement Common Core aligned instructional tasks, coupled with clear criteria for high quality work, that students are able to articulate. This will result in an overall improvement in ELA proficiency by 4%, as measured by the 2016 ELA State exam.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teacher teams will meet at least two times weekly in order to monitor the Reading and Writing Common Core alignment of instructional tasks across Science, Social Studies, and English Language Arts. In addition, ELA, Science, and Social Studies teachers will meet once a week to “look at student work” in order to monitor student learning and inform revision of instructional units.: Reading for Informational Text- Key Ideas and Details (RI.1-RI.3) and Reading for Literature Key Ideas and Details (RL.1-RL.3)</p>	<p>ELA, Science, Social Studies teachers, and all students</p>	<p>March 2015 to June 2016</p>	<p>Peer Collaborative teachers, Instructional coaches, and Assistant Principals</p>
<p>Professional Development provided by Learner Centered Initiative (LCI), Core Ready, and Apple to teachers across all subjects/grades focused on Common Core aligned instructional tasks. This select group of teachers will support their teacher teams in aligning Instructional Tasks to Reading and Writing Common Core Standards and integrating technology. Our technology-equipped conference room is used to engage teachers in Professional Learning and accommodate a community of learners. This room is used for our students, staff, and parents to immerse themselves in learning through the use of technology. A target of 60 students performing at a high 2 range have been strategically grouped for core instruction and taught by the Math and ELA instructional coaches, who have demonstrated prior success with moving students at this range up to grade level performance.</p>	<p>Peer Collaborative teachers, Instructional coaches, a select group of teachers</p>	<p>March 2015 to June 2016</p>	<p>The Principal, Assistant Principals, Instructional Coaches, and Select group of Teachers</p>
<p>All students will receive standards based student report cards in ELA to reflect a quarterly update that will identify progress trends in the key standards:</p>	<p>All teachers</p>	<p>September 2015- June 2016</p>	<p>School leaders, Instructional Coaches, and teachers</p>

<p>Reading for Informational Text-Key Ideas and Details (RI.1-RI.3) and Reading for Literature Key Ideas and Details (RL.1-RL.3)</p>			
<p>The school will implement a Standards Based Grading policy to monitor instructional task performance in ELA for all students. The performance for these instructional tasks will be tracked on Skedula and reviewed at the end of each of the 6 marking periods. The school will hire a full-time testing coordinator that will design assessments, set them up on skedula, schedule them, score them, analyze them, and share classroom level reports with administrators, teachers, and students. This will be done for all core content areas and will include all reports from digital tools. The testing coordinator will also work with carefully selected vendors to prepare and analyze standards based assessments.</p>	All teachers	September 2015- June 2015	School leaders, coaches, and teachers
<p>A designated Instructional Technology Teacher Coach will support teachers in creating units of study that are enhanced with technology and offer students choice that provides a variety of entry points to meet their individual needs. All teachers will provide opportunities for students to demonstrate understanding through multimedia presentations, digital portfolios, and self-paced digital learning platforms. The school will keep the two computer-technicians on staff in order to support and maintain the high volume of technology.</p> <p>An Engineering/Science teacher will be hired to teach Robotics, Coding, and Programming during the day and after school. This engineering/science teacher will teach in a specialized space equipped with the most advanced instructional technology and tools.</p> <p>All classrooms will be gradually equipped with the most advanced technologies including but not limited to Smartboards, Amplified Audio, TV, iPads, Laptops, 3-D Printers, Apple TVs, Printers, ZSpace, etc</p>	All teachers	September 2016-June 2017	Instructional Technology Specialist (Teacher), two computer-technicians, and an engineering/science teacher
<p>6 and 7th grade ELA and Math classes will be taught in groups no more than 20 students for students below grade level.</p>	ELA and Math Teachers	September 2016– June 2017	The Principal, Assistant Principals, Instructional Coaches, and Select group of Teachers

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.

1. Per session for after school and per di em for PD coverage
2. Scheduled time during the school day for common planning
3. Scheduled time during the school day for teacher teams to master and apply the LASW protocol
4. Assistant Principals
5. Lead Teachers /Peer Collaborative

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

Part 6 – Progress Monitoring

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

By February 2016, we will analyze the progress of all students using Periodic Assessment data as it aligns to ELA CCLS standards and the key RL/RI standards. Specifically, we will look at a target group of 60 students that were at high 2 range in the 2015 ELA exam and expect to see an average 30% overall improvement. If these target students meet this mid-point benchmark, we expect that we will meet the annual 4% increase of students performing at or above grade level.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	I
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.	I
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The HEDI Ratings listed above are from our most recent DTSDE Review (January 2015)</p> <p><u>Reflections on HEDI Ratings:</u></p> <ul style="list-style-type: none"> The school articulates a vision for supportive environments through varied support structures. The school has implemented a School wide PBIS program for the last three years which promotes the Core Values of (Self-Regulation, Trustworthy, Academic Excellence, Respect, and Responsibility-STARR) . The review of discipline data shows a decrease in both the number of referrals and suspensions when compared to last year. The staff implements several programs that align to the school’s vision for supportive environments, which provide greater opportunities for students to learn in a positive school environment. All members of the school are aware of the importance of their contributions in supporting the school vision for social emotional developmental support. The school leaders and staff review data from Skedula and OORS to respond to student social and emotional developmental needs. The school will continue to closely monitor the number and nature of disciplinary referrals each month. In addition, school’s staff will continue to review individual behavioral records in order to identify additional guidance and support needs. Once students are identified, staff makes a referral to either one of the Dean or to the school counselor. As a result, students have increased opportunities to learn in a safe environment, which strengthens students’ chances of becoming academically successful. 		

Areas of strength

- o Our school wide incidents dropped by 81% by the end for the 2014-15 school year.
- o Our leadership team reviews our schools' incidents' data on a monthly basis to inform school wide behavioral management strategies.
- o Students receive positive rewards for displaying the school's core values on a daily basis through an internal currency named "S.T.A.R.R. bucks. S.T.A.R.R. represents our school's Core Values which are consistently promoted through our PBIS program (Self-Discipline, Trustworthy, Academic Excellence, Respect, Responsibility). All students are given an opportunity to exchange their earned STARR bucks at the school store once a week.
- o The guidance team has a manageable caseload that allows for more targeted student support.
- o The community team has on-going communication with parents, logs these communications in Skedula, and follows up on a wide array of issues and concerns. The team follows up on daily data points such as lateness to school, uniform challenges, absences, and family engagement at school activities.

Areas of need:

AIR Assessment Findings 2015

Supportive Environment: Critical Key Finding 4.

Some teachers feel unprepared to teach students with physical and learning disabilities and with limited English proficiency.

As a priority need the school will continue to cultivate a cohesive environment of mutual respect that further develops student academic and personal behaviors that support student learning.

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 school leader envisions a commitment by all stakeholders including CBOs to the shared vision, focusing resources, and efforts on improving support systems and student performance. The school staff will strengthen the work and collaboration of CBOs in order to support the social and emotional growth and health of our students. CBOs will be consistent and visible partners in the assessment of needs, developments of plans, and monitoring of success. A student government body will offer a vehicle for students to be active participants, collaborators, and supporters of the socio-emotional development systems. Monthly meetings will provide the student government representatives with a forum for communication and collaboration.

Our school has built upon last year's goal to further develop positive rewards programs such as PBIS to support our students socio-emotional development. Last year our PBIS program expanded to include a school store, class section sheets, weekly class rewards, monthly student awards ceremony, special incentive trips, and a school spirit week. This year we continue to build upon this expansion by consistently improving the quality of each component. We have put together student lead teams that oversees the sections sheets, cafeteria board games, community service group, mouse squad, reading club, and grade level celebrations. **Our school will also expand the current sports offerings and create intra-mural tournaments in basketball, baseball, football, soccer, etc.** Through fruitful partnerships with CBOs such as The Greys Cadets and others, our school will foster a cohesive community that addresses social emotional development with our students. These initiatives will continue to have an impact our school by reducing our rate of incidents, reducing our suspensions, improving our teacher and student attendance, and improving our overall building's tone.

Teachers, community partners, and school leaders will use school-wide data from sources such as Skedula anecdotes and OORS to assess the social/emotional well-being of our students, develop and monitor programs that target top priority areas, and help the school identify tools that could be useful in determining the success of the programs created. Attendance and chronic absenteeism will be monitored on a weekly basis with dedicated staff meetings that specifically focus on student attendance. Parents will be integral partners and collaborators in support programs that aim to reduce and eliminate chronic absenteeism.

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, our school will continue to build on our positive behavioral intervention system to **establish a school wide culture** where all students feel safe, supported, and valued by all staff and peers. This will result in a 10% reduction of level 3-5 incidents and suspensions for the 2015-16 academic year.

Part 4 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engage families and expand their understanding of a supportive environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)
Teachers will be provided with on-going Professional Development on using the PBIS matrix and data gathered to reinforce academic personal behaviors that support student learning.	All teachers	Sept 2015 - June 2016	Assistant Principal, PBIS Coordinator
Students will receive instruction and support that leads to academic behaviors of effective learners Teachers will embed specific strategies that will develop and promote academic behavior of effective learners	All teachers	Sept 2015 - June 2016	Teachers, Deans, Community Liaisons, and Guidance counselors
Parent workshops will be held that support parents in employing strategies at home that can be used to promote and develop personal and academic behaviors	All teachers	Sept 2015 - June 2016	Parent Coordinator, Community School Director
The school will continue to provide professional development workshops at least once a month in the analysis and use of data, which will be accessible to all staff digitally, to support a positive socio-emotional development. These data review cycles will inform targeted plans for the neediest students, as well as proactively addressing needs of all students.	All teachers	Sept 2015 - June 2016	APs, Deans, CBO's

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 coordinator Guidance counselor Community Team Liaisons PBIS Coordinator PBIS materials Dean Per-session/Perdiem											
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		P/F Set-aside		21 st Century		C4E

	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other
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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 February 2016, there will be a 5% reduction of level 3-5 incidents and suspensions for the 2015-16 academic year.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	I
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The HEDI Ratings listed above are from our most recent DTSDE Review (January 2015)</p> <p>Collaborative Teachers:</p> <p>Critical Key Finding 3.- Focus and purpose of feedback is not consistent.</p> <p>Collaborative Teachers: Critical Key Finding 5.</p> <p>Interviews and survey data show that teachers want more input on curricular decisions and more opportunities to collaborate through inter visitation and looking at student work.</p> <p><u>Areas of Strength</u></p>		

To promote teacher collaboration we have created systemic structures within the school's programming schedule. Content area teams meet four times per week. Grade level teams meet once per week. Teachers are expected to complete team meeting minutes to record goals for student outcomes and identify next steps.

- Teacher teams at all levels gather and analyze periodic assessment data to create intervention plans and adjust curriculum. For example, in all content areas assessment data includes an item analysis report, directly linked to the common core standards, which teacher teams use to analyze, inform, and create intervention plans.

Administrators and lead teachers have engaged teacher teams in looking at student work.

- Administrators have engaged all teachers in looking at student work, one on one as a coaching practice.
- Administrators have engaged small groups of students in reviewing portfolios and student work.
- Teachers have engaged students in looking at common core student work exemplars.
- In science social studies and literacy curriculum adjustments are made right after the periodic assessment data is generated. This allows teachers to make changes to address student needs.
- Teacher teams promptly generate item analysis reports based on most recent periodic assessments. This data informs future lesson planning and interventions at both the class and individual student level. Modifications to the curriculum map, pacing calendar, and unit plans are made, accordingly as needed.

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?

To develop teacher capacity, we will be implementing research-based common core aligned programs centered on best practices: The CORE Ready Series (ELA), GoMath (Mathematics), TCI (Social Studies), Glencoe (Science). During content area team meetings, the teachers will use these programs to align the curriculum to the Common Core State Standards. Lead teachers will facilitate the meetings by providing guidelines for creating daily tasks and formative assessments that are aligned to the CCLS. **Teachers will continuously work together in grade level subject teams to map and calendar out curriculum on Google Apps For Education's "Docs", which will be shared with all teachers.**

Throughout the school year, teacher teams will use data to guide their decision making during team meetings. In the beginning of the school year, the teachers will begin analyzing NYS assessment data to set goals for the school year. By using NYS assessment data the teachers begin to identify areas in the curriculum that need development. This school-wide data analysis process then sets the groundwork for teams of teachers to develop team goals for student achievement. All content area teachers and ESL teachers use the NYS assessment data to generate specific goals for their teams. Each individual teacher also determines specific goals for groups of students within their classes. Teachers will continue to engage students in the goal-setting process. Students will analyze their own data via a Student

Proficiency Report after periodic assessments. Students will use this data to set individualized goals towards achieving mastery of specific common core standards.

Teachers will engage students in self and peer assessment during learning tasks. Students will use specific criteria to self assess and to provide their peers with feedback. The students will have the opportunity to revise their work products based on self/peer/teacher feedback. They will also monitor their progress by periodically reviewing their student work portfolios. The principles of the school-wide instructional foci will be used to develop units and lesson plans: evidence-based arguments, student discussions, productive struggle, individualized standards-based feedback, technology to enhance teaching and learning, active learning, coherence and consistency.

