



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):	11X112
School Name:	P.S. 112 BRONXWOOD
Principal:	SUSAN BARNES

Renewal School Comprehensive Educational Plan (RSCEP) Outline

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Section 1: School Information Page

School Information

School Name: The Bronxwood School School Number (DBN): 11X112
Grades Served: Pre-k to 5
School Address: 1925 Schieffelin Avenue Bronx, New York 10466
Phone Number: (718) 654-6377 Fax: (718) 654-7931
School Contact Person: Susan A. Barnes Email Address: SBarnes2@schools.nyc.gov
Principal: Susan A. Barnes
UFT Chapter Leader: Aine Sia
Parents' Association President: Thelma Jones
Anastasia Guadalupe
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Takia Kinloch
Student Representative(s): N/A

CBO Representative: Anita Batisti

District Information

District: 11 Superintendent: Meisha Porter
Superintendent's Office Address: 1250 Arnow Avenue Bronx, New York 10469
Superintendent's Email Address: mlopez9@schools.nyc.gov
Phone Number: 718-519-2620 Fax: (718) 519 __ -

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza, Bronx, NY 10458
Director's Email Address: JRuiz2@schools.nyc.gov
Phone Number: (718) 828-7776 Fax: (718) 828-6280

Section 2: Executive Summary and Organizing Principles

The Objective

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

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

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

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

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

The arc of the School Renewal Program strategy:

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

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

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

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

Information on the Framework for Great Schools and the DTSDE

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and RSCEP Development



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

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

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

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

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

Section 3: School Leadership Team (SLT) Signature Page

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

On the chart below:

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

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
√	Susan A. Barnes	*Principal or Designee	
√	Aine Sia	*UFT Chapter Leader or Designee	
√	Thelma Jones Anastasia Guadalupe	*PA/PTA President or Designated Co-President	
		DC 37 Representative (staff), if applicable	
	Takia Kinloch	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Lou Rammuni	Community School Director (staff)	
		Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
		Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
√	Patricia Fox	Staff	
√	Aine Sia	Staff	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
√	Stacie Harris Clement	Staff	
√	Stephanie Coletti	Staff	
√	Keisha Saunders	Staff	
√	Jennifer Beberman	Staff	
√	Rocio Pena	Parent	
√	Chantel Martin	Parent	
√	Krystal Crawford	Parent	
√	Deshawn Tyler	Parent	
√		Parent	
√		Parent	

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.

The mission of C.S. 112, The Bronxwood School is based on a deep commitment to provide rigorous learning opportunities so that all students can achieve at the highest level possible. Through a community wide social-emotional approach we offer a comprehensive instructional program that equips students with the knowledge and skills to enter high school focused on college and career readiness.

At C.S. 112, teachers, parents and students will work together with respect and consideration for all to achieve excellence in meeting the New Performance Standards in Reading, Writing, and Math using problem solving skills across content areas. Our approach will address the needs of the 7 main principles of Learning Styles. Only through this approach, will we capture, nurture, and expand the knowledge of our students here at C.S. 112x.

C.S.112 is a three-story building built in 1953. The building is clean and well maintained. We average three classes per grade (PreK-5), self-contained special education class on each grade and 4 Integrated Co-Teaching Services classes. Another component of our school is the Family Mall. The Family Mall is a meeting place for parents to share their ideas and talents. Activities, such as informative workshops are planned on an ongoing basis. A full-time Parent Coordinator and Parent Association work collectively to promote family literacy and parent involvement. Parents are involved and support the school with additional security by monitoring the hallways and providing classroom tutoring.

We also have a population of students that are At-Risk, because of matters regarding attendance. They have patterns of lateness's or absences that impede their academic performance. Our collaborative approach with our CBO-Fordham, added to the attendance team, will strategically allow for a successful partnership in supporting the whole child.

The student body is served by 33 professionals and support staff, including a Principal, an Assistant Principal, a full time guidance counselor, a SETSS teacher, a Crisis Intervention Teacher, cluster teachers, a secretary, and one site safety officer. The Principal, Assistant Principal, and Lead Teachers provide professional development through workshops, study groups, and the modeling of strategies during "push-in" lessons and coaching sessions.

The most progress over the 2014-2015 school year, from the Elements of the Framework for Great Schools are Supportive Environment and Collaborative Teachers. In reference to the element supportive environment, we learned from our school surveys and Air Co-Interpretation report that the staff believed, " Professional Learning Communities are consistent and structured with designated teacher leaders and attended by Administration." In reference to the element collaborative teachers, we learned from our school surveys and Air Co-Interpretation report that the most teachers believed," They were supported and defended by the Principal and enjoy a good relationship with her." They added, "Peer collaboration is generally positive and continues to grow through commitment to the school and each other!" In addition, we have also established family and community partnerships through various resources, a committed Parent Coordinator, and expect to build on this foundation with our New CBO- Fordham.

Technology is currently expanding in our school. We are recipients of the Exxon grant and several Wireless Internet Learning Lab on Wheels (WILLOW). Our computer Lab and Media Center have been updated. Our school also has over twenty smart boards.

C.S. 112x takes an active and continuous, data-driven approach to improving student performance, using TCRWP, Baseline Assessments from ReadyGen and Go Math!, SuccessMaker and Waterford, item analysis, portfolio assessment, and other indicators to identify and address student weaknesses and target areas for growth.

At our school students can participate in the Glee Club, Project Boost, Violence Prevention Program, Building Cultural Diversity Team, Attendance Incentive Program, The Spanish Club, The Dance Club, and the Garden Club.

We have many partnerships within the community. Edenwald-Gunhill Community Center collaborates with our students in Read to Succeed, Partners in Reading, NYC Public Library, Various Colleges and Universities, Cooperative Education and the Beacon Program. We collaborate with Arts Horizon, Mentoring in Medicine, East Laconia Neighborhood Association continues to support our school community with monetary donations for graduates.

As a Renewal School we revisited our Instructional Focus, so that it is aligned to a 'Theory of Action' statement.

Instructional Focus:

"If the Bronxwood Community School team integrates additional time for strategic independent reading and constructed response writing opportunities across subject areas, then our students will be able to increase their reading and writing stamina resulting in increased student achievement."

In order to meet our goals as outlined by our Mission and Instructional Focus we are implementing the following school improvement strategies during the 2014-2015 school year and into the 2015-2016 school year:

- Expanded Learning Time opportunities for all students, including additional instruction provided during afterschool and/or summer programming, provided in collaboration with our selected Community Based Organization (CBO)- Fordham University.

- 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.

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 with support from our CBO

The Bronxwood School community is looking forward to continuing our initiatives, embracing our challenges, and celebrating our successes .

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>Reflection: During our school’s AIR co-interpretation, findings from our review of the School Enacted Curriculum (SEC) survey indicated that teachers from K-5 had an inconsistent alignment to the Common Core Learning Standards in the math and ELA curriculum.</p> <p>School Strengths: Based on our 2014-2015 Quality Review, one of our school’s strengths is that the school is in the process of aligning curricula to Common Core Learning Standards, integrating the instructional shifts and providing multiple entry points to ensure rigorous instruction.</p> <p>School Needs: A need identified within our 2014-2015 Quality Review findings included a need for our school leaders and faculty to continue the process of aligning curricula to CCLS and or content standards and integrating the instructional shifts. However, curricula refinements do not provide evidence of strategic planning and refinement so that a diversity of learners, including English Language Learners and students with disabilities, have access to the curricula and are cognitively engaged. Based on our 2013-2014 School Snapshot report 7% met State standards on the State English test; the average score at this school was 2.1 out of 4.5 City Average: 30% District Average: 21% attained Proficiency. In addition 7% met state standards on the state math test; the average score at this school was 2.2 out of 4.5 City Average: 39% District Average: 30% attained Proficiency.</p>		

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)

The Bronxwood School's 2015-2016 curricula will incorporate strategically chosen CCLS focus standards and units from, Teachers College Writing Units, Go Math!, and interdisciplinary units created by teacher teams aligned to the school's selected CCLS focus standards and the instructional shifts. 'Purposeful Independent Reading Stamina' and writing periods will be embedded to promote time for additional independent reading and writing across core subjects. The Social Studies and Science curriculum will be aligned to the NYC Social Studies Scope and Sequence and Science Scope and Sequence, and will incorporate focus literacy standards selected by the school leaders and teachers. All other subjects will be aligned to the CCLS literacy focus standards and the content standards for their subject. Common CCLS aligned rubrics from TC will be used to track progress on selected writing standards across grades and subjects. An additional hour of Expanded Learning Time will be embedded in the school's program Monday-Friday to allow for RTI, AIS, and/or additional learning opportunities for students.

