



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):

07X162

School Name:

J.H.S. 162 LOLA RODRIGUEZ DE TIO

Principal:

ANGEL FANI

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Section 1: School Information Page

School Information

School Name: JHS 162- Lola Rodriguez De Tio School Number (DBN): 07X162
Grades Served: 6-8
School Address: 600 St. Ann's Avenue Bronx, NY 10455
Phone Number: 718-292-0880 Fax: 718-292-5736
School Contact Person: Deborah Sanabria Email Address: dsanabria@schools.nyc.gov
Principal: Deborah Sanabria
Steven Sachs
UFT Chapter Leader: Emily Garcia
Parents' Association President: Bebe Ahmed
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Yolanda Montalvo and Patricia Gomez
Student Representative(s): _____
Gisselle Ayala
CBO Representative: _____

District Information

District: 07 Superintendent: Elisa Alvarez
501 Courtland Avenue
Superintendent's Office Address: _____
ealvarez@schools.nyc.gov
Superintendent's Email Address: _____
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
1230 Zerega Ave, Bronx, NY 10462/ 1 Fordham Pl, Bronx, NY 10458
Director's Office Address: _____

JRuiz2@schools.nyc.gov

Director's Email Address:

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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)
	Deborah Sanabria	*Principal or Designee	
	Steven Sachs	*UFT Chapter Leader or Designee	
	Emily Garcia	*PA/PTA President or Designated Co-President	
	Jenny Morales	DC 37 Representative (staff), if applicable	
	Yolanda Montalvo Patricia Gomez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
		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>	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Irene Castro	Teacher	
	Gary Olt	Teacher	
	Armando Santiago	Teacher	
	Sandra Marks	Teacher	
	Arnolfo Rivera	Teacher	
	Rolando Briceno	Staff/Parent/Other Contributor	
		Staff/Parent/Other Contributor	

Section 4: Renewal School Narrative

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

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

The Lola Rodriguez de Tió as of 06/19/2015 is a middle school with 377 students, grades 6-8. The school population comprises about 70% Hispanic, 29% Black, and less than 2% Asian and Whites, 0% American Indian or Alaskan Native students. Of this school population 30% are Students with Disabilities and 25% are English Language Learners. It is noted that of this 25% ELLs, about 46% are long-terms ELLs and about 38% are ELLs with one year or less of service (product of the school creating a Transitional Bilingual Program on 2013-2014). Another significant data is that about 18% of students live in temporary housing, doubled/tripled-up housing.

In terms of academic performance on last year State assessment about 95% of students performed below standards in ELA and about 93% are performing below standards in Mathematics. In terms of faculty and staff over 85% of it have been at the school longer than five years and more than 75% of teachers have five or more years of teaching experience.

In September of 2013, a newly articulated School Leadership Team and a Parent-Teacher Association initiated planning for "Student Success, Nothing Else". By September of 2014, the School Leadership Team across its school wide base of representatives utilized the New York City Department of Education City Wide Instructional Expectations compounded with the six elements of the Framework for Great Schools to revise and update the school mission and vision. The School Leadership Team recomposed the school name from Academies of Future Technologies to The Lola Rodriguez de Tio. This served to emphasize the strong community roots of the school. For the 2014-15 school year, JHS 162 received the opportunity to re-activate and substitute a screened program based on Technology to Arts. Therefore, for the 2015-2016 and the 2016-2017 there will be a richness of Art programs that will be provided in-house such as Band Music, Visual Arts, Digital Arts and a new Dance Program. In addition, JHS 162 will partner with the Lincoln Center Education, Arts in the Middle School, to incorporate the arts within the academic curriculum that is Common Core aligned to all students including the English Language Learners and Students With Disabilities.

The school mission of Community School Lola Rodriguez de Tió, JHS 162, is to build a community of 21st century lifelong learners who are high school, college and career ready. Faculty and staff in collaboration with parents and families will support students on their journey to develop strength of character, personal leadership, a sense of responsibility and a civic awareness for the world in which they live.

The Lola Rodriguez de Tió, JHS 162, school vision is to serve as both the blueprint for improvement and the benchmark by which we will evaluate our progress. The School Leadership Team vision is that each student enrolled in the school will articulate to high school and college with improved achievement in academics (specifically in the humanities), science and mathematics. The expectation is that they will articulate to high school and college with a solid understanding of their own academic abilities and character as it relates to the individual choices they make through self-regulated behaviors that will impact their future.

JHS 162x school community will ensure achievement of the school mission and vision:

- Students will attend school and will be furnished with an environment where they feel comfortable, safe, supported and accepted.
- Students' families are our partners. Their presence and support in our school in addition to their support at home are essential components to each student's success.
- Open and honest communication between families, teachers and students is essential to create, develop, promote and sustain collaboration, collegial relationship and cooperation among all school stakeholders.
- School constituency will work in unison, preparing students to set challenging goals and to give their best efforts to achieve the highest academic standards by consistent utilization of rigorous curricula that is fully aligned to the Common Core Learning Standards. This includes Expeditionary Learning for ELA and Story of Ratio for Mathematics.
- School's partnership with various CBOs such as Lincoln Center Education, WestHab, Leadership Program, OmniLearn, NY Historical Society, and Young Athlete will create a learning environment that will expose students to the multiple avenues of the Arts, so that students can develop an open mind and explore the world around them.