To ensure a coherent curriculum that meets the needs of all students including higher achieving students, all teachers will continue to develop tasks that require students to construct evidence based arguments. Additionally, teachers will develop activities that are both cognitively challenging and accessible. Teacher's planning will strategically provide opportunities for independent practice and instructional supports, with the aim of building all students' persistence through new or challenging tasks. Evidence-based arguments and productive struggle will be visible through student-to-student discussions. Teacher teams will determine specific protocol to engage students in high quality discussions. Teachers will also employ effective use of technology as a tool for student engagement. We will continue to use Google Classroom to provide students with unlimited access to materials and resources beyond school hours.

During collaborative meetings, teachers will regularly review a variety of data to monitor student progress and provide individualized support and feedback. All team meetings will begin with data analysis. The teachers will use multiple measures to decide on the effective instructional strategies that they will implement. Multiple measures will be used to monitor student lexile growth, reading behavior, and mastery of Common Core State Standards. We will use Scholastic Reading Inventory(SRI), LightSail, Achieve 3000, Diagnostic Reading Assessment(DRA), common performance assessments, and student work. Teachers will also use specific protocols to review data during team meetings. The student work protocol will be used to review teacher-developed performance tasks. Teachers will implement an RTI approach to identify and support students that are not making progress. The teachers will also use the data-driven protocol to review formative assessment data. As a result of each meeting, teachers will agree on instructional practices and measurable goals that will be revisited during a follow-up meeting.

Our teachers will receive on-going support from district and curriculum consultants. We plan on using a coaching model and instructional rounds to support our collaborative teaching approach. We will use both student data and teacher data to determine the focus for both coaching and instructional rounds. Through the team and individual teacher feedback provided by the coaches, we will identify specific effective instructional strategies. The instructional rounds will be supported by the administrative team. We will continue to align our coaching model and instructional rounds to two components of the Danielson Framework--Component 3b: Using Questioning and Discussion Techniques and Component 3c: Engaging Students in Learning. Teachers will use teacher-created rubrics and checklists to self assess and identify patterns in their instructional practices. By incorporating a variety of strategies and techniques to engage students in academic conversations and to ensure students' active engagement, we will create a safe learning environment for all students.

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.

During the 2015-16 school year, we will continue to build on a collaborative approach to teacher Professional

Development, by empowering a team of teacher leaders to develop and implement a sustainable coaching model aligned to the school’s instructional focus, the Danielson Framework, and the school’s Professional Learning Plan. This collaboration will support teachers in improving their practice and increasing the average teacher ratings by 5% as measured by the Danielson Framework for Teaching and Learning, in the following components:

3b. Engaging Students in Questioning and Discussion Techniques

3c. Engaging Students in Learning

3d. Assessment in Instruction

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Peer-collaborative teachers and Teachers will keep a log of coaching schedule. Coaches and assistant principals will assist with the development of the schedules.</p> <p>Teachers will identify specific professional goals aligned to the Danielson Framework--Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction. Assistant Principals will use these goals to provide teachers with feedback.</p>	<p>Teachers</p> <p>Teachers</p>	<p>Daily</p> <p>Monthly</p>	<p>1. School Administrators, Instructional Coaches, Peer Collaborators, and Model Teachers</p> <p>2. School Administrators, Instructional Coaches, Peer Collaborators, and Model Teachers, District Support, Curriculum Consultants,</p> <p>3. Lead Teachers, School Administrators</p>

<p>Administrators and peer-collaborative teachers engage teacher teams in looking at student work.</p> <p>Coaches (peer-collaborative teachers, district support, and curriculum consultants) will facilitate teacher team meetings and focus on effective instructional strategies.</p>	<p>Teachers</p> <p>Teachers</p>	<p>Weekly</p> <p>Bi-weekly</p>	<p>4. Lead Teachers, District Support, Curriculum Consultants</p>
<p>The Extended Leadership Cabinet (ELC) holds monthly data sharing meetings to review the results of periodic such as MyOn, Achieve3000, IXL, Khan Academy, and E-Science.</p> <p>Interdisciplinary Teacher teams develop reports from Skedula to share individualized student data during student-teacher conferences.</p> <p>Grade level teacher teams meet 4 days a week for common planning. During these meetings teacher grade level content teams look at student work, lesson plans, and make the necessary adjustments to curricula based on results, such as assessments, student work etc.</p> <p>Assistant principals, peer-collaborative and model teachers will facilitate instructional rounds that focus on specific instructional strategies.</p>	<p>Lead Teachers, School Administrators</p> <p>Teachers, Students</p> <p>Teachers</p> <p>Teachers</p>	<p>Weekly</p> <p>Weekly</p> <p>Daily</p> <p>Monthly</p>	<p>Lead Teachers, School Administrators</p> <p>Teachers</p> <p>Teachers, Lead Teachers</p> <p>Lead Teachers, School Administrators</p>
<p>Teacher teams at all levels gather and analyze periodic assessment data to create intervention plans and adjust curriculum. For example, in all content areas</p>	<p>Teachers, Lead Teachers</p>	<p>Bi-weekly</p>	<p>Lead Teachers, School Administrators</p>

<p>assessment data includes an item analysis report, directly linked to the common core standards, which teacher teams use to analyze, inform, and create intervention plans</p> <p>In the beginning of the school year, administrators will meet individually with each teacher to review achievement data for all students. Administrators and teacher co-developed both teacher practice and student achievement goals. These goals will be revisited during mid year conversations.</p>		<p>Three Times Per year</p>	<p>Lead Teachers, School Administrators</p>
<p>Teachers will collaboratively engage in the student work protocol to engage in conversations about coherent instruction. During the review of student work, the teachers will also review lesson plans and the assessment criteria.</p> <p>Teachers will embed specific strategies that will develop and promote academic behavior of effective learners</p> <p>Teachers will be invited to "lunch and learns" to share strong instructional practices linked to evidence in student work, lesson plans, observation notes/data, etc and learn from their colleagues.</p> <p>Teachers that demonstrate leadership qualities along with administrators, will be sponsored to attend local, national, and international conferences that support the school's goals and needs. These teachers and administrators will be required to turn-key to the staff and to take on leadership roles in the school.</p> <p>In addition to peer-collaborative teachers in each core subject, the school will hire at least 4 model teachers to support other teachers.</p>	<p>All teachers</p> <p>All teachers</p> <p>All Teachers</p> <p>Teachers and administrators</p>	<p>September – June</p> <p>September – June 2016</p> <p>January - June 2016</p>	<p>Assistant Principals,</p> <p>Teachers, Instructional coaches</p> <p>Instructional coaches, lead teachers</p> <p>PCTs, Model Teachers, Administrators</p>

Part 5 – Budget and Resource Alignment

<p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> · Per session - Instructional coaches
<p>Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

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

Part 6 – Progress Monitoring

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

By February 2016, the summary Danielson Components' ratings will improve by 2.5% across the school in components 3A, 3B, and 3D.

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>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	I
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The HEDI Ratings listed above are from our most recent DTSDE Review (January 2015)</p> <p>Reflection on HEDI Ratings</p> <p>To improve the tracking of teacher progress through student data the school has implemented a standards based grading model. Using the data from standards based tasks in conjunction with periodic assessment data, administrators are able to have more specific conversations with teachers regarding student performance in key standards. Feedback can be provided to teachers that will target specific instructional strategies.</p> <p>According to our most recent Quality Review 2013-14 some areas of strength are the following:</p> <ul style="list-style-type: none"> The administrative team's observation feedback captures teacher strengths and areas for further development. A review of administrator's observation reports reveals targeted feedback that provides teachers with clear next steps. For example, in written feedback provided to a teacher, an administrator recommended the teacher design and pose open ended higher order thinking questions to spark more rigorous student discussions. Review of additional written feedback reveals a suggestion provided to a teacher to improve the classroom environment by working with students to 		

define their roles as students and learners. In addition, the administrator directed the teacher to review a specific learning module from ARIS Learn. As a result of this precise feedback, there is a clear template of expectations for elevating teacher instructional practice. **(Source: Quality Review 2013-14)**

· Students shared their work proudly and state they often review their accomplishments. As a result of the principal leveraging resources to support the fruition of the school goals, there has been a 15% increase in the quality of sixth grade student tasks in science. **(Source: Quality Review 2013-14)**

Areas of Need Being Addressed for SOP 2.3 – Strengthen teacher practices to ensure consistent alignment to Common Core Learning Standards, Standards of Mathematical Practice, ELA’ key design considerations, the school’s instructional foci in order to promote increased student outcomes.

The school leader is committed to “bringing Middle School 80 into the 21st century” in part by equipping the school with state of the art technology. Subsequently, all classrooms have Smart boards. In addition, the principal has invested heavily in the purchase of iPads and laptop computers for student use. In a sixth grade social studies class, in preparation for a writing task, students were highly engaged in research and read articles about Hindu gods from an iPad. A wide range of books are accessible to students on the iPad.

Students are also using digital tools such as Khan Academy to support and reinforce mathematics instruction. In addition, to further strengthen the school’s science program, through the school’s after school program, students engage in science, technology, engineering and mathematics classes including advanced courses in Earth Science and Integrated Algebra. To highlight student work and so students may see their progress throughout their middle school years, the principal purchased student portfolios in which they maintain their “best” work (Source RSCEP).

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?

- The school leader will work through a distributive leadership structure that will ensure a clear grasp of mission and vision is attained by all staff members. Our distributive leadership structure will include Assistant Principals, Peer Collaborative Teachers, Model Teachers, Community School Director, Instructional Coaches, and Mentor teachers.

- The shared vision and mission will drive all decision making across the school and will determine the data trail that is monitored throughout the academic year. The SLT will identify RSCEP aligned data points (*attendance, benchmark assessments, behavioral data,,etc.*) to monitor on a monthly basis during each SLT meeting.

- The School leader will designate community school liaisons for each grade to support cohesion, communication, and effective collaboration with the CBO partnerships. The Community School Director will be part of the leadership cabinet and will be involved in all key decision making processes. This Community Team will be responsible for keeping track of all supports, referrals, and services that each student is and will be receiving. This team will also attend teacher team meetings to collect, share, and analyze social emotional data. They will proactively engage students and their families in identifying areas of need and available resources.
- The CBO has contracted a Mental Health Clinic that will be in the building full-time to support students' social and emotional needs.
- The school's leaders will engage all staff (including support staff) in goal-setting conversations during the month of September, in direct alignment to the school's vision, mission, RSCEP, and priorities. The objective is to ensure every staff member has a clear understanding of our school wide goals for improvement and how each member contributes to the collective measures of success. During these conversations, all staff members (Including support staff) identifying SMART goals around Supportive Environment and Collaboration while teachers will also identify individualized Danielson, student performance, and classroom environment goals aligned to RSCEP priorities.
- All staff will continue to be anchored to horizontal and vertical teams (including support staff). Guidance and Support Staff Teams will have daily check in meetings with a school leader to: share daily data points, identify areas of focus for the day, celebrate successes, and give each other feedback. These daily check in meetings will continue to occur at the beginning of the day between 8-9am.
- Through observations, feedback and timely follow up, the school leaders will monitor performance and provide multiple opportunities for differentiated professional development to all staff. The school administrators will celebrate areas of strengths and promote practices that align to school wide goals. Teachers will work with coaches to enhance, develop, and improve based on recommendations from leaders using the Danielson Framework.
- To the extent possible, all staff members will be invited to participate in instructional rounds with a set of focus areas aligned to RSCEP priorities. Teachers will get an opportunity to be part of lesson studies, inter-visitations, critical friends' groups, and peer-to-peer feedback.
- The principal and assistant principals will engage all teachers in at least 4 cycles of goal setting/reviewing, student data reviews, co-development of individualized professional development plans, and a minimum of 4 informal/formal classroom observations.
- Individuals will have constant support via principal, assistant principals, coaches, mentors, master teachers, and peer collaborators. New teachers will be assigned mentors and given priority focus for working with instructional coaches as much as is feasible.
- **Teachers that demonstrate leadership qualities along with administrators will be sponsored to attend local, national, and international conferences that support the school's goals and needs. These teachers and administrators will be required to turn-key to the staff and to take on leadership roles in the school.**
- **In addition to peer-collaborative teachers in each core subject, the school will hire at least 4 model teachers to support other teachers.**

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.