The School Leadership Team (SLT) will collaborate with our selected Community Based Organization (CBO) to integrate learning experiences that include blended learning opportunities in order to enhance student engagement and learning. The CBO will also help to support and provide learning opportunities, workshops, and services for our parents based on their interests and needs.

Pedagogical practices will incorporate an emphasis on lesson planning, teacher collaboration, independent reading, discussion opportunities for students, writing within all subject areas aligned to Teachers College writing units, and use of common CCLS aligned rubrics.

Teachers will target the three major learning modalities of students within their lesson planning to provide a common school-wide Universal Design for Learning (UDL) instructional strategy that provides multiple entry points, ensuring that each child can access the curriculum. The Accountable Talk strategies, Talk Moves, effective questioning, and checks for understanding will continue to be used as common school-wide instructional practices.

The school leaders and lead teachers/coaches will monitor consistency of school-wide instructional strategies, so that teachers are provided with actionable feedback and resources to support the continued practice of chosen school-wide instructional strategies.

The school will have common assessments, Teachers College, SuccessMaker and MyOn, to determine and track progress on student reading levels (Lexile levels). Running Records will serve as benchmark assessments to monitor and track predicted student performance on state tests and will serve as data for teachers to determine modifications needed within their lessons and/or units. Teachers College (TC) rubrics will be used in ELA, Science, and Social Studies to assess student-writing products. School leaders and teacher teams will collaborate to review data findings and will make adjustments to instructional practice and modifications to units and/or lesson plans, as needed.

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 school year, school leaders and teachers will collaborate to enhance the existing Common Core Aligned curricula for all scholars, as evidenced by an increase in the average student proficiency rates from 2.11 to 2.20 in ELA and 2.19 to 2.29 in Math on the New York State English Language Arts and Mathematics exams.

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) 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>School leaders and teachers will collaborate to develop vertically and horizontally coherent curricula aligned to Common Core Learning and content standards. Curriculum maps will be posted and modified by teachers within Atlas Rubicon. TC writing units and strategic reading time will be included within the curriculum. (QR 1.1)</p>	<p>All students including ELLs and SWDs</p>	<p>June 2015 – June 2016</p>	<ul style="list-style-type: none"> - School Leaders - Lead teachers - Teacher teams - External consultants - Central Team - District Team - Borough Field Support Center liaison
<p>School leaders will develop and integrate a 2015-2016 Assessment Plan that includes formative, summative, and benchmark assessments. School leaders will also select and use an inquiry protocol to share with teachers (aligned to</p>	<p>All students</p>	<p>June 2015 – June 2016</p>	<ul style="list-style-type: none"> - School Leaders - Lead teachers

Data Wise). The inquiry cycle protocol will be used to look at student portfolio work and data to inform planning and refining of curriculum, instructional practices, and/or promotional student portfolio tasks. (QR 1.1)	including ELLs and SWDs		<ul style="list-style-type: none"> - Teacher teams - External consultants - Central Team - District Team - Borough Field Support Center liaison
School leaders and faculty will develop and share a common belief as to how students learn best that is informed by the Danielson Framework (considering components 1e, 3b, 3d, ad 3c). Shared beliefs will result in common teaching strategies and practices evident in the vast majority of classrooms . (QR 1.2). School leaders will create their school's 2015-2016 Professional Development Plan for teachers in alignment to these beliefs, and to the teachers' needs identified during classroom observation findings.	All students including ELLs and SWDs	September 2015-June 2016	<ul style="list-style-type: none"> - School Leaders - Lead teachers - Teacher teams - External consultants - Central Team - District Team
Teacher instructional practice will include critical thinking and text-dependent questioning when developing student work products and discussion opportunities, so that students participate and are engaged in their own learning. (QR 1.2)	All students including ELLs and SWDs	All students including ELLs and SWDs	<ul style="list-style-type: none"> - School Leaders - Lead teachers - Teacher teams - External consultants - Central Team - District Team

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.											
Danielson Framework, ATLAS Rubicon, TC writing units/materials, programming/scheduling adjustments, programming/scheduling of ELT, per-session for teachers, software set-aside funds, SuccessMaker, WaterFord, Saturday Academy for ELLs and SWDs, data tools (School Net, School Performance Data Explorer, New Visions Tool), AIS, RtI Team											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 6 – Progress Monitoring

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

By February 2016, modifications and enhancements to the ELA and math curriculum maps for grades 3-5 will show evidence of all of the following: emphasis on Common Core focus standards for ELA and math {as per School Enacted Curriculum (SEC) findings}; scaffolds included for ELLs and SWDs; integration of Teacher's College writing units; embedded strategic independent reading time; Depth of Knowledge (DOK) level 3/4 end of unit performance tasks, and benchmark assessments from Running Records to document growth in reading levels.

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.	P
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.	P
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.	P
<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>Reflection: During our school’s AIR co-interpretation, findings from our review of the School Enacted Curriculum (SEC) survey and the School Survey Report (SSR) indicated there are mixed opinions about the effectiveness of the variety of programs and support for student behavior.</p> <p>School Strengths: Based on our 2014-2015 Quality Review this is our area for Proficiency. 1.4 The Learning Environment</p> <p>School Needs: A need identified within our AIR co-interpretation is the need for additional school staff in order to meet the academic and social-emotional needs of students who are struggling. In addition, due to socio-economic challenges of the school’s population, the Bronxwood school could benefit from more site-based family services.</p>		

Part 2 – Summative Vision for Supportive Environment

<p>In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Consider the following questions:</p> <ol style="list-style-type: none"> How would you want school stakeholders to describe the school? What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students? How is student voice and leadership supported? What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
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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?

P.S. 112 believes that the continued thrust of our Hi-Five Expectations throughout the school community, as well as the 're-branding' of our school through multiple PBIS initiatives, will support our school in continuing to move in a positive direction towards creating a safe and inclusive learning environment for all stakeholders.

In order to provide our students and families with socio-emotional, mental, and health services, the school is partnering with a new CBO. Through the school's collaboration with our new CBO, students and parents will receive additional support services in the upcoming school year.

School leaders are working to coordinate a Student Council for next year that will promote students having a voice in PBIS initiatives at the school.

Our school in collaboration with our new CBO will partner to gather, track, analyze, and monitor various data collected to respond to the social and emotional needs of our students.

School leaders in collaboration with the CBO will make attendance and chronic absenteeism a focus goal for the 2015-2016 school year, so that students do not continue to lose instructional time. Chronically absent students will be identified early in September and October and the CBO will receive a list of these students to provide additional one-to-one support to each student. The school expects to meet the attendance benchmark and metric targets for both the 2015-2016 school year and the 2016-2017 school year.

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.

During the 2015-2016 school year, the school's Positive Behavioral Interventions and Supports (PBIS) team in collaboration with the school's Community Based Organization (CBO)- Fordham, will continue to develop our PBIS initiatives resulting in movement from an 89% attendance rate to a 91.4% student attendance rate.

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). • Engage families and expand their understanding of a supportive environment in order to support their children at home. 	<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>The school's staff will integrate Positive Behavioral Interventions and Supports (PBIS) to support a school environment that fosters a sense of safety and belonging among students and adults through clear expectations, progress monitoring, common expectations/language, a sense of community, and student/parent voice. (QR 1.4)</p>	<p>All students Parents Community</p>	<p>June 2015- June 2016</p>	<p>- School Leaders - PBIS team - Teachers - CBO Director - DSR - PBIS consultants</p>
<p>School leaders, school staff, and CBO staff will collaborate to provides family-focused services and outreach that engage parents and family members in supporting student growth. (QR 1.4)</p>	<p>Parents/Families</p>	<p>June 2015- June 2016</p>	<p>- CBO support staff - School Leaders - PBIS team - Teachers - Guidance Counselors</p>
<p>Expectations around elementary school, middle school and/or college and career readiness are communicated to families who will be provided with guidance and support in understanding and helping their children meet those expectations. (QR 3.4)</p>	<p>All students Parents Community</p>	<p>June 2015- June 2016</p>	<p>School Leaders -PBIS team -Teachers -CBO Director -DSR -PBIS consultants</p>
<p>Early warning systems will be established that include attendance, academic performance, and behavior monitoring to identify students at-risk. The school will provide appropriate and timely interventions, in</p>	<p>Tier 2 and Tier 3 students</p>	<p>June 2015- June 2016</p>	<p>School Leaders</p>