The school was unable to meet its AYP in ELA or Math for 2013-2014 the main concentration was on organizing the school for teaching and learning while creating stability by providing a safe and orderly environment for the student body and faculty. This approach helped the school attained small improvements in attendance (from 86% to 87.8%), school wide ELA scores, decreasing the number of students performing well below standards from 67% to 49% and school wide Math scores, has been a challenge where an increase of students performing below standards from 64% to 74%. In addition, we met AYP target progress in one of three indicators with 46 points. Going forward, the primary efforts for the next two years (2017) is continue to increase the overall attendance by 2 percent each year (90.8%) and continue to decrease the number of students performing well below standards by 10 percent each year as well as increase student achievements by 5% each year in both ELA and Math. In addition, the data results contained in the School Survey and the School Quality Review revealed improvements in systems and structures, therefore JHS 162x will continue to establish a school culture of success through eliciting the meaning of the Lola Rodriguez De Tio, JHS 162X motto of "Student Success, Nothing Else" from the staff, students and parents. The 2014-2015 school year the School Quality Review further show improved practice when the school attained proficiency status in four of the five quality indicators. In addition, data from Framework for Great Schools shows the school scored higher than average to city wide comparable schools on twenty-eight (28) of thirty-one (31) indicators indicating that school community has responded positively to school wide efforts for improvements. These overall goals will be monitored and revised as necessary throughout each year and monitored two times a year at least once by December 2015 and before June 2016.

Based on qualitative and quantitative data aggregated from 2013-2014 the new School Leadership Team understood early that to navigate the school from a culture of failure to a successful institution of learning there was a compelling need to address the social and emotional learning needs of the student population. This approach will continue to be addressed for the 2015-2016 and 2016-2017 school year since the qualitative and quantitative data still shows a sense of urgency to address the social and emotional needs of the student population. Our students enter our building with multitudinous challenges that directly impact their ability to process and assimilate academic knowledge. The interventions needed for these students were pivotal in school wide improvement efforts. As a continuation from September 2014, the Community School Lola Rodriguez de Tio, 162x will implement the following:

- Grade level cohort Mentoring Groups. These Mentoring groups are composed of four core content subjects, teachers and homogenous grade level students. Each Mentor Group has a lead teacher. Each Mentor Group has student representatives organized in a Student Council. All teachers assigned to each Mentor Group conduct weekly common planning meetings and bi-weekly mentor-group interactions with their mentees. The Mentor Groups is a collaborative effort between Administration and the UFT Teacher Center. There will be a monthly pacing calendar that is theme-based that mentor teachers will follow and produce a community artifact generated by the focused theme. The mentees in each grade participate in bi-weekly Health and Careers assemblies that include specific topics. The topics include Respect for All and Anti-Bullying programs such as the Upstander curriculum. Student driven topics will focus on

Social Emotional Learning with a concentration on internalizing self –regulatory behaviors. The latter is to ensure that each student has positive interactions with a least one relevant adult in the school. The School Leadership Team relinquished an Assistant Principal’s position to hire a Social Worker to articulate with our Student Support person (formerly known as the dean of discipline). The Social Worker works in tandem with Student Support to facilitate the organization of mentor groups assemblies, monthly theme-based pacing calendar and to articulate the use of Response to Intervention Framework to organize students into academic and behavior intervention Tiers. The school community had embraced ‘Restorative Practices’ approach to discipline to support our students social and emotional growth. This initiative is articulated by our Student Support and Social Worker in conjunction with Lead Mentor Group Teachers. In addition, the use of Restorative Practices attunes to our school mission of helping children develop strength of character and a civic awareness for the world they live.

Lola Rodriguez de Tió School Quality Review revealed measurable progress that was made from the 2013-2014 school year to this current 2014-2015 year. On the DTSDE conducted on March of 2013, the school attained scores that reflected mostly developing and ineffective from the HEDI scale. The School Leadership Team however, disagreed with said scores as they were not accurately indicative of the schools’ actual standing as compared to the results of 2012-2013. Last school year the school attained scores of developing in all quality indicators.

The most recent School Quality review was conducted on October 2014 by District 07 Superintendent Yolanda Torres . The results indicated ratings of proficient in four of the quality indicators and a rating of developing in one indicator. These results are indicative of improvement in all Tenets when compared to the DTSDE and HEDI rating scales.

Lola Rodriguez de Tió has formulated several partnerships (listed below) fully aligned to the attainment of the goals outlined by the school. These partnerships are geared to sustain the school on its continued path toward a culture of success where “Student Success, Nothing Else” transcends from a motto into a reality.