During the 2015-16 school year, we will continue to build on our **distributive leadership approach by engaging both content and interdisciplinary teacher teams in** goal-setting, continuous progress monitoring, and effective use of instructional data to improve student outcomes. This will result in a reduction of ELA Level 1 students by 10%.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Professional Learning Plan focused on supporting teachers in aligning instructional tasks and supporting targeted students’ needs. 80 minutes a week will be allotted for this targeted work in 6-8 week cycles.</p> <p>Administrators and Peer Collaborative Teachers will engage all teachers in scaling each school wide goal to individual teacher goals. Teachers will be provided with a detailed analysis of ELA/Math assessment results.</p>	<p>All teachers</p>	<p>September 2015 to June 2016</p>	<p>Instructional Coaches and Assistant Principals</p>
<p>All teachers will have an individualized support plan in order to support their targeted needs.</p>	<p>All teachers</p>	<p>September 2015 to June 2016</p>	<p>Instructional Coaches and Assistant Principals</p>
<p>Administrators will use data from the Advance System (which captures data on teacher observations) to assess progress made by teachers regarding level of instructional practices. This data will be used to assess teacher progress in goals and provide feedback.</p>	<p>All teachers</p>	<p>September 2015 to June 2016</p>	<p>Principal and Assistant Principals</p>
<p>Core Ready Coaches - This is the ELA curriculum that the school is implementing. 2 coaches are in the building 3 times a week to support teacher practice and student</p>	<p>ELA teachers</p>	<p>September 2015</p>	<p>Core Ready Coaches and ELA Peer Collaborative Teacher</p>

outcomes in ELA. This supports the school’s annual goal of reducing ELA Level 1’s by 10 percent.		to June 2016	
Achieve 3000 will provide the school with ongoing professional development in utilization of the program. This supports the school’s annual goal of reducing ELA Level 1’s by 10 percent.	All teachers except Math	September 2015 to June 2016	Achieve 3000 Facilitators and ELA Peer Collaborative Teacher
The school will monitor students growth through the use of digital learning platforms(i.e. MyOn and Achieve 3000,Khan Academy) digital portfolios, and Skedula’s online gradebook.	All teachers	September 2015 to June 2016	All teachers

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.											
<ul style="list-style-type: none"> · Per session for after school and per diem for PD coverage · Scheduled time during the school day for common planning · Scheduled time during the school day for teacher teams to master and apply the LSAW protocol · Assistant Principals · Lead Teachers/Instructional Coaches 											
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		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
If our student performance on the February Periodic Assessments shows an increase of 10% in student performance on key standards, this will serve as an indication we are making progress toward our goal.
Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	I
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The HEDI Ratings listed above are from our most recent DTSDE Review (January 2015)</p> <p>Isobel Rooney has different methods of communicating with families: email, phone calls, flyers, mail, app alerts, and monthly newsletters. We have identified a designated time on Mondays for teachers to contact parents. We also have grade level Community Staff that contact individual parents to share their child’s socio-emotional progress in school. We have also designated specific attendance staff members per grade level to contact parents about student attendance.</p> <p>We have provided a variety of opportunities to invite parents to our school. We have designed workshops for different purposes and to meet parents’ needs. Some of these workshops included English Language development, cultural gatherings, financial literacy workshop, and Skedula. We need develop follow-up communications and incorporate feedback forms after each workshop. Our goal is to determine more effective strategies to consistently engage parents and develop strategies for reciprocal communication.</p>		

New York City School Survey Parent Responses:

Total Parent Response Rate 26%

Percent Satisfaction: Strong Family Community Ties 74%

Percent Satisfaction: Parent 86%

School Renewal Assessments Final Report June 2015 Key Findings:

The school continues to struggle with increasing parent involvement and identifying activities that meet parents' needs.

“According to respondents, the school does an adequate job with outreach, but only a few parents engage in school activities—typically, it is the same handful of parents. “

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?

The school will have multilingual welcome posters around the entrance. In addition, training will be provided to school safety agents provided by Parent Coordinator/Language Access Coordinator (aside from forms provided by NYC DOE) on welcoming families. In addition, the following measures are to take place:

- Different Language cards on security desk that say “I speak _____” so that SSAs can identify family's preferred language immediately
- Multilingual posters that state the protocol for entering the building (you must have a picture ID to enter the building, the office opens at 8:30 AM, hours of service)
- Multilingual written guides (may I see your identification card, please sign, please go to the main office).
- In addition, Isobel Rooney will continue to display available volunteer opportunities for families in the Parent Center. To expand on our volunteer program, teachers will be able to submit one time volunteer requests (trip chaperones, etc) to offer these opportunities to parents in the newsletter and via email. The Parent Center will remain a place where parents can find information and access resources about education, housing, health, etc.

In addition to better understand our incoming families; we will conduct ethnographies on our families through a questionnaire, conversation and or phone surveys. The ethnography addresses the following areas:

- reasons for relocating
- time in community
- home language
- health beliefs
- crisis events
- holidays and special events
- contact with cultural and religious institutions
- values about education and work
- values about family structure
- what type of things the family expects from the school
- how many children?
- who is at home?
- living situation

The results of the ethnography will be uploaded to Skedula on an ongoing basis so as to be shared with teachers, so that they are able to better understand the students who they are teaching. To further foster the sense of community at Isobel Rooney, we will host Parent to Parent Meetings, where staff and their children will join our families in a social gathering to share experiences.

Our lead CBO, ASPIRA, will bring ESL and TASC classes to our community. Aspira will also provide classes to obtain child care and home health aide licenses. Aside from these classes, Isobel Rooney will continue to provide Rosetta Stone access to our families. Other adult/parent opportunities will include Technology Hour and Skedula Hour: set times during the week where parents can come to the school and get basic computer help and help navigating through Skedula. Technology Hour will offer our families the opportunity to become families with the tools that their children are using, like Google Classroom, Google Drive, email, Achieve 3000, EScience, IXL, to name a few. During the Skedula hour parents will learn how to log in and will receive assistance in navigating the database until they reach a level of proficiency in their areas of need. Both Technology Hour and Skedula Hour will take place in the Parent Center Computer Lab. In addition, to familiarize our families with Common Core State Standards, Isobel Rooney will host monthly workshops on Understanding Common Core State Standards.

Isobel Rooney will engage parents through adult educational offerings that range from Learning English as a Second Language (Rosetta Stone), Resume Building Workshops, Internet Job search, Emergency Preparedness Workshop, and CPR.

Our families will continue to have access to their child's progress through Skedula and through the Individualized Student Support Plan. The first Individualized Student Support Plan will be distributed during Curriculum Night (9/16/2015) and teachers will take the time to explain to our families how the support plan works, including baseline lexile levels, and how to track their child's progress using the Electronic Tools. In addition, during curriculum night, teachers will explain our standards based grading system to parents. Parents will then be able to come in during technology hour to follow up on their child's progress. Teachers will update the support plan learning goals on a bi-monthly basis. In addition, Holiday Packets will be based on areas in need of improvement.

To strengthen community ties, JHS Mosholu Parkway Middle School 80 will continue to partner with Learning Leaders to provide workshops around education and Volunteer Trainings at the school. In addition, Isobel Rooney will partner with Montefiore Hospital to provide free trainings in the school. Isobel Rooney will continue to advertise programming that is relevant to the community in public forums such as local newspapers and local news. Our Parents' Association will work with the 204th Merchants Association to create a discount program for parent volunteers. In addition, we will strengthen our relationship with our feeder schools and extend the services that are provided at Isobel Rooney to those families. Middle School 80 will also have a fall open house and invite our feeder schools to attend. Middle School 80 will invite our neighbor, Public School 280 to join us in beautifying the campus with a community garden.

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.

During the 2015-2016 academic year, we will partner with a variety of community based organizations to support the holistic needs of our families both academic and non-academic. This will result in:

- Increase in attendance for the year by at least 3%
- 60% of our families will participate in at least two school events/workshop focusing on academic topics and 1 workshop focusing on socio-emotional development by April 2016
- 60% of our families will attend parent teacher conferences in the Fall and the Spring
- There will be an increase of at least 10% in positive responses in the NYC school survey

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Conduct bi-monthly workshops that focus on academic topics:</p> <ul style="list-style-type: none"> -Standards Based Report Cards -Skedula Trainings -Common Core State Standards 	<p>all families</p>	<p>starting 09/2015</p> <p>Bi-monthly</p>	<p>Parent Coordinator</p>
<p>Conduct Learning Leaders Volunteer Training.</p> <p>Host 8 Learning Leaders workshops, 4 in the fall, 4 in the spring</p>	<p>all families</p>	<p>9/2015</p>	<p>Parent Coordinator</p>
<p>Host workshops on socioemotional development and health--Montefiore Hospital, ASPIRA parenting workshops, anti-bullying workshops.</p>	<p>all families</p>	<p>bi-monthly starting 11/2015</p> <p>thru 6/2016</p>	<p>Parent Coordinator</p> <p>Montefiore</p> <p>Ramapo for Children</p>
<p>Guidance counselors will call specific groups of parents inviting them to the workshops on topics related to socioemotional development and health.</p>	<p>All families</p>	<p>bi-monthly starting 11/2015</p>	<p>Guidance counselors</p>
<p>Host adult learning workshops in collaboration with ASPIRA:</p> <ul style="list-style-type: none"> -Computer training -English language development 	<p>All families</p>	<p>Starting 11/2015</p> <p>monthly</p>	<p>Parent Coordinator</p> <p>ASPIRA</p>

Parent feedback form will be completed by parents after every workshop.	All families	Starting 11/2015 monthly	Parent Coordinator
Keep attendance for parent workshops.	All families	Starting 11/2015	Parent Coordinator
Maintain a log of parent attendance to identify the number of workshops meetings families attend.	All families	Starting 11/2015	Parent Coordinator
Teams of teachers will engage in communicating with parents on a weekly basis. Teachers will log their interactions on Skedula.	All families	Starting 09/2015 Weekly	Teachers, administrators
Teachers will make phone calls to targeted students' parents to invite them to parent teacher conferences.	Targeted families	11/2015	Teachers
Community Team assigned to each grade level will contact individual parents to communicate student achievements and areas for improvement (Student of the Month, attendance, uniforms, PBIS special events). Community Team members will log their interactions with parents in Skedula.	Community Team members	Daily	Community Team
Attendance support staff will contact parents of students that are late or absent from school.	Attendance staff	daily	Attendance Staff
Letters will be mailed to parents 3 weeks in advance to notify them of the workshops.	All families	bi-monthly starting 11/2015	Parent coordinator
Parents will be invited to our school by grade level to complete the NYC school surveys. We will keep an attendance sheet to keep a record of parents that have completed the surveys.	All families	March-April 2016	Parent coordinator

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

Part 6 – Progress Monitoring

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

By February 2016, 30% of families should have participated in at least 1 academic workshop and 1 socioemotional workshop. Parents that have not participated in any workshops will be contacted and invited to future workshops.

By February 2016, 30% of our families should have participated in the Fall parent teacher conference.

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

Section 6: Expanded Learning Time (ELT) Program Description

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

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
Goal 1- The average proficiency rating for ELA will increase by .05
Goal 2- The average proficiency rating for Math will increase by .035.

Part 2 – ELT Program Type

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

Part 3 – ELT Program Description

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?
<ul style="list-style-type: none"> • Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation. • Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting. • What new content areas and opportunities will be offered to students? • Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art. • Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area. • How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff? • How will outreach be made to families?

Expanded Learning Time

The school will allocate 75 minutes per day, four days a week at the end of the school day, to increase instructional time for all students. This time will focus on reading and writing across the curriculum in the areas of ELA, Science, and Social Studies. In Math, this time will be used to build Math fluency. The ELA curriculum is non-fiction text with a focus on comprehension strategies, this will be done through the use of Achieve 3000 and the lessons provided through the application. Students will also use the digital tools with lessons as assigned by teachers and based on the results of the periodic assessments and their performance on specific key standards. The impact of our ELT will be measured through student performance in key standards and Lexile Growth (tracked through Achieve 3000).

Diagnostic, formative, and summative assessments will be administered throughout the year in all core courses. Students will be assessed on grade level CCSS for each content area. The data will be analyzed by teachers at the classroom level and by administrators and teacher teams at the grade level. Support plans will be developed based on the data to assist teachers with designing data driven coherent instruction. This process will be continuous throughout the year. The results will also be shared with students and parents to inform on academic progress. There will be 4 cycles of assessments during the year.

By the end of year 2, students will show significant gains in their performance levels in ELA and Math as measured in NY State exams. The school will increase the number of students achieving level 3 performance by 10% and move at least 50% of level 1 students to level 2.

- The focus of the ELT will be on reading and writing through the content areas using Achieve3000
- The Mathematics focus will be on fluency using IXL Math.
- The integration of common core aligned digital tools Achieve3000 and IXL math, will support the differentiated learning needs of all students. The needs will be identified and monitored by standards-based performance in Baseline/Periodic Assessments.
- Although ELT's renewal hour will be for all students, ELT will be further extended for a group of about 250 students. During this second part of extended day, students will be offered enrichment activities such as Art, Theater, Dance, Music, Robotics, Sports, Photography, and Videography.
- Community educators and staff will receive PD through both the school and community partner Aspira of NY.

Part 4 – ELT Program Implementation and Oversight

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

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

- The key personnel that will be responsible for overseeing the ELT program will be the Principal, Assistant Principals, and Community School Director.
- We will monitor ELA and Math progress for all students in ELT by reviewing Achieve3000, IXL Math, and periodic assessment performance data through 6 cycles during the year.
- The impact of the ELT program will be evaluated based on the progress as measured by Achieve3000, IXL, and Periodic Assessments within the 6 review cycles.
- All students will be supported by a content area teacher in working to improve reading and writing across content areas for 75 minutes 4 times a week.
- Additional staff from the Community Partner will pushing into classrooms to strategically support small groups of students with targeted needs.

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

September 2015-June 2016

- The program will start on 9/9/2015
- The program will end on June 24, 2015

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.

- Extended school day Tues-Friday 75 minutes each day
- Salary as per the collective bargaining agreement
- Instructional resources: (Achieve 3000 Licenses and IXL Licenses)
- Achieve 3000 Professional Development
- IXL Professional Development

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

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

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

Part 6 – ELT Progress Monitoring

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.

- Periodic assessments will be used to measure the student's' progress toward meeting the renewal benchmark goals.
- ELA mid-point benchmark: increase by .025

- Math mid-point benchmark: increase by .018

- Achieve3000 summary data to evaluate progress in key standards RI/RL Key Ideas and Details. There will be at least a 15% increase in proficiency from the baseline to February 2016

- IXL Math summary data will be evaluated to assess impact on mathematics fluency. There will be a 10% increase from the baseline proficiency in each fluency standards.