<p>collaboration with the school’s CBO. School leaders and CBO will use the New Visions-Student Sorter to monitor at risk and chronically absent students and will include the interventions provided within the tool. (QR 3.4)</p>	<p>Parents</p>		<ul style="list-style-type: none"> -PBIS team -Teachers -CBO support staff - Guidance Counselors -Social Workers -Parent Coordinator -PBIS consultants
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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>											
<p>PBIS team, PBIS rewards for students, Tier 2 and 3 interventions, progress monitoring by school leaders, CBO support, per-session for PBIS team as needed</p>											
<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)	X	Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 6 – Progress Monitoring

<p>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.</p>
<p>February 2016, the school will have an average student attendance rate of 90%. The CBO Director and school leaders will have a tracking system of attendance data on each identified chronically absent student, including all interventions provided to each chronically absent student. The New Visions-Student Sorter will be reviewed to see how the school and CBO are using it to help monitor at risk and chronically absent students.</p>
<p>Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

<p>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.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p>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>Reflection: During our school’s AIR co-interpretation, the School Enacted Curriculum and School Survey Report indicated that peer collaboration is generally positive and continues to grow, through commitment to the school and each other. School Strengths: According to our 2014-2015 Quality Review, across classrooms, most lessons followed a consistent model, providing students with an EQ, vocabulary, mini-lesson, guided practice and independent or group practice, ensuring coherence across grade levels and content areas. School Needs: A need identified within our 2014-2015 Quality Review findings: Across classrooms, teacher practice is beginning to reflect coherence around a set of beliefs regarding how students learn best that is informed by the Danielson Framework for Teaching and the Instructional Shifts. Teacher practice across classrooms; however, inconsistently provides all learners, including ELLs and SWDs with opportunities to engage in rich discussions and produce meaningful work products.</p>		

Part 2 – Summative Vision for Collaborative Teachers

<p>In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Questions to consider:</p> <ol style="list-style-type: none"> How is the school organized to promote teacher collaboration? 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? How are teachers providing opportunities for to deepen learning for higher achieving students? 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?

Majority of teachers engage in content area professional collaborations that are beginning to promote the implementation of Common Core Learning Standards and instructional shifts, and promote alignment of practice to the school's instructional goals. Distributive leadership opportunities are emerging, where 'Model' teachers co-facilitate team meetings and are engaged in key decisions regarding student learning.

In order to provide our students and families with socio-emotional, mental, and health services, the school is partnering with a new CBO. Through the school's collaboration with our new CBO, students and parents will receive additional support services in the upcoming school year.

School leaders are working to coordinate a Student Council for next year that will promote students having a voice in PBIS initiatives at the school.

Findings from our school's AIR co-interpretation determined that teachers and students feel respected and prepared to collaborate while focusing on student learning. They are reflecting on student work and they are committed to the school and the work at hand. It also reflected that teachers need more professional development and time to plan together, therefore we have developed a 'Peer Collaborative' teacher team.

School leaders in collaboration with the CBO will make attendance and chronic absenteeism a focus goal for the 2015-2016 school year, so that students do not continue to lose instructional time. The school expects to meet the attendance benchmark and metric targets for both the 2015-2016 school year and the 2016-2017 school year.

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 2015-2016 school year, all teachers will collaborate within teacher teams to complete a minimum of two inquiry team cycles aligned to one of the school's Danielson Framework focus components (1e, 3b, 3c, and 3d).

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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	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 engaged in regular and frequent teacher team meetings using an inquiry approach (aligned to Data	Teachers	Sep 2015- June 2016	-Teachers

Wise) driven by authentic student work and aligned to school-wide instructional priorities and goals that improve student outcomes. Team analysis of student work will results in agreed upon shifts in units, lessons, and pedagogy that improve student outcomes. Teacher teams will present their inquiry work and findings to the school leaders and their colleagues. Progress monitoring will be conducted by school leaders, central team, DSR, PLF, and superintendent. (QR 4.2)			-School leaders -Central Team -DSR -Superintendent
Opportunities will be provided for job-embedded professional development on instructional leadership skills for school and teacher leaders, principal, APs, mentor teachers and content coaches. (QR 4.2)	Teachers	Sep 2015- June 2016	-Teachers -School leaders -Central Team -DSR -Superintendent
Teachers will determine a common grading policy and will use common rubrics across departments (Example: Teachers College rubrics), grade levels, and/or the entire school that provides teachers and students a clear picture of progress toward Common Core focus standards and student promotional portfolio completion. (QR 2.2)	Teachers	Sep 2015- June 2016	-School leaders -Lead Teachers -Content Coaches
Teachers will use multiple formative and summative assessment strategies, including student self, peer assessment, and daily checks for understanding to get a complete picture of student learning so that they are better informed in how to adjust instructional practice. (QR 2.2)	Teachers	Sep 2015- June 2016	-UFT Chapter leader -Teachers -School leaders -Central Team -DSR -Superintendent

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.
Professional Development Plan team, teacher leaders, per-session opportunities for teacher work after school, data tracking tools, protocol for looking at student work/data for teacher team meetings, common school-wide assessments and rubrics, time for teacher inter-visitations, programming/scheduling adjustments, SBO for ELT
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
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

<p>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.</p>
<p>By February 2016, a minimum of one inquiry team cycle will be completed by each teacher team, as evidenced through presentations developed and shared by each teacher team on their inquiry work and findings. Growth will be evidenced from the scaffold of work presented in the meetings.</p>
<p>Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 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.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>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>Reflection: During our school's AIR co-interpretation, findings from our SSR and SEC stated that Most teachers feel supported and defended by the Principal and enjoy a good relationship with her.</p> <p>School Strengths: Based on our 2014-2015 Quality Review, our school's strengths are:</p> <ul style="list-style-type: none"> Majority of teachers engage in content area professional collaborations that are beginning to promote the implementation of Common Core Learning Standards and instructional shifts, and promote alignment of practice to the school's instructional goals. Distributive leadership opportunities are emerging, where teachers co-facilitate team meetings and are engaged in key decisions regarding student learning. School leaders consistently communicate high expectations regarding professionalism, instruction, communication and other elements of the Danielson Framework for Teaching to the staff, provide opportunities for collaboration, and are developing professional development and a system of accountability for those expectations. School leaders and staff establish a culture for learning that consistently communicates high expectations for all students; feedback and guidance supports are developing the level of detail and clarity needed to help prepare students for the next level. <p>School Needs: A need identified within our 2014-2015 Quality Review findings :</p> <ul style="list-style-type: none"> Although the majority of teachers are engaged in inquiry sessions and data analysis, lesson adjustment and strategic student groups was not evident. Although some classes were clustered in groups, the task and the end product were the same for every child. 		

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?

Our teachers receive Professional Development (PD) sessions on Monday afternoons and Tuesday afternoons. During the week, our teachers meet in collaborative teacher teams based on subject matter and by grade level. During the day, teachers meet a minimum of once a week to collaborate on lesson plans and adjustments to their curriculum.

C.S. 112, is focusing on literacy, our Science teacher participates in weekly teacher team meetings with the English Language Arts (ELA) teachers. School leaders and teacher teams will collaborate to enhance the school’s curriculum and programming to further support student achievement, before the start of the upcoming school year. Collaborative teacher teams will review data, current curriculum maps, and student work to determine the needed modifications to our curriculum maps, units of study, assessments, and promotional portfolio student work products. Our curricula will give all our scholars access to learning whether they are in the lowest performing or highest achieving groups of students through a rigorous and engaging curriculum for all levels of learners.

A school-wide Hi-Five Expectations will be used to set clear expectations for all students. Teachers and students will align to the high expectations outlined within the school’s PBIS matrix. Our CBO will help to support us in determining community educators / partners to support a collaborative teaching approach, as needed.

Teachers will collaborate within teacher teams to review student Lexile level growth and performance on extended writing pieces, on a monthly basis, to ensure they plan for individual student needs.

Part 3 – Annual Goal

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

By October 2015-16, school leaders will have collaborated with teachers in the development and integration of school-wide student promotional portfolios that will include Depth of Knowledge (DOK) level 3/4 student learning products, supporting our school's movement towards meeting our benchmark performance index metric target of 62 for ELA and 70 for Math.

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>School leaders and staff will collaborate to identify students with special needs and those at risk of failure early so that tiered interventions meet the needs of students in an appropriate and timely manner. New Visions-Student sorter, ATS reports, and multiple formative and summative assessment data will be used by school leaders, CBO, and staff to identify students at risk in order to align interventions as needed. (QR 1.3)</p>	<p>Tier 2 and Tier 3 students</p>	<p>June 2015- June 2016</p>	<p>-School leaders -Teachers -CBO Director -RTI team</p>
<p>School leaders will distributed through delegating responsibility, clarifying decision-making authority, and building organizational and instructional capacity and internal accountability of all staff members. (QR 1.3)</p>	<p>Tier 2 and Tier 3 students</p>	<p>September 2015- June 2016</p>	<p>-School leaders -Teacher leaders/coaches</p>
<p>The school leaders and SLT in collaboration with the DSR will develop five focused school-wide goals and action plans based on analysis of qualitative and quantitative school, teacher, and student data , that will be shared with the entire school community to improve current practices and student achievement. (QR 3.1)</p>	<p>Students Teachers School Community</p>	<p>May-June 2015</p>	<p>-School leaders -SLT -DSR</p>
<p>School leaders including Peer Collaborative and Model teachers will provide feedback aligned coaching through demonstration lessons, collaborative lesson/unit planning, focused teacher inter-visitations and/or other forms of individualized supports. (QR 4.1)</p>	<p>Teachers</p>	<p>September 2015- June 2016</p>	<p>-School leaders -Teacher leaders/coaches</p>

Part 5 – Budget and Resource Alignment

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

RtI team, AIS, ELT, budget/scheduling adjustments, SLT, DSR, school leaders, teacher leads, teacher inter-visitations, student portfolios, student promotional portfolio supplies, and RSCEP.

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)	X	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.

A quarterly review of student promotional portfolios will be conducted by the principal and APs during the 2015-2016 school year. Two portfolio checks should be completed by the February progress monitoring check-in. School leaders must include feedback to teachers regarding their student portfolio progress within their observation feedback. Feedback given to teachers regarding their portfolio progress, as well as sample ELA and math portfolios from each grade, will be collected and reviewed by the school leaders and DSR during the February progress monitoring period.

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.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>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>Reflection: During our school’s AIR co-interpretation, findings from our School Survey Report and the School Enacted Curriculum survey showed that the Bronxwood School has parent and community based engagement.</p> <p>School Strengths: Based on ou 2014-2015 Quality Review, our school’s strengths are: Parent handbooks, monthly newsletters and calendars, parent outreach by phone, and active communication through the Parent Association (PA) and Parent Coordinator.</p> <p>School Needs: A need identified within our 2014-2015 Quality Review findings and AIR co-interpretation are that due to socio-economic challenges of the school’s population, the Bronxwood School could benefit from more site based and family services. Parent engagement continues to be a major concern for the Bronxwood School. According to our AIR co-interpretation report we need to build trust in our community and open our doors to increase parent participation in the improvement of the school.</p>		

Part 2 – Summative Vision for Strong Family and Community Ties

<p>In a narrative, outline the Renewal school’s vision for this element, upon completion of the Renewal Program. Questions to consider:</p> <ol style="list-style-type: none"> 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? 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?

Within the Community School model, all families will be welcomed into the school community. School safety officers and all staff will align to PBIS initiatives creating a welcoming environment for our school community. School leaders, staff, Parent Coordinator, and the CBO will collaborate to provide support to families so that they understand and can take an active role in their child’s academic and socio-emotional development.

The school leaders, Parent Coordinator, and CBO Director will collaborate to engage the community and families through interest surveys to develop workshops, informationals, and support services based on the needs identified by the parents and community. Teachers will be able to learn from families about the children being taught through more student-centered and student-led Parent/Teacher conferences.

Our CBO will help us to find effective ways to partner with families to support student success. School leaders will ensure that there is a dedicated space for the CBO and for families within the school building. Our CBO will help us to gather information from our parents on programs, workshops, trainings, and services they would like to participate in within the school to engage and increase parent involvement with our school community.

We will utilize School Net, an online grade book and student information system, to provide students and parents up-to-date student data. A new data tool for parents has also been created to replace ARIS Parent Link. We will provide access and training opportunities for students and parents in understanding and using the new NYS School accounts to drive student success both at school and at home.

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.

Throughout the 2015-2016 school year, school leaders in collaboration with the school’s Community Based-Organization (CBO) will use multiple means of communication to inform parents and families of their child’s progress, school events, programs, and services available to them in or near the school, resulting in a 10% increase of parents responding positively on the ‘Strong Family & Community Ties’ section of 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>School leaders, Parent Coordinator, PA, and CBO will collaborate to provide parents with multiple means of communication to keep them informed of their child's progress, school events, programs, and services available to them in or near the school. School leaders and CBO will gather the needs and interest of parents to provide them with ways to support the academic progress of their child and to meet needs and interest of parents through parent outreach, parent surveys, and parent feedback. (QR 3.4)</p>	<p>Parents/families Teachers</p>	<p>September 2015- June 2016</p>	<p>-Teachers -School leaders -Parent Coordinator -CBO Director</p>
<p>Teachers will have high expectations for learning, student work, and behavior. Actionable feedback and individualized supports, provided by the teacher, will enable students to progress towards the next level. School leaders will help to monitor this progress through student portfolio checks, progress report and Report Card checks, and progressive monitoring of work produced by teacher teams. Parents will be informed by school leaders and teachers in regards to their child's progress throughout the year. (QR 3.4)</p>	<p>Parents/families</p>	<p>September 2015- June 2016</p>	<p>-Teachers -School leaders -Parent Coordinator -CBO Director</p>
<p>Expectations around middle school, high school and/or college and career readiness are communicated to families who will be provided with guidance and support in understanding and helping their children meet those expectations. (QR 3.4)</p>	<p>Students Parents/families</p>	<p>September 2015- June 2016</p>	<p>-Teachers -School leaders -Parent Coordinator -PA -CBO Director</p>

Early warning systems will be established that include attendance, academic performance, and behavior monitoring to identify students at-risk. The school will provide appropriate and timely interventions, in collaboration with the school's CBO. Parents and families will be informed of interventions and learning opportunities available to their child, as needed. (QR 3.4)	Students Parents/families	September 2015- June 2016	-Teachers -School leaders -Parent Coordinator -PA -CBO Director
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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.											
CBO support, CBO Director, ELT, communication and data tools for families, parent and family interest surveys, parent workshops, Parent Coordinator, Parent Association, School Net, School Performance Data Explorer, New Vision Tool, and NYC School accounts for parents.											
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	X	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.											
February 2016, school leaders, Parent Coordinator, and the CBO Director will present the multiple means by which the school has worked to increase parent involvement for the 2015-2016 school year (Examples: School Messenger, student progress reports, NYC Schools Account access, interest surveys, parent workshops, CBO services, school events, Family Nights, informationals, etc...) and will provide documentation of parent outreach and parent participation for the September 2015-February 2016 time period.											
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 – Specific, Measurable, Achievable, Realistic, and Time-bound.

Throughout the 2015-2016 school year, school leaders in collaboration with the school's Community Based Organization will use multiple means of communication to inform families of events and services provided by the school and available to them in or near the school, resulting in a 20% increase in parents stating on the NYC School Survey that they have participated in an event (workshop, program, service, etc.) provided by the school. Our CBO will support us in ensuring that our parents and community are informed of the academic, socio-emotional, mental health, medical services and other support services available to them and their children within the school.

The ELT programs for the 2015-2016 school year will focus on the following components:

1. Parent Involvement
2. Attendance
3. Academics
4. Social, emotional, mental health, medical services
5. Expanding learning activities

1). The parents will be given a list of topics for workshops that meet the needs of the community that will reflect both the academic and social emotional needs. The CBO has a partnership with St. Barnabas and Montefiore Hospital. We are presently planning a Health Fair for the month of November. A Breast Cancer Awareness Day has been set aside on November 6, 2015 for those parents interested in being screened. To address the social and emotional needs of our Community, **Ramapo** will work with parents, students and teachers. To meet the physical needs of our Family, **Arts Horizon** will conduct parent workshops.

2). Attendance is a major concern to the school and CBO. Attendance will be increased by at least 2%. Certificates will be presented to students who achieve both Perfect Attendance and 90% or better. The parents of these students will be honored as part of the celebration. To help address the attendance issues phone calls will be made to both chronically absent and late students. Logs of phone calls will be collected and monitored. Incentives will be given out for improved attendance and lateness. Lateness will be monitored to make certain that students are given credit for their attendance. A meeting with both parents and students will be held to discuss their attendance. Students will be invited to Jazz concerts four times a year as a reward for Good Attendance.

3). Academics-To address the area of academics, a data wall was created to target the needs of the students. The CBO implemented the Skill of the Week as well as Close and Careful Reading and Math. Our goal is to reduce the number of level one students in both areas. The CBO staff will work with every student in grades 3,4, and 5 each week to improve their skills. Materials were provided for the staff to ensure rigor and address the new C.C.L.S.

4). Social, emotional, mental health, medical service - To support the community , a full time clinic will be spearheaded by the Astor Mental Health. Various workshops will be provided throughout the year through our affiliation with St. Barnabas Hospital. A health fair will be used to address the needs of the community around health.