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.

The summative goal(s) of the Community School program for the 2015-16 school year are as follows:

1. By June, 2016 Parent Engagement at MS 80 will increase by 70% as measured by attendance tracking and anecdotal data submitted in the Skedula MIS and ASPIRA Effort to Outcomes systems.
2. By Jun, 2016 participation in ELT activities will increase by 90% as measured by report cards, progress reports, ATS reports and academic transcripts.
3. By June, 2016, utilization rates for mental health services will increase by 50% as measured by attendance tracking, individual assessments and anecdotal data submitted in the Skedula MIS and ASPIRA Effort to Outcome systems.

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.

With a strong coordinated approach to enhance learning opportunities and improve academic performance among at-risk students, ASPIRA will forge a strong partnership between the principal, teachers and parents, as well as, engaged community partner organizations (i.e., Community Based Organizations [CBOs]). Thus, in general, populations to be served in the community schools model include low-income students with challenges impeding their ability to succeed in school, families, parents and teachers. Relevant community based organizations will provide services to meet identified needs. Since each school is unique -- thus, requiring a *crafted* set of services to meet needs -- ASPIRA, in partnership with the School Leadership Team and the Community School Team (CST), will conduct a needs assessment to determine required scope of services to meet identified needs of targeted populations. For example, ASPIRA will sub-contract with RAMAPO to provide teacher and staff development within the scope of the community schools model. In addition, for students requiring mental health services, ASPIRA will work with the Jewish Board of Family Services and the Puerto Rican Family Institute to work with students and families requiring mental health services.

Scope of services to be provided include the following:

Expanded Learning and Enrichment Activities

The ASPIRA Expanded and Extended Learning Time (ELT) model is built on the elements of the most effective, research-tested, school- based programs with a strong foundation consisting of school and community partnerships, principal leadership and richly varied curricula offering students multiple avenues to master core skills and knowledge. ASPIRA effectively utilizes its program model to align enrichment activities with community schools, while also meeting the Regent's Reform priority for college and career readiness through the provision of comprehensive ELT services addressing specific student needs.

Within the community schools framework, ASPIRA ELT activities will support and enhance regular school day education standards with program services by matching identified student needs with rigorous academic instruction and enrichment, while addressing the same subjects taught in their schools from a differentiated, more advanced approach. Moreover, to ensure that program activities are useful and significant to students, staff members, school administrators and pertinent community partners will closely collaborate so that ASPIRA's program does not supplant or duplicate in-school efforts. The focus will be to have fully integrated supplemental support offered in areas where students require the greatest attention for subject mastery.

Program activities are customized in consultation with administrative staff, teachers, counselors and students. Teachers participate in the provision of activities, ensuring that lessons are closely aligned with both New York State and New York City Common Core curricula. Students' school-day teachers are consulted when designing schedules for each student. The CSA and program staff members work with teachers to continually monitor student attendance and achievement, ensuring that activities are responsive to respective needs, and adjust to any noted changes.

Based on the ASPIRA's ELT model the following community school learning enrichment activities are recommended for community schools:

- Mind Over Media Program (Literacy) is designed to promote academic, personal growth, and career readiness through the use of media literacy and multimedia technology. ASPIRA uses lesson plans and curricula provided by the Manhattan Neighborhood Network (MNN).
- Techbridge (STEM) - The curriculum is designed to interest kids in STEM, promote inquiry, and highlight real-world applications so kids can see how STEM careers make the world a better place.
- Academic Enhancement Academy (AEA) - The AEA will consist of academic support components which will be aligned with English Language Arts (ELA), Math and STEM New York City/State Common Core Learning Standards. The Components include: Homework Help (HW Help), Individual Tutoring, and Group Tutoring – AEA students will receive HW Help and/or tutoring in subject areas where need the most assistance.
- Youth ACTION / YES! - Based on the YES Action Service Learning Curriculum staff will facilitate activities whose goals are for students to develop social, political, and analytical skills necessary to participate in their communities. Activities will include workshops that link projects to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge content.
- Overcoming Obstacles Life Skills Program - The curriculum provides 20 critical life skills to students enabling them to learn skills like communicating effectively, making sound decisions, setting and achieving goals, and resolving conflicts.
- S.P.AR.K.S. - The Sports and Fitness Academy will use the Sparks Physical Education Program curriculum to engage students in physical fitness/sports and nutrition activities which enable them to live healthy lives.
- ASPIRA ELT Club model provide students with a voice that develops their decision making skill through making positive and productive choices about how they spend their leisure time at the program. Involvement in high yield learning activities such as media arts and technology, performing arts, youth newspaper, book clubs will allow students develop skills in areas of their individual interest.

Mental Health Services

A community school (CS) is both a place and a set of partnerships between the school and other community resources. ASPIRA will integrate the mental health component into the school community through shared

leadership/partnerships between ASPIRA, the school, community stakeholders, students, parents and families, and by offering an array of comprehensive services and activities designed to address specific student and family needs.

The ASPIRA CS approach is a strategy – as opposed to a program -- whose model fosters social and emotional skills development based on the NYS Guidelines for Social and Emotional Development and Learning. The approach is augmented with enrichment activities which engage young people with content focusing on prevention, early intervention, community development and youth empowerment strategies.

The following strategies within the community schools framework delineate how ASPIRA will integrate services in partnership with identified and qualified CBO partners to track all pertinent data utilizing its Efforts to Outcome MIS:

- Evaluate students by assessing needs through interviews and various assessment instruments. The Counselor will work with students to develop action plans and conduct reflective self-assessments.
- Provide confidential counseling on a one-to-one basis (minimally consisting of two, 30-minute sessions per month). Counseling will focus on pro-social development, financial education and plans for asset building.
- Maintain contact and progress notes, as well as, running records using a case management methodology.
- Inform school staff (i.e. Guidance Counselors, Parent Coordinator, Teachers, Principal, Deans) on a regular basis of student progress (or impediments with the aim of adjusting action plan when necessary).
- Coordinate co-curricular activities supporting youth development and academic success (e.g., incentive-based projects and educational trips).
- For any community school without an existing on-site mental health program, ASPIRA will sub-contract with one of the following partners depending on the needs of the school: Puerto Rican Family Institute, Jewish Board of Family and Children Services, Morris Heights Health Center and Ramapo for Children. All organizations are licensed mental, community health and resolution providers.

Key strategic partnerships will be used to enhance resource development for mental health services, thereby ensuring high-quality programming and sustainability. ASPIRA will collaborate with a multitude of established partner organizations to offer a full range of health, mental health and social services designed to promote stability and well-being, while removing barriers to learning. Mental health services will be designed according to the identified needs of the community school cohort, and will be grounded in evidence-based, recovery-oriented, family-centered interventions to ensure student, family and school success. Specific services may include: individual therapy to students through an on-site clinic; collateral sessions to parents/family therapy; professional development and education for staff and school personnel engaged in community schools; and, school- and community-wide interventions and outreach to support a culture of awareness, recovery, and wellness throughout the school continuum.

Family and Parental Empowerment Services

ASPIRA uses “Every Person Influences Children’s, Family Engagement Series” curricula to promote work with partner schools and engender a healthy and consistent learning environment among parents. ASPIRA’s impactful parent involvement programs include Culturally Responsive Family Engagement Professional Development, which builds capacity for staff to become culturally responsive, thus enabling them to effectively engage and immerse families as education partners. Topics of the curriculum include the following:

— **“Taking Charge of Your Child’s Future”** - Focuses on inspiring parents to realize the extent to which they play an influential role as their child’s first and primary teacher, while improving student attendance and achievement

through supportive activities at home, as well as, enhanced communication with school teachers and administrators within the framework of the community school and expected outcomes.

— **“Taking Charge: Building on the Dream”** – Outlines developmentally appropriate strategies parents can use to prepare themselves and their child to build readiness skills with an eye on planning for college and career.

— **“Building Your Child’s Success in School”** – Custom designed sessions covering specific elements of the parent’s role with respect to: the Regents Reform Agenda; the implementation of the Common Core Standards; homework and school projects; and, finally, improved attendance impact on student success.

— **“Parents as Advocates Training”** – An in-depth multi-session training which develops the skills of parents to help their children succeed academically, build individual relationships with the child and teacher, create a supportive home environment and understand school systems, as well as, academic standards.

— **“Ready, Set, Read”** – A parenting series which promotes literacy in the home while helping parents understand how to support their child’s literacy by providing simple activities to do with their children, regardless of the parent’s education level.

— **Parent Leadership Academy** – Coursework designed to enhance skills for parents in leadership roles on school-based teams. Curricula will focus on the aims of community school, and how parents can best serve to achieve individual student and school-wide success. Emphasis will be placed on a “big-picture” comprehensive approach and how the community school strategy fits within a community development framework.

As part of ASPIRA’s community schools success vision, Parent Engagement and Empowerment services are provided to targeted families in need of crisis intervention. Referrals to outside agencies or institutions for consistent counseling and guidance are identified by the Community Schools Administrator and CS-based staff members to address serious issues that may be impeding a students’ academic success (i.e., domestic violence, child abuse, substance abuse, health concerns, inadequate housing, cultural assimilation/immigration and socio-economic concerns).

As part of the community schools approach to assure incorporation of parents in the community schools strategy, and to identify needed services among families, ASPIRA staff members, under the guidance of the Community Schools Administrator and in consultation with relevant Community Leadership Team members (i.e., school guidance counselor), incorporates the following proven methods to maximize impact and ensure student success:

— **Home Visits** – Initial home visits will be conducted at the beginning of the school year to introduce ASPIRA’s role within the community school to both students and parents. Through planned visitations, the Community School Administrator or relevant ASPIRA staff members will meet with the family to assess family dynamics and to foster a family partnership with the aim of developing action plans addressing factors prohibiting students from achieving academic success. Based on the assessment, strategies to address identified factors will be compassionately implemented.

— **Parent Meetings** – Meetings will be planned with families on an as-needed basis. Informal counseling sessions will provide an outlet for parents to discuss any issues which may be preventing the students’ and/or family progress. Staff will assist parents in designing goals and problem solving strategies to overcome obstacles they may be facing. Referrals to appropriate agencies will be made, as necessary, within the framework of the community schools strategy.

— **Workshops** – The Community School Administrator and ASPIRA staff members will collaborate with the school’s Parent Coordinator and Attendance Supervisor on parent workshops and work to develop strategies encouraging greater family involvement in other school activities.

Conclusion

Within the framework of the community schools strategy, a comprehensive needs assessment, as mentioned above, will be conducted. Once needs are identified, adequate community services designed to meet identified needs will be implemented. Services will be coordinated by the Community Schools Administrator in partnership with the Principal, Teachers and Parents engaged in the School Leadership Team and the Community Schools Team.

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 school will leverage the Community School Administrator, the School Leadership Team and the needs and asset assessment, as well as, Expanded Learning Time and Mental Health Programming, by consistently and cohesively engaging teachers and administrators to assure that established and identified Individual Action Plans relevant to the student are appropriately implemented, according to the community school strategy and established protocols. School staff members will closely work with the SLT and the CLT to identify and group eligible students in tiered cohorts, according to their expected level of service, using the NYC DOE Selection Criteria within the community schools framework. Moreover, data derived from the Efforts to Outcome program, and relevant digital school-based programs, will help to inform how to best leverage resources to achieve individual academic success.

Teachers and administrators will be encouraged to work on a consistent basis with the Community School Administrator when issues arise. They will be expected to assure that all resources available through the community schools initiative are accessed to assure student academic achievement and success. In addition, professional training will be conducted to quickly identify and integrate any required emotional or support services for students and their families.

2 – Once the personalized needs of students are identified vis-à-vis the needs and assets assessment, constant monitoring of student progress will be monitored and appropriate programming adjustments will be made based on those observations, and in consultation with the Community School Administrator and appropriate parties in the Community Leadership Team.

Based on prior meetings, planned programming appears to meet needs, which will reflect the needs assessment conducted by the Community Schools Administrator. It has been agreed that if a particular service is required to meet a unique need, the appropriate community based organization will be identified and sub-contracted, or an appropriate referral will take place.

3 – In partnership with the School Leadership Team and the Community Schools Team, a schedule will be designed and implemented to assure the active input and engagement of parents and families in the construct, design and implementation of the community school. Monthly forums involving the SLT and the CLT, parents and community

stakeholders will take place as part of a broader engagement strategy, which includes home visits, telephone calls, e-mails and family-friendly, school-based events. Measures will be taken to assure a safe, welcoming school environment where parent engagement and input will be consistently encouraged within the community schools framework and over-arching strategy. Teachers and administrators are encouraged to be highly pro-active and to work closely with the Community Leadership Team to identify and anticipate any family issues which may impede the success and academic achievement of the student.

4 – Weekly meeting will be scheduled with the CSD, relevant assistant principals, teachers and key members of partner CBOs to examine trends in data services from the Attendance Taking System and the Efforts to Outcome system implemented by ASPIRA. IAPs will be closely examined and programming and services adjustments will be made to assure student success.