5). Learning Time Activities - A number of programs were brought in as part of collaboration between the school and CBO. These programs will be on a rotational basis so that children would be exposed to many enriched activities. intramural teams will be created in basketball and baseball.

The groups supporting the arts at CS 112 sponsored through the CBO are:

- **Footprints**
- **Arts Horizon** - Dance Music and Art
- **Mentoring in Medicine**
- Dance Brazil

Academics will be addressed Monday-Wednesday and Thursday and Friday will concentrate on clubs and enrichment programs. Performance will be a part of each closing activity. Parents will be invited to attend their performance.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
Our Expanded Learning Time will be compulsory for all students during the 2015-2016 school year.				

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?

- C.S. 112x's, Expanded Learning Time (ELT) will include a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduce reported incidents and suspensions, and increases the likelihood of students meeting promotional criteria.
- Our ELT will actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting. Our partnership with our CBO will help to address these needs.
- Multiple content areas academic support for students and extra-curricular opportunities will be offered to students
- C.S. 112x's ELT will contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art, in collaboration with our CBO.
- School leaders in collaboration with our CBO Director will ensure our ELT 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.
- School leaders and the CBO Director will discuss and create a plan for how community educators will receive professional development. Plan will include joint PD to school faculty and community partner staff, as needed.
- Parent Coordinator, school leaders, and the CBO director will collaborate on multiple ways to keep parents informed of ELT opportunities for their children provided by the school.

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 CBO Director, school leaders, school staff will be responsible for implementing and overseeing the ELT program. The CBO Director, school leaders, school staff, and DSR will evaluate the program throughout the 2015-2016 school year to assess impact on student achievement.

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

September 2015- June 2016.

Part 5 – ELT Budget and Resource Alignment

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

CBO Director and support staff, teachers, schedule adjustments, programming and budget adjustments, per-session postings for teachers, school aides and paraprofessionals.

Funding is needed for school aides who are responsible for bussing after the ELT program and Paraprofessionals who are responsible for the data entry and attendance during the program. The AP's need assistance in scheduling of teachers who are absent from the program.

Part 5b. Indicate using an "X" the fund source(s) that will be utilized to support the ELT Program. <i>Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.</i>											
X	21st Century	X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		C4E
	Title I 1003(a)	X	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.
February 2016, school leaders and the CBO Director will meet with the Director of School Renewal (DSR) to do a mid-point benchmark review of progress towards meeting the mandated Expanded Learning Time requirements. A random selection of students and teachers will be interviewed to gather qualitative data regarding the organization and level of impact of the school's ELT.
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.

Throughout the 2015-2016 school year, school leaders in collaboration with the school’s Community Based-Organization (CBO) will use multiple means of communication to inform parents and families of their child’s progress, school events, programs, and services available to them in or near the school, resulting in a 10% increase of parents responding positively on the ‘Strong Family & Community Ties’ section of the NYC School Survey.

Part 2 – Community School Program Description

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

The target population(s) to be served by the Community School program are students, parents, families, and teachers.

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. As a Renewal School we 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. Our school will be partnering with Phipps. The principal and CBO Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities, this information will be shared with the SLT at the monthly SLT meetings.

2. As a Renewal Schools we are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessments. We will be embedding Expanded Learning Time (ELT) and mental health programming in partnership with our CBO. Over the summer of 2015, school leaders will inform the CBO of the needs of the school and will share their RSCEP with the CBO. The school leaders and CBO director will meet to maximize the use of the additional ‘Renewal Hour’ embedded within the school schedule. School leaders and CBO Director will align the supports and budget to help meet the goals within the school’s RSCEP.

3. As a Renewal School we are expected to emerge as a Partnership School, 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. Our CBO will help to provide Monthly Forums to

engage families and community stakeholders in order to increase parent engagement. Parent interest surveys will be created and distributed by our CBO to gather important information that will help us determine what support services are most needed by our families. The surveys and community outreach will help us to develop a plan with our CBO to improve parent involvement and engagement within our school and campus.

4. The principal will meet on a weekly basis with the Community School Director, Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. The school will use the new data tool, School Performance Data Explorer, provided to all schools this year and will share the training webinar with the CBO Director and other staff members, as needed. The data tool will be used as one source to streamline tracking of student progress..

Part 3 – Community School Program Implementation and Oversight

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

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

- The key personnel that will be responsible for implementing and overseeing the Community School program will be our school’s CBO Director in collaboration with the principal, Assistant Principal, SLT, DSR, school-based support staff, and other community partners our CBO brings in to support our school.

- Our CBO will be a critical partner in increasing our parent involvement. The CBO Director will also be an integral partner in the programming, planning, and integration of the mandated ELT and Saturday Academy academic supports and activities.

- During the 2015-2016 school year, the SLT, CBO Director, DSR, and the Superintendent will do multiple evaluations of the ELT program, and the partnership with the CBO to assess overall impact on student achievement.

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

Resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program are as follows: CBO, CBO Director, school-based support staff, budget/programming for ELT and Saturday Academy, and data tracking tools.

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

May 2015- June 2016

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

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

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)	<p>Students in Grades K – 2 who are considered at-risk for not meeting State standards as determined by their performance on TCRWP and the NYC Performance Assessment, or other identified assessments, or who have been identified as potential holdovers.</p> <p>Students in Grades 3 – 5 who are performing at Level 1 or Level 2 on Common Core State (ELA), assessments.</p>	<p>Waterford Literacy Intervention Program</p> <p>Sound Reading</p>	<p>Small Group</p> <p>Small Group</p>	<p>3x a week during the school day</p> <p>3X a week after school</p>
Mathematics	<p>Students in Grades K – 2 who are considered at-risk for not meeting State standards as determined by their performance on the baseline assessment from Go Math! or other identified assessments, or who have been identified as potential holdovers.</p> <p>Students in Grades 3 – 5 who are performing at Level 1</p>	<p>Waterford Math Intervention Program</p> <p>i-Ready Math</p>	<p>Small Group</p> <p>Small Group</p>	<p>3X a week during the school day</p> <p>3x a week during school the school day</p>

	or Level 2 on New York State Mathematics, assessments			
Science	NYC Performance Assessment in Science Grade 4 or identified assessments, or who have been identified as potential holdovers.	i-Ready Science	Small Group	2X a week during the school day
Social Studies	Identified assessments, or who have been identified as potential holdovers.	i-Ready SS	Small Groups	2x a week during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual and small group counseling as needed before and during school hours	Benchmark assessments (F&P), Waterford and Successmaker	Small Group	3x a week during and after school

Section 9: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
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.
<ul style="list-style-type: none"> • Attend teacher fairs to recruit teachers and other pedagogues • New Teachers are assigned a coach during their first two years. A log of assistance is completed and submitted to the school leaders each month. • New Teachers and mentors log in their hours on the (Teacher Mentoring System) to meet their requirement. • Teachers attend in-house and outside Professional Development • Use of teacher professional development • A program schedule that builds common planning time, departmental conferences, and grade conferences • 100% of teachers at C.S. 112x are highly qualified

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).
<ul style="list-style-type: none"> - Professional Development plan developed monthly for professional development sessions for staff - Instructional Rounds - Teachers College training - Borough Field Support Center instructional supports forthcoming - Professional learning provided by UFT Chapter Leader and PICs

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

N/A

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.).

Parents of students transitioning to Kindergarten will be given the opportunity in the spring to come in and network with the kindergarten teachers and see the classrooms that the students will be transitioning to. During this meeting the parents are given the opportunity to ask questions and review some of the programs that the students will be required to access during the school year, such as Waterford, Fletcher’s place and other programs used in Kindergarten.

The school have open house for parents to come in and see the students during the school day in the school environment.

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.

The Measures of Students Learning (MOSL) Committee along with administration attended previous summer training that focused on selecting MOSL performance assessments. Following the training, the committee provided the professional development and all related materials to the staff regarding MOSL. Teachers were informed of their MOSL state and local selections, and adjustments requested by teachers were made as needed. School leaders will collaborate with teachers to continue refining end of unit writing tasks/assessments/performance tasks based on review of student work products.