In partnership with the SLT, CLT and the CSD, the community school and ASPIRA will track progress toward meeting programmatic goals by conducting a community need and assets analysis report which aides in cultivating a comprehensive impactful program, incorporating school and community resources. ASPIRA will focus on identifying “internal” and “external” barriers relative to student success, as well as, readily available community resources to foster a shared vision. ASPIRA documents agreements with all partners, reflecting a deep commitment with the partner school, as well as, established protocols and procedures. ASPIRA then tracks the following areas by collecting all pertinent data utilizing the Efforts to Outcome (ETO) system:

1. Community School Team - By scheduling regular meetings, keeping decision-makers informed and engaged, and working in conjunction with the School Leadership Team, ASPIRA aligns support with school goals and education standards by providing comprehensive services and activities designed to address specific school and community needs.
2. Parent Engagement – Parent meetings are planned with families on an as-needed basis. Informal counseling sessions will provide an outlet for parents to discuss any issues which may be preventing the students’ and/or family progress. Staff will assist parents in designing goals and problem solving strategies to overcome obstacles they may be facing. Referrals to appropriate agencies will be made, as necessary.
3. Participation in extended learning and enrichment activities - ASPIRA activities align regular school day education standards with CS services and match the targeted needs of individual students with rigorous academic enrichment and social/emotional support. To ensure that program services and activities are useful and significant to students, program staff and the SLT methodically collaborate to ensure support in areas where students need the most help and then formulate individual academic plans which are used to track progress toward goals.
4. Utilization rates for mental health services and improved mental health - Initial home visits will be conducted at the beginning of the school year to introduce the ASPIRA program to both students and parents. Through planned visitations, ASPIRA will meet with the family to assess family dynamics and to foster a family partnership with the aim of developing action plans addressing factors prohibiting students from achieving academic success. Based on the assessment, strategies to address identified factors will be compassionately implemented. Periodic student assessment of needs through interviews and various assessment instruments allow counselors to work with students to develop action plans and conduct reflective self-assessments.

Counselors will maintain contact and progress notes, as well as, running records using a case management methodology. If necessary, staff provides appropriate referrals to certified and qualified partner mental health agencies.

Increasing school resources is driven by a shared success vision. Failure is not an option. Throughout the process, data is gathered and analyzed to inform deeper understanding of issues to alleviate barriers and facilitate movement toward goals and outcomes. Multiple assessments to inform the process, including student and parent needs, teacher and community resource assessments and the construct of a Community Eco Map, detailing community

demographics and socio-economic conditions to inform a strategy for increasing resources from the local community and the ASPIRA network (i.e., non-profit partners, corporate funders, local businesses).

Part 3 – Community School Program Implementation and Oversight

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

4. 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.
5. 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).
6. Explain how you will evaluate the program to assess impact on student achievement.

1 – In partnership with the SLT and the CLT, ASPIRA will oversee CS programs. ASPIRA understands that staff members, both paid and volunteer, play a crucial role in successful community school program implementation; therefore the hiring strategy includes recruiting individuals with high quality competency levels. Staff members must possess a minimum of an Associate’s Degree, or be a college Junior or Senior in good standing (BA degree a plus). In addition, staff must major in a related area of study (i.e, health, sports & fitness, education, youth development, social work or education). The recruitment and hiring of staff is functionally aligned with ASPIRA’s community school program model and design to ensure that all participants are fully able to achieve strategic goals

In addition, ASPIRA places a high value on the following staff attributes: a significant connection to the program’s host school, often resulting in program staff who are also employed by the day-school (e.g., paraprofessionals, administrative staff, certified teachers); knowledge of students’ backgrounds, cultures, and their communities; ability to write and submit lesson plans; be caring, compassionate and energetic. Staff should have leadership qualities, show initiative, work independently and have a desire to make a positive impact on children’s lives. The majority of key staff will be reflective of the community participants’ ethnicity with some actually living in the community. This will help to create community identification, allowing community youth to receive more access and responses from the program. It will also help to increase organizational and individual understanding of how the various dimensions of culture impact served families, and how effectively staff members interact with them.

Staff will receive a two week orientation session aligned to support effective performance. Staff will begin their training by receiving a 10-step orientation process covering specific job responsibilities and expectations; overview of the program goals; organization mission, philosophy and history; distribution and review of the personnel handbook; culture and cultural competence principles; understanding of the various cultural groups within communities served by partners schools; and, a cultural competent service delivery process.

In partnership with the Community School, the ASPIRA Expanded and Extended Learning Time (ELT) model is built on the elements of the most effective, research-tested, after-school programs with a strong foundation consisting of school and community partnerships, principal leadership and a richly varied curriculum offering students multiple avenues to master core skills and knowledge.

— ASPIRA effectively utilizes its program model to align enrichment activities with school and district goals, while also meeting the Regent’s Reform priority for college and career readiness through the provision of comprehensive ELT services addressing specific student needs.

— ELT activities support and enhance regular school day education standards with program services by matching identified student needs with rigorous academic instruction and enrichment, while addressing the same subjects taught in their schools from a differentiated, more advanced approach. Moreover, to ensure that program activities are useful and significant to students, staff members and school administrators collaborate so that ASPIRA’s program does not supplant or duplicate in-school efforts. Integrated supplemental support is offered in areas where students require the greatest attention for subject mastery.

— Program activities are customized in consultation with administrative staff, teachers, counselors and students. Teachers participate in the provision of activities, ensuring that lessons are closely aligned with both New York State and New York City Common Core curricula. Students’ school-day teachers are consulted when designing schedules for each student. Program staff works with teachers to continually monitor student attendance and achievement, ensuring that activities are responsive to respective changing needs.

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

1 – In partnership with the SLT and the CLT, ASPIRA will oversee CS programs. ASPIRA understands that staff members, both paid and volunteer, play a crucial role in successful community school program implementation; therefore the hiring strategy includes recruiting individuals with high quality competency levels. Staff members must possess a minimum of an Associate’s Degree, or be a college Junior or Senior in good standing (BA degree a plus). In addition, staff must major in a related area of study (i.e, health, sports & fitness, education, youth development, social work or education). The recruitment and hiring of staff is functionally aligned with ASPIRA’s community school program model and design to ensure that all participants are fully able to achieve strategic goals

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each student. Program staff works with teachers to continually monitor student attendance and achievement, ensuring that activities are responsive to respective changing needs.

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

Task - Building the Community School Advisory Board/Planning Team

Steps Needed To Complete Task -

- The Advisory Board/Community School Planning Team, comprised of families, staff, community members and school partners representing stakeholder groups, established to provide assistance with planning and implementation of community school engagement strategies.
- A common vision and understanding around the logistics and expectations of team members should be agreed upon to ensure effective CS functioning.
- Strengthening existing collaboration with school administration and staff to support school-wide improvement via shared responsibility with partners to support a broad set of positive outcomes for students, families and communities.

Milestones - May 1 -30

Date to be Completed - June 1, 2015

Task - Community School Advisory Board/Planning Team Data Review and Planning

Steps Needed To Complete Task -

- The ABSP exchanges information and implements curriculum ideas; recommends procedural and technological developments; identifies community needs, resources, research and funding.
- Planning team reviews asset maps, climate survey and BNIA data, as well as, other sources available to identify preliminary areas to assess.
- CSAB/PT determines what indicators are included in facilities-focused survey for stakeholders.

Milestones - June 1 - 30

Date to be Complete - August 31, 2015

Task - Surveying Stakeholders

Steps Needed To Complete Task -

- Survey structure developed by ASPIRA with detailed areas of interest identified by Advisory Board/Community School Planning Team.
- Survey distributed to families, staff, community representatives and school partners.
- Survey data entered into database created by ASPIRA.

Milestones - June 1, 2015

Date to be Complete - July 30, 2015

Task - Needs Assessment/ Community Forums

Steps Needed To Complete Task -

· The assessment process is driven by a shared success vision. Throughout the process, data is gathered and analyzed to inform deeper understanding of issues to alleviate barriers and facilitate movement toward ASPIRA's success vision.

· Multiple assessments to inform the process include student and parent needs, teacher and community resource assessments, and the construct of a Community Eco Map, detailing community demographics and socio-economic conditions.

· School community's opportunity to complete additional surveys and facilitate smaller focus-groups and discussion opportunities will deepen the exploration of areas identified through High-level Survey.

Milestones - June 1, 2015

Date to be Complete - August 1, 2015

Task - Advisory Board/Community School Planning Team and ASPIRA Review Priority Areas

Steps Needed To Complete Task -

· With the assistance of ASPIRA, the Advisory Board/Community School Planning Team will review the priority areas identified by the school community.

· ASPIRA and the Advisory Board/ Community School Planning Team completes a decision-making matrix identifying gaps in services and partners impacting the CS.

Milestones - June 1, 2015

Date to be Complete - August 31, 2015

Task - Direct Services- Meaningful and impactful academic support activities

Steps Needed To Complete Task -

· Provide ELT activities to support and enhance regular school day education standards with program services by matching identified student needs with rigorous academic instruction and enrichment, while addressing the same subjects taught in their schools from a differentiated, more advanced approach.

Milestones - September 1, 2015

Date to be Complete Ongoing

Task - Staffing

Steps Needed To Complete Task -

- Re-deploy staff and begin services at the school site
- Establish staffing needs, but maintain flexibility
- Lead agency may contract with partners
- Immediate staff needs implemented to fill gaps
- Hire Community Schools Administrator & other staff; recruit volunteers.

Milestones - June 1, 2015

Date to be Complete - Ongoing

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	All students scoring level 1 in ELA State Exam	Reading remediation through Achieve 3000, Lightsail, RAZ, Rosetta Stone and Wilson language Program. Strategies such as paired reading, listening to passage preview and close reading and read aloud with discussion about text meaning are implemented within the following programs : Rosetta Stone, RAZ Supports ELLS(new arrivals) Achieve 3000 Supports ELLs, General Education and Students with Special Needs	Small group, one to one using digital tools.	School day and after-school and Saturdays
Mathematics	All students scoring level 1 in Math State Exam	Math remediation is provided with guided practice implementing digital tools such as IXL, Khan Academy and Ten Marks. Such tools provide real time feedback and provide	Small group	During school day, after- school and Saturdays

<p>Science</p>	<p>All students scoring level 1 in ELA State Exam</p>	<p>Literacy</p> <p>Interdisciplinary using social studies text. Compare and</p> <p>Tier 1 Students</p> <p>Text navigation, paired reading and repeated reading with question generation and comprehension strategies</p> <p>Tier 2 and/ or 3 Students</p> <p>Repeated reading with comprehension strategies.</p>	<p>Small group.</p>	<p>School day</p> <p>and</p> <p>after-school and Saturdays</p>
<p>Social Studies</p>	<p>All students scoring level 1 in ELA State Exam</p>	<p>Literacy</p> <p>Interdisciplinary using social studies text. Compare and</p> <p>Tier 1 Students</p> <p>Text navigation, paired reading and repeated reading with question generation and comprehension strategies</p> <p>Tier 2 and/ or 3 Students</p> <p>Repeated reading with comprehension strategies.</p>	<p>Small group and individual using digital tools</p>	<p>School day and</p> <p>afterschool</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Provided by:</p> <p>Guidance counselor, School Psychologist, and Social worker,</p>	<p>Group and Individual Counseling sessions are delivered through role play . Students are exposed to paraphrasing, notetaking and</p>	<p>Individual and small group sessions.</p>	<p>School day</p> <p>and</p> <p>after-school and Saturdays</p>

	Clinical Social Worker (Community Partner)	summarizing. In addition, a PBIS and advisory have been adopted.		
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Section 9: Career and Technical Education (CTE) Programs
(NYSED Requirement for "Out of Time" Priority High Schools)

Directions: In this section, provide a description of the Career and Technical Education (CTE) program offerings **at schools in Good Standing** that students in this school will have access to beginning in the 2015-16 school year.

Not Applicable

Section 10: Professional Development Plan
(NYSED Requirement for "Out of Time" Priority Schools)

Directions: In this section, provide a description of the mandatory professional development that will be provided to school leadership and staff beginning in September 2015.

Based on the AIR assessment summary, Quality Review 2014- 2015 and State Review 2014- 2015 findings our professional development activities will emphasize two major areas:

1. Curriculum and Instructional Practices

To support the school's efforts to improve the capacity of teachers and develop school-wide best practices, the school will adopt a clearly defined coaching model. This coaching model as defined by the Extended Leadership Cabinet and The Curriculum Planning Team will cycle through the following phases: a.) planning and designing targeted instruction aligned to the school's designated curricula b.) implementation and observation of planned instruction (aligned to the Danielson Framework) c.) reflection and planning (grounded in looking at student work). Coaching cycles will be enacted by lead teachers, curriculum planning team members, and where possible, curriculum consultants from Core Ready, Go Math, TCI- History Alive! and Glencoe Science. Coaches will also create and facilitate opportunities for collaborative teaching through learning walks, instructional rounds, inter-visitations and lesson studies. Coaches will work closely with teachers individually and at the team level to develop effective teacher practice in the areas listed below:

- Reading and writing instruction across the curriculum
- Content specific professional development
- Student-Centered Academic Conversations- Building on the expectations around student centered academic conversations, professional development will shift from simply utilizing conversation protocols and planning for moments where students engage in conversations, to developing students to lead and facilitate conversations.
- The use of formative assessments and Data Driven Instruction - Assessment practices for this upcoming school year will focus on developing teachers in two areas: a) maximizing formative assessment practices b) using data analysis and trends to plan and implement targeted instruction.
- The use of scaffolds and differentiation to enhance planning and instruction- Curriculum Planning Team members and the Extended Leadership Cabinet, with the support curriculum consultants will work collaboratively to develop a toolbox of strategies that will help support teachers in planning and implementation. Professional development will also target developing teachers to plan and implement the appropriate scaffolds or differentiation strategies for their specific student populations.
- Developing teachers to adopt and implement the SIOP instructional Framework across all content areas with an emphasis on language development.
- Continuing to engage teachers in the process of planning, implementation and reflection using the Danielson Framework - Assistant Principals and coaches will continue to provide individualized and group professional development to support implementation of the Danielson Framework with a focus on: 3b. Engaging Students in Questioning and Discussion Techniques 3c.Engaging Students in Learning and 3d. Assessment in Instruction
- Using technology to help diversify student learning experiences, enhance the quality of student work products and increase student engagement- Professional development will focus on using apple apps and digital tools to

scaffold and differentiate instruction, as well as further engage students in rigorous authentic tasks aligned to the SAMR model.

● **Developing teachers in using an RTI approach towards intervention - Teachers will engage in activities that will support the intentional use of available interventions according to RTI model.**

2. Parent Involvement

To support teachers in continuing to empowering and engaging parents in all aspects the school community, professional development will target:

- Developing teachers' capacity in creating varying outreach campaigns to provide parents with updates about student learning experiences using webinars, parent newsletters and live parent workshops and digital tools.
- Developing teachers' knowledge of support systems within the school and wider community (esp. Community Based Organizations) to further support students' and families' social emotional and academic needs.
- Providing teachers with strategies for fostering productive parent partnerships through home visits and other forms of communication.
- Develop teacher capacity to determine and communicate interdisciplinary connections to parents and families.

Section 11: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Strategies for Recruitment</p> <p>We have created a hiring committee consisting of twelve diverse staff members (5+ years of experience and different content areas). The committee has been formed to support the selection of prospective staff members, whose vision and practice aligns with our school mission and vision. Our recruitment protocol consists of four layers:</p> <p>Layer 1: Pre interview – At least 4 members of the team will be present for the pre interview</p> <p>Layer 2: Demo- lesson 1 – At least 4 members will be present to observe the demo</p> <p>Layer 3: Debrief and Formal Interview by the Panel- 6 members</p> <p>Layer 4: Demo lesson 2/Debrief and interview with Mr. Polanco – Administration official and facilitator</p> <p>Candidates will have an option of two demo lessons or one demo lesson with videotaping (video release disclosure will be available for agreement to videotape). In addition, the hiring committee has formalized a rubric that focuses on Danielson's Framework for Teaching; components 2A, 2B, 3B, 3C, and 3D to assess candidates in their demo lessons. This will allow consistency when observing the instruction.</p> <p>Retention Strategies</p> <ul style="list-style-type: none"> • Our school offers ample professional growth through a myriad of targeted professional development. This provides teachers with opportunities to embark on leadership roles such as participating in mentoring programs, and peer coaching.

- There is a culture of reflection and ongoing conversations between administration and staff and staff to staff; therefore, the support system among staff allows for individual and collective growth.

Assignments Strategies

· Teachers responsibilities are assigned based on certifications, licensing and experience. In addition, professional development aids in determining areas of expertise and preference.

Support Activities

- Professional Development - 175 Hours based (Pearson, LCI, Teachers Consortium, Skedula)
- Mentoring Program
- Technology Support through Apple
- Peer coaching model

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).

Use of Formative Assessments and Data Driven Instruction

- Assessment practices for this upcoming school year focus on developing teachers in two areas: a) maximizing formative assessment practices b) using data analysis and trends to plan and implement targeted instruction.
- All Interdisciplinary and grade/subject common planning meetings are programmed into all teacher and paraprofessionals schedules at least 2 times a week. This allows for teachers to examine students test results and engage in conversations to differentiate instruction and share important resources.
- Implementation of the peer coaching model: a teacher working with a peer coach to plan and deliver a lesson.
- Peer collaborators/Model teachers will be conducting model lessons for a group of educators working on particular instructional practices.
- Staff share best practices by sending a video clip of her/his teaching to a Core Ready /LCI coach and a discussion follows in an online conference for feedback.
- Professional Learning Mondays – Every Monday there is an 80 minute block of time dedicated to professional learning for teachers. There is a professional development committee comprised of 10 teachers, that has informed a school wide professional learning plan implemented during these Monday blocks.

Part 3: TA Schools Only

3a. Use of Program Resources

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

NOT APPLICABLE AT THIS TIME

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).

NOT APPLICABLE AT THIS TIME

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.).

NOT APPLICABLE AT THIS TIME

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.

Math - Students are administered summative assessments (end of unit exams).

- Students are provided with opportunities to examine which standard(s) they did not master.
- Teachers then assigns work on IXL/TEN MARKS which are Tutorial Programs which re-visit that particular standard.
- IXL provides students with immediate feedback; thus, giving students motivation to continue.
- Teachers/Math Lead Teacher in collaboration to create assessments that are specifically aligned to the CCLS by grades
- Teachers/Math Lead Teacher use extensively Engage New York and previous state exams as templates for Mid Unite and End Unit Summative Assessments.
- Teachers/Math Lead Teacher implement-On-The-Spot Assessments as Formative Assessments to gauge student progress.

ELA -Students are administered summative assessments (end of unit exams).

- Scholastic Reading Inventory (SRI) Approximately three (3) times during the school year the students

Lexile Levels are reviewed and updated.

- Light Sail - The Reading Program can identify the amount of time the student takes to read a story
- Monitors the student growth as well.
- Achieve 3000 Reading Program for Science and Social Studies. Using the Student Lexile Levels gives the reading material as well as questions at their Independent Level to avoid frustration.
- Periodic Assessments are used throughout the year to monitor students progress towards mastering CCSS Standards. Initial baseline data is collected based on State Assessment results. This data is use to determine target standards for each grade in Literacy and Math. Periodic Assessments are then designed to address these standards as well as other standards as determined by NYS Assessment Guidelines on Engage New York. These Periodic Assessments are given at the end of each Unit. Teachers then have an opportunity to review and design learning targets to addresses deficiencies and learning needs.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	633,058.00	X	Section 5A
Title I School Improvement 1003(a)	Federal	16,979	X	Section 5B
Title I Priority and Focus School Improvement Funds	Federal	122,619		
Title II, Part A	Federal	0		
Title III, Part A	Federal	25,816.00	X	Section 6-ELT
Title III, Immigrant	Federal	0		

Tax Levy (FSF)	Local	4,945,628.00	X	Section 5 and 6
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¹Explanation/Background:

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

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

Section 12: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **JHS Mosholu Parkway Middle School 8080**, 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. **JHS Mosholu Parkway Middle School 80** will support parents and families of Title I students by:

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

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC)

JHS Mosholu Parkway Middle School 80, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;

- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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: J.H.S. 80	DBN: 10X080
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 208
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: 5
of certified ESL/Bilingual teachers: 3
of content area teachers: 2

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:

Rationale:

The Direct Instruction Supplemental Program will include language development through technology supported instruction. We will use the Rosetta Stone program (Beginner ELL) and Achieve 3000 (Intermediate and Advanced ELL) to provide our students with targeted language acquisition and content area support. Teachers will use data generated from the Rosetta Stone program to identify specific language needs and differentiate instruction. Teachers will work with groups of students to implement a language development curriculum that includes a New-Commer ESL Curriculum. This curriculum focuses on basic interpersonal communication skills as well as exposure to US cultural references. Our goal is to support students' oral language development through relevant US cultural experiences. Teachers will use the Achieve 3000 program to support Social Studies content knowledge and vocabulary development. In addition to developing students' interpersonal skills, the program will also focus on academic language development through context embedded activities. Field trips will include local sites in the students' neighborhood (Bronx); for example, The Bronx County Historical Society, The Botanical Garden and the Bronx Zoo. Additionally, we will include field trips in Manhattan, such as the Metropolitan Museum of Art and the Philharmonic at Lincoln Center.

Subgroups and Grade Levels of Students to be Served:

The targeted population will include 6-8 grade beginner, intermediate and advanced ELLs.

Schedule and Duration:

The program is scheduled Monday -Friday from 2:20-5:20pm.

Language of Instruction:

Students will be instructed in English with supports in Spanish and Arabic.

Teachers:

1 ESL Teacher

3 Bilingual

2 Content Area

Materials:

Rosetta Stone Program

Achieve 3000 Program

Headphones for iPads

Admissions and transportation for Field Trips

ESL Technology Apps

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

Part C: Professional Development

Begin description here:

Achieve 3000 PD & Rosetta Stone- Facilitators Sophia Collins (ELA Lead Teacher, License ELA 6-12) and Anya Dennis (Achieve 3000 Curriculum and Implementation Manager)

Achieve 3000

October 3, 2014: 2:20 p.m. - 3:40 p.m.

November 3, 2014: 9:00 a.m. - 2:20 p.m.

January - TBD

These PDs will instruct teachers how to use the program to: engage students, monitor student progress, generate data reports, and assign intervention lessons.

Building Academic Vocabulary - Facilitators Suheil Pimentel and Marta Villaroel (Bilingual/SPED Specialists Cluster 5)

December 15, 2014 2:30-3:40

Building Academic Vocabulary offers research-based principles and strategies for supporting English Language Learners with Disabilities struggling with reading comprehension due to a limited vocabulary.

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:

- Understanding the NYSESLAT: Workshop: Facilitator - Ms. Soto (Assistant Principal - Bilingual Certified)
This will explain to parents the purpose of the NYSESLAT exam and how it impacts their student's education. Additionally, it will explain to parents how they can help their student prepare for the exam. Teachers and administrators will provide this workshop to parents. Parents will be notified through mailings, telephone calls, and the school newsletter. This will take place Thursday, February 5, 2015, from 6:00 p.m. - 7:30 p.m.

- ESL Classes for Parents: Workshop - Facilitator - ESL Teacher (TBD) from NYCDOE Office of Adult and Continuing Education Bronx Adult Learning Center
This will be a series of classes that will immerse parents in language acquisition. This will help parents to use basic English skills to access community resources and communicate with teachers/school. The program will be facilitated through the use of Rosetta Stone (computer program). Parents will be notified through mailings, telephone calls, and the school newsletter. This program will take place once a week from January through May, from 4:00 p.m. - 6:00 p.m.

Translation Services

- Translation of all school documents: Ensuring that parents are informed about school events and initiatives. This will take place on a weekly basis for all communication going out to parents and students. The service used is the NYCDOE Translation and Interpretation Unit, which provides interpretation over the phone. We will have our Spanish/Arabic/Albanian/Bengali speaking teachers on hand to translate during the workshops.

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"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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 10	Borough Bronx	School Number 080
School Name Isobel Rooney Middle School 80		

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 Emmanuel Polanco	Assistant Principal Carmen E. Soto
Coach Sophia Collins, ELA	Coach Benito Gonzalez, Math
ENL (English as a New Language)/Bilingual Teacher Rose Savery, Sandra Hathaway	School Counselor Carlos Feliciano
Teacher/Subject Area Elsie Martinez	Parent Nelva Garate
Teacher/Subject Area Melissa Estrella	Parent Coordinator Cindy Taveras
Related-Service Provider Wendy Familia	Borough Field Support Center Staff Member type here
Superintendent Melodie Mashel	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	1	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	638	Total number of ELLs	188	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	188	Newcomers (ELLs receiving service 0-3 years)	38	ELL Students with Disabilities	47
SIFE	6	Developing ELLs (ELLs receiving service 4-6 years)	47	Long-Term (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	
TBE	39			6						0
DL										0
ENL	69	3	2	41	3	25	30	0	20	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE							26		23					0
SELECT ONE														0
SELECT ONE Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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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							36	58	35					0
Chinese							1							0
Russian														0
Bengali							7	6	7					0
Urdu							1	1	1					0
Arabic							2	3	1					0
Haitian														0
French							2		1					0
Korean														0
Punjabi														0
Polish														0
Albanian								1						0
Other							3	2	3					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							12	15	12					0
Emerging (Low Intermediate)							11	7	8					0
Transitioning (High Intermediate)							9	6	6					0
Expanding (Advanced)							19	26	18					0
Commanding (Proficient)							9	9	11					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							0	10	10					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	37	3	0	0	0
7	33	2	0	0	0
8	31	1	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	43		8		2				0
7	46		8		0				0
8	37		6		0				0
NYSAA									0

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 We will use several baseline assessments for our ELLs. We will analyze NYSITELL and NYSESLAT data to determine support by language modality. We will use the DRA in English and the DRA in Spanish to identify reading levels in both languages. We also use a web based application called Achieve 3000 to target reading skills. This software provides lexile levels and tracks students' progress. The software is Common Core aligned and teachers are able to assign targeted lessons based on the students' progress.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The NYSITELL and NYSESLAT reveal the following language proficiencies:
 Overall Grades 6-8
 39/178 students - Entering
 26/178 students - Emerging
 21/178 students - Transitioning
 63/178 students - Expanding
 29/178 students - Commanding
 Grade 6
 12 - Entering
 11 - Emerging
 9 - Transitioning
 19 - Expanding
 9 - Commanding
 Grade 7
 15 - Entering
 7 - Emerging
 6 - Transitioning
 26 - Expanding

- 9 - Commanding
- Grade 8
- 12 - Entering
- 8 - Emerging
- 6 - Transitioning
- 18 - Expanding
- 11 - Commanding

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

We use the information about AMAO to provide targeted support for subgroups of ELLs. Students that fall within a specific profile identified by risk factors are targeted for intervention services. The students' performance in NYS assessments (ELA and Mathematics) gives indication of specific CCSS that need to be addressed as we plan curriculum, instruction, and periodic assessments. The data reveals the following:

30/179 (16.76%) of our ELLs who took the NYSESLAT attained proficiency

31/188 of our students are Longterm ELLs

25/41 of our Developing ELLs (4-6 years of service) are SWDs

20/30 of our Long Term Ells (7 or more years of service) are SWDs

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

The NYSESLAT/NYSITELL results guide our data analysis and goal setting process. We use the modalities data to incorporate specific skills in the curriculum and decide on the teacher-made assessments that will gauge student progress. We share this data with all teachers that provide support to ELLs to ensure that language needs are addressed in content area classes. The periodic assessments help us determine priority language development skills and CCSS that need to be addressed to support students language and content development. Our English as a New Language teachers plan with ELA teachers and ensure that the learning tasks and classroom experiences are aligned to CCSS. We also use this data to decide when and how the skills and standards will be addressed in the curriculum, instructional practices, and teacher professional development. We are also using the NYSESLAT Targets of Measurement and the Performance Level Descriptions to identify the specific skills that students need to improve.