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	434,597.00	X	PAGES 14-17, 38-40
Title I School Improvement 1003(a)	Federal	16,979.00	X	PAGES 14-17
Title I Priority and Focus School Improvement Funds	Federal	83,119	X	PAGES 14-17,38-40
Title II, Part A	Federal	105,043.00	X	PAGES 16-19 38-42
Title III, Part A	Federal	0	X	N/A
Title III, Immigrant	Federal	0	X	N/A
Tax Levy (FSF)	Local	2,132,230.00	X	PAGES 1-17.38-42

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

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

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

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

The Bronxwood School (CS 112x) Parent Involvement Policy (PIP) Template

PS 112 x agrees to implement the following statutory requirements:

- o The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- o The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- o The school will incorporate this parental involvement policy into its school improvement plan.
- o In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- o The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- o The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - o Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - ♣ that parents play an integral role in assisting their child's learning;
 - that parents have received all information about our new School-wide Extended Learning Time program;
 - ♣ that parents are encouraged to be actively involved in their child's education at school;
 - ♣ that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - ♣ The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

1. CS 112x will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

School actively involves parents in teaching and learning as members of School Leadership Team, as resources in the school and as tutors in school programs. Through a newsletter printed in English and Spanish as well as a bilingual telephone message service and hotline parents can find out about current events at the school. To help families deal with the many external pressures that have an impact on school achievement the school offers the assistance of our bilingual parent coordinator, bilingual family worker, health intern, guidance counselor and SBST all of whom can provide support and referrals to community-based organizations.

2. CS 112x will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: learning walks, Quality Review, collaboration and consultation of the CEP, PTA/principal meetings, human resources committee, and development of parent/community workshops,
3. CS 112x will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Open House

Pre- K Parent Meetings Hispanic Heritage

Getting Your Child Ready for the ELA Holiday Concert Family Night

Talent Showcase Informational Meetings Parent Book Club Intervention Fair Reading Workshop (Pre-K. K and 1st grade) Children's Health Issues Breast Cancer Awareness

National Volunteer Week Open Mike Night/ Poetry Slam

Family Mall Activities

4. CS 112x will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Ready Gen, Letter People, Fletcher's Place, and State-operated preschool programs], by: (List activities.)
5. CS 112x will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The PA will develop and circulate a Parent Needs Survey in English and Spanish. They will collect, evaluate and prioritize the community's needs. This information will be reported to the full School Leadership Team at a meeting prior to the writing of the RSCEP. A sub-committee of parents and teachers will be formed to write that section of the RSCEP. An action plan will be developed for its implementation. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
6. CS 112x will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

Open House Pre- K Parent Meetings

Hispanic Heritage Getting Your Child Ready for the ELA

Family Night Informational Meeting-Extended Time

Parent Book Club Intervention Fair

Reading Workshop (Pre-K. K and 1st grade)

National Volunteer Week Open Mike Night/ Poetry Slam

PTA meetings-Promotional Criteria Family Book Donations
Family Mall

b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- providing parent workshops: computer technology, test taking strategies and techniques
- TCRWP Benchmark Assessments
- Parent Tutoring Program
- Book Club
- Parent Coordinator and Family Worker outreach
- Family Mall
- ARIS Parent Link

c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- continuing Family Nights
- International Luncheons
- Family Mall
- Oral History Project
- Senior citizen outreach
- School Leadership Team and sub-committees

d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: the use of

- Go Math!
- Family letters
- Family Mall
- Parent Volunteers
- Family Worker

e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Parent Monthly Newsletters and Calendars
- Informational bulletins from the region and chancellor about upcoming events
- Principal's monthly newsletters and calendars that are sent home.
- Flyers of in-house and/or community programs regarding workshops, classes for children and adults, health clinics in the school and/or in the community – all flyers pertinent to the well-being of the family will be translated in the home languages of the students.
- Notes sent home to parents from the school, classroom teachers, school nurse, and administration.
- Field trip reminders.
- Family Mall
- Directions for completing projects, assignments, homework, and class work expectations.

- The teachers' comments and/or observations can be recorded in the home language on the student's report card.
- These translations will be provided by in-house school staff.
- Bilingual Parent Coordinator and Family Worker
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

The Bronxwood School (CS 112X) School-Parent Compact

CS 112X and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2015-2016. The school-parent compact will be distributed to parents during parent-teacher conferences in November 2015. An annual review of the school-parent compact will be conducted on May 10, 2016.

School Responsibilities

C.S. 112 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - o Participate in all regional educational initiatives
 - o Adhere to the Common Core Learning Standards (CCLS)
 - o Incorporate Principles of Learning and POEM into all lessons
 - o Differentiate instruction to meet the needs of all students
 - o Mainstream students wherever possible
2. Hold parent-teacher conferences twice yearly during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in November and March
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: phone conferencing, on-going parent/teacher conferencing, issuance of the students' report cards (3 times yearly, on-going access to the Princeton Review assessment results.)
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parents are invited to meet with staff during parent/ teacher conferences and during any scheduled appointment time throughout the year.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: during class trips and class projects, assembly programs , Open School Week
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children’s learning in the following ways:

- o Encouraging positive attitudes toward school.
- o Monitoring attendance.
- o Making sure that homework is completed
- o Providing a quiet place to do homework.
- o Monitoring amount of television our children watch.
- o Volunteering in my child’s classroom.
- o Participating, as appropriate, in decisions relating to my children’s education.
- o Promoting positive use of my child’s extracurricular time.
- o Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- o Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- o Do my homework every day and ask for help when I need to.
- o Read at least 30 minutes every day outside of school time.
- o Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- o Follow the P.S. 112 Discipline Code.
- o Attend school regularly.

Signatures:

School Parent(s) Student(s)

Date Date Date

Application for Immigrant Funding

Requirements: Title III, Part A - Immigrant Funds can be used for activities that provide enhanced instructional opportunities for immigrant students, which include:

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant students
- provision of tutorials, mentoring, and academic or career counseling for immigrant students
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- basic instructional services, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services
- other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant students by offering comprehensive community services

Funding follows similar guidelines for Title III funds established by the Division of English Language Learners and Student Support (DELLSS) and can only be used to provide supplementary services to immigrant students (who may or may not be ELLs). Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

- developing new and/or enhancing programs for immigrant students from the Caribbean countries where English is spoken as a dialect
- developing new and/or enhancing programs for newcomers
- developing new and/or enhancing Transitional Bilingual Education programs and/or Dual Language programs
- improving teaching and learning in core subject areas
- implementing strong student supports to increase graduation rates

For more information on Title III requirements, please see the School Allocation Memo or contact your BFSC's deputy director for English language learners.

Directions: Please complete the Title III - Part A, Immigrant Program application below. Completed applications must be submitted by December 4 via email to your BFSC's deputy director for English language learners. Please refer to the SAM.

Part A: School Information	
Name of School: C.S.112	DBN: 11X112
Name/Phone/Email Address of Contact Person: Sharon Burton; SBurton2@schools.nyc.gov	
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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____	
Total # of immigrant students (including ELLs) to be served: 15 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input 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: 1	
Describe the direct instruction supplemental program in the space provided below. Description should include: <ul style="list-style-type: none"> • Rationale • Subgroups and grade levels of students to be served • Schedule and duration • Language of instruction • Number and types of certified teachers • Types of materials 	
Begin description here: This school year, C.S.112 will implement a Saturday Academy Program for its immigrant population, including immigrants from the English-speaking Caribbean countries and ELLs, in need of extra assistance in academics. In a Saturday academy program scheduled to begin in January 2016, our 15 ELLs and some of our 48 immigrant students between grades 3 and 5 will receive assistance focusing on the instructional dynamics of the "Max Scholar" and "Spotlight on Reading" program, to enhance academic competencies covering all modalities... Listening, Reading, Speaking and Writing. The Saturday Success Program will consist of six (6) sessions from January 30, 2016 to March 19, 2016, from 9:00am to 12:00pm. 2 licensed, certified Common branch teachers and 1 licensed, certified E.S.L. teacher will be working in this program. Our AMAO Estimator with Advanced Early Warning Indicators will help us better design instruction and interventions, in order to achieve our AMAO targets. The AMAO Estimator Tool was developed to allow for the automatic estimation of AMAOs 1 and 2 at the school level. The tool allows schools to estimate their status throughout the school year and to analyze student achievement data in the content areas and help schools make data-driven decisions. The data yielded can easily be used to focus on the progress towards achievement of proficiency for specific subgroups of ELLs; and, the design of effective instructional programs and interventions for them. The modified New York State Title 111 AMAO Targets for the 2015-2016 school year, is 65.3% for AMAO 1 and 13.7% for AMAO 2. Subgroups and grade levels include present and former ELLs in the upper grades; and students from English-speaking Caribbean countries. Thus: A)ELLs: Grade 3 : Emerging Level - 1; Transitional - 1 Expanding Level - 1; - 2 ; Total: 4 ELLs Grade 4: Entering Level - 1; Expanding Level - 1; Proficient - 4; Total: 8 ELLs Grade 5: Emerging Level -5; Total: 3 ELLs Total: 15 ELLs	

Grand Total: 15 Ells to be serviced in the 2015 - 2016 Title 111 Program at C.S.112

B) Immigrants From English-Speaking Caribbean Countries:

Grade 3: 20

Grade 4: 13

Grade 5: 15

With the language of instruction being English, as per our ELPC and Parent Choice Survey data, the schedule and duration of this program, will be from January to March 2016; to run for about 7 sessions at 3 hours per session. Children will be selected according to their NYSESLAT scores, Ell Periodic Assessments, SuccessMaker, T.C.R.W.P. (Teacher's College Reading and Writing Program), ELA and Math scores. Classes will focus on the goals of Max Scholar and the Spotlight on Reading program (the definitive and comprehensive four-level series of skills books) as the main instructional material to be purchased for our Title 111 program. Targeted practice for Reading Success, mastering the skills of reading comprehension, with free activities for our home-school connection, is found at www.maxscholar.com and www.activities.carsondellosa.com. Its integrated skills approach means each of the skills are brought together at the end of each unit. Its age-appropriate and cross-curricular topics develop students' critical thinking and examination techniques. Its clear and transparent structure makes teaching and learning easy and fun. Its complete teacher support with a Teacher's Edition for each book and a companion website with free downloadable resources, all provide concrete support to ensure a successful Title 111 program, here at C.S.112.

Materials, supplementary to Max Scholar workbooks and those for the Spotlight Reading Program, to include the Myon and Language-Nut programs already in use in the school; and our Quick-Spell Beginning and Thesaurus series.

Part C: Professional Development

Describe the school's professional development program for Title III Immigrant Funds program teachers as well as other staff responsible for delivery of instruction and services to these targeted immigrant students. Description should include:

- Rationale
- Teachers to receive training
- Schedule and duration
- Topics to be covered
- Name of provider

Begin description here:

C.S. 112 provides a very thorough and detailed professional development program for its Title 111 Program teachers, as well as for all other members of staff who deliver instruction to our Ells here.

Professional development at C.S.112 is an ongoing process. It changes as the needs of the teachers change.

For the Saturday Success Academy, teachers involved are being trained on the following dates and times:

The first professional development date, on Friday, January 22, 2016 from 1:00pm to 4:00pm, is being facilitated by a Max Scholar consultant.

Ongoing professional development will also be for 1 hour after each session from 12:00noon to 1:00pm, from January 30, 2016 to March 19, 2016.

Teachers in the Title 111 program get ongoing training in R.T.I. (Response To Intervention) as our Ells fall mainly in Tiers 11 and 111 categories, needing to be therefore in small groups with targeted and intensive instructional intervention. The R.T.I. team, consisting of 9 members of staff and 4 members of our C.B.O.

(Fordham University) meets every Thursday to discuss the 15 ELLs in the Title 111 program and, other targeted groups that need extra assistance; to look at the SuccessMaker, TCRWP, NYSESLAT, ELA and Math scores; and to thereafter plan professional development for the staff based on individual needs.

The focus is to provide high quality and differentiated instruction for our ELLs which is aligned to the Common Core Learning Standards; and so, every week for an hour, 1 lead teacher, 2 model teachers, administrators, paid outside providers, or, C.B.O. (Fordham University) support staff representatives, train the staff accordingly. The E.S.L. teacher, also attends workshops citywide and at Fordham University and implements topics such as S.I.O.P. (Sheltered Instruction Operational Protocol), which focuses on language development of our ELLs, with content and language objectives clearly defined, displayed and reviewed with students; content concepts, appropriate for age and educational background level of students; supplementary materials used to a high degree, making the lesson clear and meaningful, with adaptation of content to all levels of the ELLs' proficiency; and, meaningful activities that integrate lesson concepts, with language practice opportunities for reading, writing, listening, and/or speaking.

With this in mind, Borough Field Support Center personnel will also train administrators and ELL liaisons to identify areas of focus and growth, while ensuring evidence of high quality implementation in the classroom. Training at the regional level will also focus on Response to Intervention for English Language Learners.

Additional topics to be covered this year, include:

- "Google.docs" , whereby the staff will learn how to create spread sheets online to input data on our students and monitor their scores. Instead of using notebooks or logs, we will step up to online data usage.
- "Success Maker" , whereby we will learn how to create a student profile, enroll and register a student; create a group; assign courses to students/groups; view/edit assignment settings; activate or deactivate and assignment; monitor student progress.
- "SEIS" , whereby Special Education ELLs, for example, can be monitored for attendance and details, including changes/modifications, needs and/or requirements of the I.E.P. (Individual Educational Plan).
- "Max Scholar" and Language Nut , in which the smartboard tools of individual assessments of our ELLs will be more utilized, as a lot of low-functioning students, especially those ELLs who are afraid of speaking up in class in case their answers are wrong...the teacher will assign a number to such students; and, using these handheld devices, the teacher alone will know what answer individual students give to particular questions and can make corrections accordingly.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of immigrant students (including ELLs) that will impact higher achievement for these targeted students. Description should include:

- Rationale
- Schedule and duration
- Topics to be covered
- Name of provider
- How parents will be notified of these activities

Begin description here:

C.S.112 has in addition to the mandated parent orientation workshops, after ELLs are identified as in need of second language services, (these which are ongoing throughout the entire 2015-2016 school year as soon as a new ELL comes into C.S.112)... additional workshops every month , for 2 to 4 hours, to increase their abilities to assist their children in reading, writing and Math skills. The parents, who were informed of the Saturday Success Academy at the PTA meeting of January 10, 2016 and given an orientation of the program at that time; as well as in the monthly newsletter of January 2016, will be given pertinent workshops on Saturdays. On February 13, 2016 from 9:00am to 11:00am, they will once again be invited in for a hands-on training of the Max Scholar program, reinforcing the Home-School connection. On Saturday,

Part D: Parental Engagement Activities

March 12, 2016 from 9:00am to 11:00am, they will be invited for a culminating workshop to look at the data collected as a result of the program.

Parental involvement increases students' outcome on tests. Parental involvement increases communication and cooperation between the home and school...it is well-documented that when the home and the school work together, the children's rate of success is higher...

To this end, parent classes are offered in English as a New Language to our parents, if not physically here in the school, at the community or regional level. One of the greatest concerns discussed at E.N.L. parent orientation meetings is the inability felt by some parents who speak little or no English, insofar as homework help is concerned. However, if they can become competent in the English language and thereafter, confident in its usage, then as a consequence their ability to help their children at home in understanding assignments, in comprehending books read and, in writing essays, will be increased and, so will the educational outcome of our Ells.

Topics requested by parents of Ells at C.S.112 to be covered therefore, include:

- Using websites such as starfall.com, dictionary.com, thesaurus.com for basic English/pronunciation/word/reading practice.
- ADHD, Autism and Students With Disabilities
- Helping our children prepare for city and state exams including NYSESLAT strategies.
- Math - Home/School Extension Activities (including using supermarket flyers to plan family meals and calculate money to be spent and change received from the cashier, for example)
- Understanding R.T.I., Common Core, S.I.O.P. and the Boost Reading Program

Translation and interpretation services are provided, on an 'as-needed' basis, by multilingual staff present, including, but certainly not limited to, our E.S.L. teacher, parent coordinator (who has a working knowledge of Spanish). Moreover, more recently, as per Chancellor Farina's updates to the translation and interpretation needs in our schools, 2 additional Language Access Coordinators, apart from the one at C.S.112, are now located in our Borough Center to provide support to our school.

Providers include but are not limited to the E.S.L. teacher, the parent coordinator, the C.B.O./Fordham University, our 2 guidance counselors, psychologist, speech/language staff, borough personnel, administrators, invited guests and speakers.

C.S.112 will notify its parents of these activities by way of its monthly bilingual parent newsletter written by the principal and translated by the Language Access Coordinator; phone calls made by the parent coordinator, PTA, E.N.L. teacher; flyers translated in Spanish - the languages of our Ells and 1 former Ell; and phone calls by the parent coordinator; and announcements at meetings and assemblies.

Part E: Budget

Part D: Parental Engagement Activities

FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your budget matches your plan as described in Parts B, C, and D above.

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 	0	_____
Supplies and materials <ul style="list-style-type: none"> • Must be: <ul style="list-style-type: none"> – supplemental – additional curricula, instructional materials – 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	Borough select one	School Number
School Name		

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	Assistant Principal
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

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

D. Student Demographics

Total number of students in school (excluding pre-K)	Total number of ELLs	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 type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
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														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		Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE		Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more years)

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL										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														0
SELECT ONE														0
SELECT ONE														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	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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
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)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)														0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Physics				
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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
- 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](#).]
- How do you make sure that a student's new language development is considered in instructional decisions?
- For dual language programs, answer the following:
 - How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?

c. How are EPs performing on State and other assessments?