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](#).]

We use the RtI framework to develop a common language for understanding the five reading skills and defining specific differences between language disability and language acquisition. We have established specific supports to address students' language development. Additionally, the ongoing review of formative assessments in all modalities provide us with specific measures of language acquisition. We use the following multiple measures at various points throughout the school year: lexile levels, running records, teacher-made language assessments using NYSESLAT rubrics, data reports from technology tools (Achieve 3000, Rosetta Stone, IXL, TenMarks).

6. How do you make sure that a student's new language development is considered in instructional decisions?

We use the modalities data from the NYSESLAT/NYSITELL results to incorporate specific skills in the curriculum and decide on the teacher-made assessments that will gauge student progress. This data is also analyzed by content area teachers. ENL teachers provide support to content area teachers in planning lessons that address the students' language skills. We will focus on the development of academic language and on the forms and functions of language to support students' second 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?

Paste response to questions here:

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

We evaluate the success of our program using multiple measures. The NYSESLAT is used from year to year to determine growth in language proficiency. We also analyze the results in the data to determine growth in each modality. The grade level periodic assessments are also used to measure students' growth toward meeting NYS CCSS in ELA and in Mathematics. The results of the periodic assessments show student progress in specific standards. As a result, teachers provide targeted lessons and conference with students to set goals. Our entering and emerging students take unit assessments based on the Keystone curriculum program for ELLs. These assessments include listening and reading passages. The students answer multiple-choice questions about these passages and about the vocabulary, morphology, phonics, spelling, and grammar skills that have been taught within the unit. A writing prompt is

also included. Additionally, we use data reports from the Achieve 3000 program. The data demonstrates performance in lexile levels as well as CCSS.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
 - a) We have two ESL/Bilingual licensed pedagogues available to administer the Home Language Identification Survey (HLIS). Upon completion of the form, the information is entered in ATS and the form is then placed in the student’s cumulative file.
 - b) If the HLIS indicates that a language other than English is spoken in the child’s home, the child is administered the New York State Identification Test for English Language Learners (NYSITELL). If the student scores below proficiency they are then eligible for state mandated services for ELLs. If the student’s home language is Spanish and they score below proficiency on the NYSITELL then the Spanish LAB is administered. Entitlement letters are then sent to the parents/guardians of students who are eligible for ELL services based on NYSITELL results.
 - c) Within 10 days of enrollment, we will notify parents of their child’s eligibility for ELL services and provide information and program choices through a parent orientation meeting during which they will also view the Parent Orientation video. Parents will then complete the Parent Survey and Program Selection Form, on which they indicate their program choice. We will then enter the parent’s first choice in ATS. The Parent Survey and Program Selection Form will also be filed in the student’s cumulative folder and a copy in their Language Folder. We will then send parents a placement letter indicating the program in which their child has been placed.
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 ENL teacher will administer the SIFE questionnaire and collect student work for the first two weeks that the student attends school. We will then schedule a meeting with the Language Proficiency Team to review baseline testing (DRA, lexile levels, writing samples) and set language goals and an action plan for the student. A follow-up meeting will be scheduled two weeks after the initial meeting.
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).

The Language Proficiency Team will review the student’s IEP and English language development assessments to determine if the student will take the NYSITELL. The team will review NYS assessment data, report card grades, and periodic assessments. The Language Proficiency Team will consist of a Special Education teacher, an English as a New Language Teacher, and a school administrator.
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.

Our school will keep a database of newly enrolled ELLs throughout the school year. Once the student is administered the NYSITELL, the assistant principal will call the parent and mail parent notification letters. Copies of the letters will be filed in the student’s ELL Language Folder.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

The assistant principal will call the parent to schedule a meeting. During the meeting, the assistant principal will inform the parent of the appeal process. During the meeting, the parent will also receive literature explaining the process. The assistant principal will ensure to document the meeting and obtain parent signature to confirm that the information was received.
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.

In an effort to ensure that parents are well aware of the different program choices available at our school, we offer parent orientation meeting within 10 days of student enrollment. The focus of the meeting is to inform and educate parents about all three instructional language programs offered by The New York City Department of Education. Parents will view the Parent Orientation video in their native language and have the opportunity to ask questions. They will complete the Parent Survey and Program Selection Form. For languages not spoken by staff at our school, the pedagogue will seek assistance from the translation and interpretation unit to provide over the phone interpretation services to ELL parents.

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 school ensures that Parent Survey and Program Selection forms are completed at the time of intake and or during the parent orientation meeting. Therefore, these documents are available immediately upon the completion of the registration process and are kept on file at the school.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Once a student has been identified as an ELL, the parents are informed of the results of the NYSITELL and the programs available to ELLs. The parents are contacted to schedule the parent orientation meeting within 10 days of enrollment.
9. Describe how your school ensures that placement parent notification letters are distributed.
The assistant principal will call the parent to inform them of their child's placement based on the NYSITELL results. We will also mail the parent notification letter. Copies of the letters will be filed in the student's ELL Language Folder.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Our school will keep a data base of all ELLs throughout the school year. The assistant principal will ensure that each ELL student has an ELL Language Folder. This folder will be used to retain all ELL documentation for each child.
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.
Our school ensures that all sections of the NYSESLAT are administered to all ELLs each year. Prior to the administration date, we meet with teachers to review testing protocol and provide updates about testing administration. We will review the NYSESLAT School Administrator's Manual and obtain teacher signatures to confirm that the information was reviewed. We provide teachers with a testing schedule, proctor schedule, testing locations, and ensure that procedures are in place for the accurate implementation of the assessment.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Once our school receives official NYSESLAT results, we update our ELL database and mail the parent notification letters. We also plan on conducting a parent meeting to inform parents about their child's academic program.
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).
In the last few years, the Parent Survey and Program Selection Forms, indicate that more parents are requesting monolingual classes with ESL services as opposed to Bilingual classes for their children. We understand that in addition to providing parents with information about program choices, that we need to provide parents with information about the long-term benefits and research-based evidence supporting successful programs for ELLs.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

Our students receive the required units of study as per CR Part 154.2. The students are grouped in classes by mixed proficiency levels and they remain as a class throughout the school day. The ENL teacher has a daily common planning period with ELA teachers. The ENL teacher ensures that planning is aligned to the ENL progressions and grade-level ELA CCSS.
 - b. TBE program. *If applicable.*

Students in the TBE program receive bilingual instruction in math and social studies. Science instruction is provided in English with Spanish support. The social studies teacher addresses students' development of their native language by aligning instruction to the Home Language Arts Progressions.
 - c. DL program. *If applicable.*
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)?

We include ENL units of study in both the teacher schedules and students' schedule. We consider the students' English Proficiency Levels based on the NYSESLAT/NYSITELL to place students in mixed proficiency classes. The ENL teacher provides push in and pull out support depending on the students language proficiency levels.
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.

Core content is delivered by certified content area teachers. For the 2015-2016 school year, all teachers that provide support ELLs will receive professional development on Sheltered Instruction Observation Protocol (SIOP) and the New Language Arts Progressions. Our goal is to ensure that ELLs receive instruction that is CCSS aligned and that teachers are using best instructional practices for ELLs. This school year we will focus on: instructional practices for vocabulary development, academic language and discourse in the content area. Teachers will use language frames and visual aides to support learning in the content area.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Teachers will administer the EDL (DRA in Spanish) and also monitor student progress using running records.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We use the NYSESLAT Performance Level Descriptions (PLDs) and the Targets of Measurement as the criteria for teacher developed formative assessments in all four modalities. These rubrics provide teachers with a common language and specific criteria that they will use when engaging in review of student work.
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

We will use the New Language Arts Progressions to design differentiated lessons that address the students' different language proficiencies. We are implementing the KeyStone program during ENL classes. We use the program to design lessons that address the different language levels. This program

SIFE
Instructional Strategies—Direct Instruction, Oral Language Development, Home Language/Culture Activities, Thematic Units
Technology Support—Rosetta Stone
After school program—focus on language development (listening, speaking, vocabulary, grammar), Civics and Citizenship, Home Language and Cultural Activities

Newcomer
Instructional Strategies—Direct Instruction, Explicit Skill Instruction, Guided Reading, Non-Linguistic Representations, Oral Language Development, Home Language/Cultural Activities, Thematic Units
Technology Support—Rosetta Stone
After school program—focus on language development (listening, speaking, vocabulary, grammar), Civics and Citizenship, Home Language/Cultural Activities

Developing

Instructional Strategies—Talk Moves, accountable talk, classroom discussions, Direct Instruction, Explicit Skill Instruction, Guided Reading(CAFE Strategies—Comprehension, Accuracy, Fluency, Expand Vocabulary), Non-linguistic Representations (Visual tools and manipulatives, problem-solution organizers, spider webs, diagrams, concept maps, drawings, charts, thinking maps, graphic organizers, sketch to stretch, storyboards, foldables, act out content, make physical models, etc.), Summarizing and Note-taking, Academic Language Learning Approach

Technology Support—Achieve 3000

After School Program—focus on reading and writing strategies, Civics and Citizenship, Home Language/Culture Activities

Long Term

Instructional Strategies—Guided Reading, Explicit Vocabulary Instruction, (CAFE Strategies), Summarizing and Note-taking, Academic Language Learning Approach

Technology Support—Achieve 3000

After School Program—focus on reading strategies and writing

Former ELLs Up to two years after exiting ELL status

Instructional Support—Learning Strategies, Reading and Writing Skills,

Technology Support—Achieve 3000

After School Program—focus on reading and writing strategies, summarizing and note-taking, Academic Language Learning Approach

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.

We will continue to monitor students re-identified as ELL or non-ELL using school-wide language assessments to measure progress in lexile levels, reading comprehension, and writing skills. These assessments include the periodic assessments and Achieve 3000. Teachers of ELL-SWDs use the following instructional strategies and grade level materials to provide access to academic content areas and accelerate English language development:

Building Background: Explicit Vocabulary Instruction—Concept-Picture Word Walls

Strategies: Modeling using Anchor Charts, Guided Reading

Interaction: Using Talk Moves to engage students in conversation

Resources/Materials: content area libraries, books in native language, glossaries, native language dictionaries, technology tools—Achieve 3000(Differentiated online reading)

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

Teachers of ELL-SWDs employ a variety of strategies that support curricular and instructional flexibility. We will be using Sheltered Instruction (SIOP) as a framework for planning instruction. Teachers will focus on the Academic Language Learning Approach by identifying academic vocabulary and discourse to support content area learning. During common planning time and team meeting time, teachers engage in the “student work protocol” and the data-driven protocol to make adjustments to the curriculum and identify instructional strategies that meet student needs. Additionally, teachers use a variety of scaffolding techniques and routines consistent with the New York State P-12 Common Core Learning Standards. The research-based scaffolding techniques include teaching academic vocabulary across several days using a variety of techniques; integrating oral and written English language instruction into content area teaching; providing regular opportunities to develop written language skills; building background knowledge; clarifying content delivered in a second language; capitalizing on students’ home language skills and knowledge, explicit academic language instruction.

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

The ENL teacher provides push-in and pull-out support to ELL-SWDs. The teachers are providing students with explicit comprehension strategies and vocabulary instruction. ENL teachers are collaborating to incorporate strategies for developing cognitive academic language. ENL teachers have access to all content area curriculum and they identify specific language and content objectives.

Chart

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

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

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

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



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

Chart

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

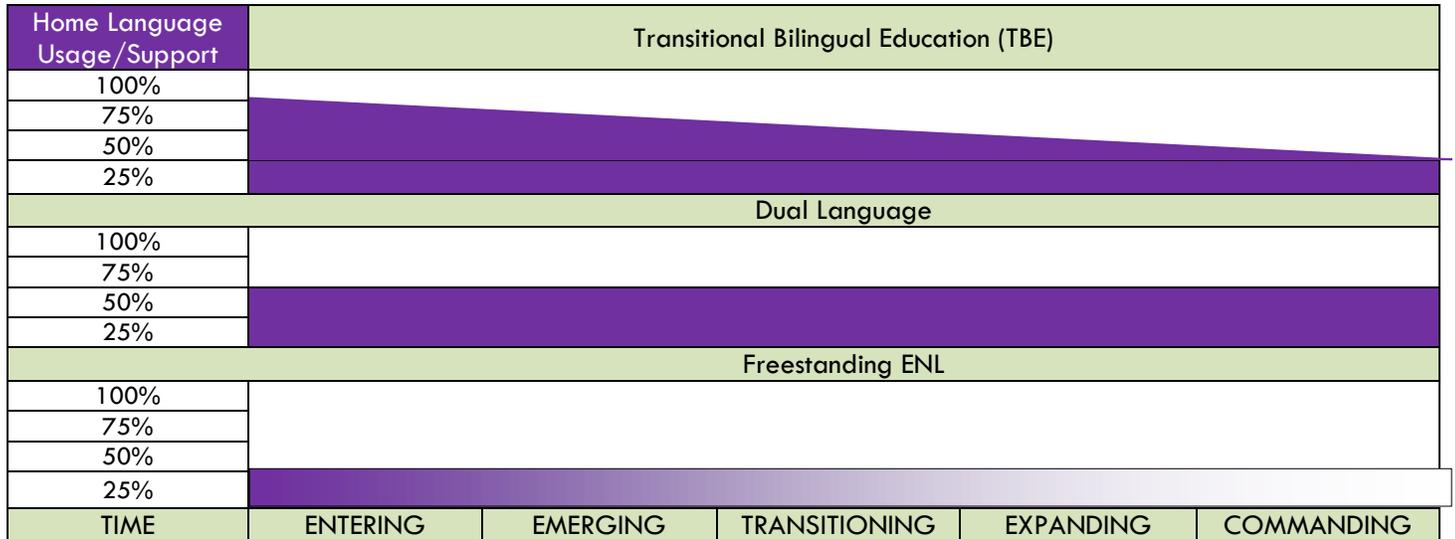


*Note “other approved services” does not apply to New York City at this time.

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.
- Our targeted intervention programs for ELLs in ELA, Math, Science, Social Studies include:
SIFE and Newcomer students receive additional language support using the Rosetta Stone language learning tool. Teachers use weekly reports to access each student's language progress and the amount of time that they spend in the program. The program has build-in formative assessments that provide students with immediate feedback and opportunities to practice skills. Developing and long-term ELLs use the Achieve 3000 Program. This program provides a comprehensive, research-based instruction aligned to the NYS CCSS. Teachers use the assessments reports to diagnose, plan instruction, monitor progress, and assign lessons. Our after school Title III program is designed to provide targeted interventions for our ELLs. This program also provide support in Social Studies content. Achieve 3000 provides an option for Spanish language support for our Spanish speaking students. The science teachers use eScience to provide targeted Science content and skills interventions while advancing students' reading skills.
- During the after-school program teachers address individual student needs and group students based on subgroups. SIFE and recently arrived students receive basic language skills support and are enrolled in Rosetta Stone. Emerging, transitioning, and expanding students are provided with targeted reading comprehension instruction and support with writing skills. These students also have the opportunity to practice mathematics skills. We incorporate the use of math technology tools--IXL and TenMarks.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We determine the effectiveness of our program using multiple measures. We use the NYSESLAT data from year to year to determine growth in language proficiency and modalities. Teacher-made tests provide us with ongoing data about students' level of language acquisition. We use common checklists and rubrics to provide students with immediate and specific feedback. Our CCSS aligned periodic assessments also provide us with indication of our students' progress toward meeting grade-level content skills and knowledge.
12. What new programs or improvements will be considered for the upcoming school year?
- In the 2015-2016 school year, we have established a Transitional Bilingual Program in the 6th grade and in 8th grade. We use English Language and Mathematics assessments in both languages (English and Spanish) to identify specific interventions to be implemented during the school day, Extended Learning Time, and after school. We explicitly incorporate ESL strategies during content area instruction through Sheltered Instruction (SIOP). During the afterschool program, we would like to incorporate a thematic approach to project-based learning. Our ENL teachers will also use The CAFÉ Menu to support students development in comprehension, reading accuracy, fluency, and vocabulary. Students will be able to explicitly describe and demonstrate use of a variety of strategies within these reading areas.
13. What programs/services for ELLs will be discontinued and why?
- There will be no discontinuation of programs for ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs. This school year, 2015-2016, we are implementing new instructional curriculum in our content areas: Math (Go Math by Houghton Mifflin), Social Studies (History Alive! By Teacher's Curriculum Institute), Science (Glencoe Curriculum) These programs include vocabulary instruction, differentiation for ELLs, intervention and extension/enrichment activities.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- The following technology will be used to support ELLs: Instructional Tools: ELA/Social Studies—Achieve 3000, Rosetta Stone; Mathematics—TenMarks, IXL; Science—eScience. Students are also using myOn, a digital literacy program. In this program, students take an initial lexile placement test and an interest inventory. The program generates a recommended book list at the student's level and interest.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Home Language Support will be provided during instruction as follows: Bilingual teachers will provide native language support by presenting lessons in both languages. Students are also provided with native language dictionaries/glossaries and content area books in the native language. ENL teachers also use cooperative learning strategies to group students by home language. Additionally, the digital tools that are provided also have Spanish language support. One of the math digital tools, IXL, provides support in other languages in addition to Spanish.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- We ensure that all required services/resources support and correspond to ELLs' ages and grade level by using the CCSS and the New Language Arts Progressions as a framework for the curriculum, assessments and programs that we implement. The specific grade CCSS outline the expected content and skills that students need to know. Teachers plan learning experiences that are aligned to the grade specific CCSS and that reflect the New Language Arts progressions. We are also using the Keystone

curriculum for our entering and emerging students. This program incorporates content-rich readings with vocabulary skills and learning strategies. Additionally, the technology instructional tools (Achieve 3000, TenMarks, eScience) that are students use are adaptive tools that meet students at their individual levels.

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).

To assist newly enrolled ELLs before the beginning of the school year, we hold a parent orientation in August. This event provides parents and their child the opportunity to meet school staff as well as other families that are new to the school. Throughout the school year, we hold monthly parent activities. The parent coordinator ensures to extend personal invitations to parents that are new to our school community.

19. What language electives are offered to ELLs?

Not applicable.

20. For schools with dual language programs:

- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- 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

- Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Our professional development plan will include Sheltered Instruction Observation Protocol (SIOP) training for all staff. The professional development will be facilitated by district personnel as well as the school's assistant principal. We will focus on two of the Eight Components: Building Background and Interaction. Through these sessions, teachers will learn a variety of strategies for building vocabulary, academic language support, and engaging students in conversations. We will also provide professional development on the New Language Arts Progressions to all teachers that provide support for ELLs.
- 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?
English as a New Language Arts and Bilingual Teachers will engage in professional development to address differentiation for students by understanding the New Language Arts Progressions. Additionally, the teachers will receive additional training on topics related to changes in the CR Part 154, NYSESLAT, and effective implementation of a Transitional Bilingual Program. To support all staff in using instructional strategies to support all ELL subgroups, ENLA and bilingual teachers will also receive additional training on research-based instructional strategies for ELLs and provide turnkey training for their colleagues. The instructional strategies will focus on vocabulary and language development in the content area, as well as engaging ELLs in student-to-student discussions.
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
We will provide support to staff that assist ELLs as they transition from elementary to middle school by first analyzing our fifth grade students' data using the Title III AMAOs 1 and 2 Status Estimator Tool, including information about the ELL programs from their previous school. We will also provide opportunities for the staff to understand the benchmark assessment (DRA in English and Spanish) that will be administered and how the results will guide the instructional decisions that are made throughout the year.
- Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The professional development requirements will be met during the Monday designated professional learning days. We will also hold follow-up sessions during content area/grade-level team meetings. We use paper and electronic forms to keep records of: PD agenda, teacher attendance sheets, and copies of materials and resources provided. We also provide teachers with the opportunity to receive coaching. Teachers will keep a log of the coaching sessions. The lead teachers and school administrators will collaborate to create coaching schedules.

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?

We provide annual meetins with parents of ELLs in November to inform parents of the language program and to present to parents supports available during the after school program and extended time. We also provide parents with a meeting in February to communicate students' progress and provide information about the NYSESLAT.

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.

We keep copies of agenda and sign-in sheets for annual individual meetings with ELL parents. Additionally, we log all in person meetings and phone call in our school-wide electronic system--Skedula. We keep copies of all letters mailed to parents informing them about their child's language program and progress. All letters are filed in the students' Language Folders.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

We plan a variety of meetings targeting topics relevant to ELL middle school parents. The Parent Coordinator sends newsletters to parents on a monthly basis informing them of the different parent workshops and activities. In September, we have Parent Orientation Night to inform parents about the language programs offered, Transitional Bilingual (Spanish) and Free Standing ESL, information about the path to monolingual ELA classes, and a parent orientation video for families of ELLs. Parent orientations are conducted by parent coordinators with the assistance of school administration, ELL specialists, bilingual/ESL coordinators or bilingual/ESL teachers. Also in September, we host "Curriculum Night" offering parents an opportunity to learn about the school's ELL curriculum and how it is aligned to the Common Core State Standards. ELL teachers, Lead teachers, administrators, the parent coordinator, and community associates participate in this activity. We have also scheduled throughout the year, "ARIS Workshop forParents of ELLs" to assist parents in tracking their students academic progress. The workshop is facilitated by the Parent Coordinator and Community Associate. Also, we encourage parents of our ELLs to participate in adult literacy programs offered by the New York City Office of Adult and Continuing Education (OACE). Classes are offered in classes in Adult Basic Education, High School Equivalency (GED), English for Speakers of Other Languages (ESOL) and Career and Technical Education (CTE).

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

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

Parent surveys are sent throughout the school year. We use school-wide events to administer specific parent surveys to targeted parent populations. We provide the surveys in multiple languages. We also make telephone calls to parents to invite them to meetings and provide them with options for convenient times.

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

Our parental involvement workshops address topics that inform parents of changes that affect them or their child. This upcoming school year, we will incorporate in the parent orientation the CR Part 154 changes. Additionally, we will have orientation meetings for the Transitional Bilingual Program.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: **MS80**

School DBN: **10X080**

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)
Emmanuel Polanco	Principal		10/29/15
Carmen E. Soto	Assistant Principal		10/29/15
Cindy Taveras	Parent Coordinator		10/29/15
Rosemary Savery	ENL/Bilingual Teacher		10/29/15
Nelva Garate	Parent		10/29/15
Wendy Familia	Teacher/Subject Area		10/29/15
Elsie Martinez	Teacher/Subject Area		10/29/15
Benito Gonzalez	Coach		10/29/15
Sophia Collins	Coach		10/29/15
Carlos Feliciano	School Counselor		10/29/15
Melodie Mashel	Superintendent		10/29/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **10x80**

School Name: **Isobel Rooney Middle School 80**

Superintendent: **Melodie Mashel**

Before you begin, please check the following:

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

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

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

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

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

We use the Home Language Identification Survey and the Student Emergency Contact cards to identify parents' language preference. Additionally, throughout the school-year teachers are assigned student advisory groups. Specific teachers become the point person for parent contact. Teachers also gather information about parent's preferred mode of communication--email, text message, or phone calls.

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.

Albanian, Arabic, Bengali, Chinese, French, Italian, Korean, Spanish, Urdu

Part B: Creating a Communications Calendar

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

1. Parent Handbook--September
2. School Newsletter--Monthly
3. Parent-Teacher Conference Announcements
4. After-school Program Information--September/October, ongoing
5. New York State Testing Dates--September, January, March
6. ELL Program Parent Notification Letters--September, ongoing

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.

1. Parent Orientation--September/October
2. Parent Teacher Conferences
3. New ELL Parent Orientation--September, ongoing
3. Curriculum Night-October

Part C: Providing Language Assistance Services

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

We will ensure to meet translation needs by establishing the following:

1. We will contact the Translation and Interpretation Unit for the translation of general documents such as the Parent Handbook, School Newsletter, and the ELL Parent Notification letters. We will submit these documents for translation in August 2015.
2. Translation services will be provided by school staff for parent meetings and parent phone calls. We identify school staff members that speak languages other than English. When meetings are scheduled after school hours, we communicate with appropriate staff member to confirm their attendance at the meetings for translation needs. We have several staff members that speak Spanish, and other staff members that speak Bengali, Arabic, and Albanian.

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.

We have staff members that are able to assist when translation is needed for parent meetings or phone calls. We have staff members that speak Spanish, Bengali, Arabic, and Albanian. We use over-the-phone interpreters for other languages when communicating with parents that have indicated that they prefer communication in their home language.

Part D: Training Staff on Policies and Procedures

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

We will ensure that all staff members are aware of how to use the translation services and the over-the-phone interpretation service by providing information via email and by securing the information in a shared file. All staff members will have access to the file. Also, our school based ELL Committee composed of teachers will become familiar with the procedures and serve as point persons for the school staff.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Designated bilingual staff will be identified to provide translation for parents. These identified staff will make phone calls and translate for teachers as well. Parents are also informed that they may identify a relative or friend that can serve as their translator. The DOE translation unit will be used as necessary.

Translation services will be provided for all parental communications including but not limited to the following:

- Monthly calendar
- Parent surveys
- Parent letters and notices
- Parent phonecalls
- Parent newsletter

Part F: Monitoring and Quality Control

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

We will use parent surveys that will be provided during parent meetings to gather feedback from parents. We will also make telephone calls to targeted groups of parents to obtain specific information. For example, calling parents of a specific language background.