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

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.
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).
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).
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.
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).
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.
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.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
9. Describe how your school ensures that placement parent notification letters are distributed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
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.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
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).

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.
 - b. TBE program. *If applicable.*
 - 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)?
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.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
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
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.
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?
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?

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	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

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

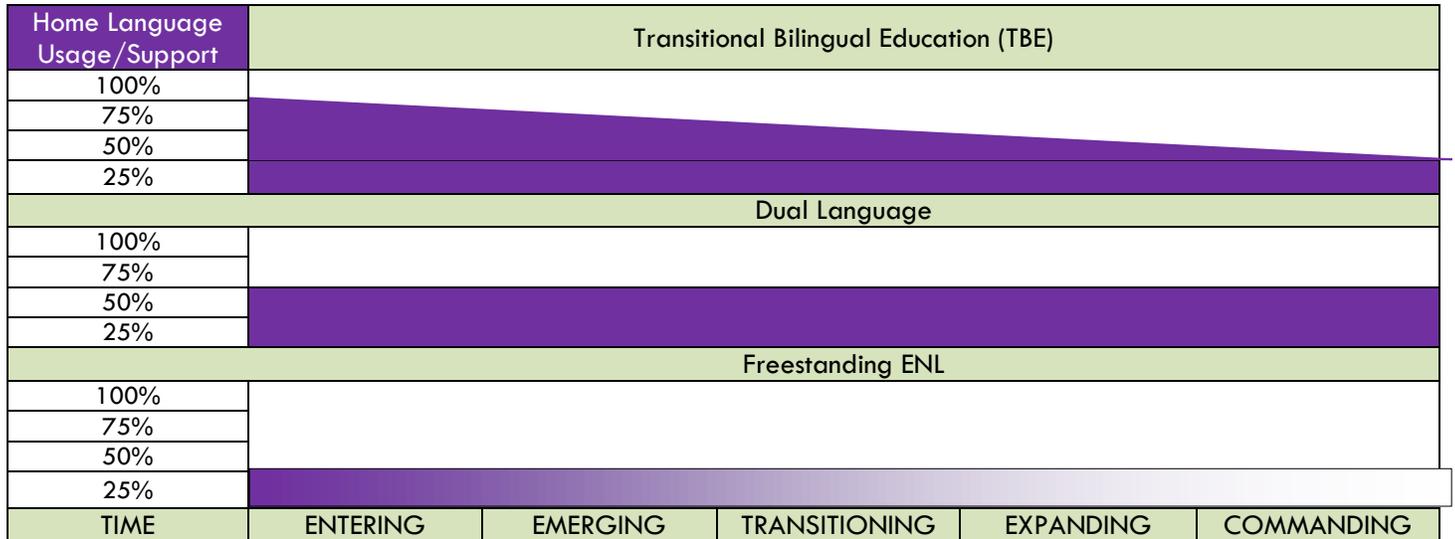


*Note “other approved services” does not apply to New York City at this time.

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.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
12. What new programs or improvements will be considered for the upcoming school year?
13. What programs/services for ELLs will be discontinued and why?
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade 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).
19. What language electives are offered to ELLs?
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide, Professional Development* section.

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?
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.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
5. How do you evaluate the needs of the parents?
6. How do your parental involvement activities address the needs of the parents?

D. Additional Information

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

Part VI: LAP Assurances

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

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **11X112** School Name: **The Bronxwood School**
Superintendent: **Meisha Porter**

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.

As soon as a parent with a language other than English enter the school, they immediately see a Welcome poster with the 9 major languages in the schools and stickers in the various languages for them to indicate to us the appropriate language spoken, even to our School Safety Agent, so that immediate assistance may be provided. When students are registered, their parents' home language is immediately recorded in the system. When meetings, including IEP/psychological evaluations are to be held, the school immediately addresses the need and provides the necessary assistance. If personnel is not on site, we consult the list of resources given to the school by the Department of Education through its Translation and Interpretation unit and take the steps necessary to ensure clarity in communication. In every day occurrences in the school, documents are translated in the language of the parents and given out at the same time as the English copies, so that they may know what is happening in the school/ with their children.

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.

At C.S.112, the parents' preferred languages for both written and oral communication are English and Spanish, as written and signed by them, in the registration packets received upon enrolling their children here. In fact, even though we have a 48.8% of hispanic students registered, interestingly, only about 25-

30% of them ask for information in Spanish. In spite of their preferences, however, important information is usually disseminated in English and Spanish.

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.)

C.S.112 typically disseminates the following documents that require translation and they are distributed to families on pertinent dates and/or pertinent times:

Annual D.O.E. handbooks, in particular "Achieve NYC, A Complete Guide to New York City Public Schools; PK-12" (always come in English and Spanish) and are distributed as soon as a new child/parent comes into the school. (They are also always available to parents just outside the parent coordinator's office, at the entrance to the school).

Bilingual newsletters and flyers are ongoing and on an as-needed basis.

Monthly letters and calendars outlining school events, holidays, deadlines, workshops, meetings, trips, et cetera, in English and Spanish, are written and sent home by the principal.

Bilingual report cards, available in STARS, are sent home 3 times a year: once in the fall, once in Spring and once at the end of the school year. However, monthly progress monitoring reports and portfolios are also sent for the parents' perusal.

New York State testing calendar and the Department of Education's calendar are given at the beginning of the year and periodically throughout the year up to the spring, to remind parents to make family plans accordingly.

After-school programs and enrichment or mentoring programs and other activities offered by the school including workshops and meetings are additional documents that require translation and are distributed to families at C.S.112.

In addition and of extreme importance to teachers, is a list of typical 'teacher messages' that teachers use as a point of reference to write a note or send home a document or a flyer to a parent. These 'messages' are in Spanish and French and include information such as: "We have a trip on..." "Please come in to discuss your child's work", "Thank you for..." and so on...

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

The formal face-to-face meetings that C.S.112 will typically have with parents throughout the school year, include curriculum nights/parent-teacher meet and greet, occurring on September 17, 2015. Moreover, we have parent-teacher conferences which will take place in November and March. There are informal interactions as teachers call parents weekly and/or on an as-needed basis; and, the attendance teacher, social worker, family worker, parent coordinator and 2 guidance counselors make calls to parents on an as-needed basis as well, with house visits done if deemed necessary.

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.

C.S.112 will meet identified translation needs indicated in Part B, by having on hand, ensuring timely provision of translated documents to parents, provided by in-house multilingual school staff. If there is an unforeseen language need at the school, for which there is no trained/experienced personnel, then the Translation and Interpretation Unit will be contacted to assist the school accordingly, with adequate notice given.

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.

Here at C.S.112, interpretation needs will be provided by in-house school staff, on an as-needed basis. If an over-the-phone, or, and on-site interpreter is deemed necessary, then the pertinent contacts will be made, whether this is to the Translation and Interpretation Unit or to an outside vendor approved by the Department of Education.

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.)

All staff members have been trained in the use of translation services and the over-the-phone interpretation service at special professional development sessions, where language guides, brochures and so on, have been distributed and signed for. They are also aware of which staff members speak and write which languages and that the Language Access Coordinator is available to assist in any situation requiring language assistance.

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

C.S.112 provides a list of all translation and interpretation services offered through the Department of Education, when it notifies parents of their right to be provided with information, whether in the oral or written form, in the school. For parents of ELLs, at the parent orientation meeting, the Chancellor's video and all notifications and parent survey forms, including second language program selection forms, MUST be given in the pertinent language(s) of our parents. In the packet given to our Language Access Coordinator by the D.O.E.'s Translation and Interpretation Unit, there are all of the above notifications available to the community. A large multilingual welcome poster, the Parents' Bill of Rights, Parents' Guide to Language Access and the Language ID Guide are at the main entrance, in the main office and the room of the multilingual Language Access Coordinator. All pertinent documents are disseminated to parents in their languages. They know from registration, that if translation is needed for documents or interpretation is needed for meetings with staff members or anyone in the school community, that we will provide such service. If by chance, (and this has not been the case here in years)...if a parent speaks a language that is not understood by anyone else at C.S.112, then by all means, the Translation and Interpretation Unit will be contacted. If they do not have someone available to assist, then we will enlist the services of one of the companies approved by the Department of Education to assist that parent.

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 continue at C.S.112 to send home parent surveys, telephone monitoring calls, and checklists at our face-to-face meetings, to verify that the quality and availability of our services are of the highest standards. E-mail systems put in place and text messaging services give us immediate and important feedback from parents as well, on the quality and availability of services here. The parent association's executive team, the parent coordinator, the language access coordinator and administration will carefully monitor this.