- Young Athletes (Out of School Time)
- OASIS Summer Quest
- Leadership Program
- Science OmniLearn
- S.T.E.M. - Science, Technology, Engineering, Mathematics
- CHAMPS
- Urban Advantage
- Bronx Connect (for selected at-risk students)

As part of the NYC DOE Renewal Community School efforts we were able to utilize additional resources to continue addressing the challenges ahead and to demonstrate improvement within the areas outlined in the last School Quality Review. We will continue to focus on our work to incorporate the six tenets of the Framework for Great Schools. Below are the additional partnership that JHS 162 was able to attain:

- WestHab (TatsCru Professional Art on the wall)
- Ramapo for Children (De-escalation PD)
- Lincoln Center Education (Artist working with ELA and ENL teachers- Family Night)

- Educate Inc. (Developing google classroom)
- Lead Teacher
- In-house mental health clinic (Expected date of Completion is September 2016)
- Generation Ready (Math Consultant)

Extended learning time is an extension of our school day. As a school community we collaborated with our Community Based Organization partners to put together an educational plan along with enrichment opportunities that will support our learners. Our school goals this year is to reduce our level 1 by 20% and increase our level 3 by 5%. We are also embedding our instructional goal drive our efforts. Our groups are strategically targeted to accomplish that goal with the focus of ELA and Math we have implemented the following programs MYON, STMath, and Achieve 3000 to support with building reading stamina and mathematical computation skills.

Through the partnership of WestHab an ELT Director was hired to ensure that the ELT Renewal hour is part of the students' school day. The ELT Director in collaboration with the Administrators uses the school summative data New York State Common Core Test in ELA and Math to group students within the classroom. The ELT Director is in charge of hiring teachers and support staff (teaching artist from other CBOs) that are invested in assuring that our students are receiving instructional support to meet their educational needs. Collaborating with our CBO partners to support our ELT program in making sure that transitions from academics to enrichment is connecting to our school's Instructional focus and goals.

Several small-group instruction targeting specific groups ELL's and SWD. In looking at our NYSESLAT scores and our incoming ELL students we have identified our emergent ELL's student in order to provide ENL support. We currently have an ENL teacher providing that support for our targeted ELL students. In addition to providing small-group instruction to our ELL population we are also targeting our SWD by extending the day learning into our ELT. Our Special Education teachers are continuing the common core learning during the ELT using the ELT to continue targeted instruction for specific skills students need additional support in. Therefore, a continuation of our Common Core Curriculum Expeditionary Learning, Teacher's College Writing, A Story of Ratio, and Go Math is embedded during our ELT.

We also have identified students in our 8th classes that will be taking the Living Environment Regents. We have our 8th grade Science teachers providing instruction to our 8th grade targeted group to ensure that our learners are receiving the instruction needed to be successful in passing the regents.

After identifying students using summative data we are conducting midpoint data check November 2015, January 2016, and May 2016 in using formative data performance series assessment in order to differentiate the instruction by providing students with support they need. We have identified that vocabulary is something that needs to be address because our learners are lacking this skill. Therefore, we are implementing a vocabulary program Word Generation to support with vocabulary during our Saturday program and ELT program.

We have identified a small group of students will begin a Robotic program. We hired a F-Status Pedagogy Teacher who has been successful and winning Robotic competitions. Therefore, providing students with the tools to master creating and designing the robots.

Along with the academics we have enrichment Friday. Some of the programs are: Debate Club, Chess Club, Cooking, Robotics, Reader's Theatre, Achieve 3000, and Hip Hop. Our CBO partner also supports by hiring some of our classroom teachers to work after ELT to provide our students with a continuation of some of these programs.

We also have embedded Power Brain to support our challenging students who are struggling with their behavior. Our school counselor was hired to work with a selected group of students to teach them life skills that will help them be

successful in the classroom. We also hired our school social worker to continue to work with our students that are struggling with academics and social emotional to ensure that our students' social emotional needs are met during ELT.

Using the student data sorter we will continue to monitor the programs implemented during ELT to monitor student's progress and use Performance Series Assessments as our Benchmark to also track progress and make adjustment to student's program as needed.

We are also hiring our Speech Therapist so that she can continue working with her students during ELT by providing them support using RTI model. Targeting specific skills as per the data generated by PSA. Students will receive an 8 weeks cycle of support and then re-assessed to make sure they have master the skills.

Despite all the challenges encountered by the new School Leadership Team, it was a rewarding school year where advancement was evident. The evidence was observed in the following areas:

- A new Principal
- Articulation of the SLT
- Articulation of a Parent-Teacher Association
- The establishment of the United Federation of Teachers Teacher Center
- A decrease in the number of students performing well below standards on ELA
- Improvement in school environment and support as evidenced by results from School Survey
- Complete alignment with the instructional goals by providing consistent academic support and creating the focus to move the school forward for overall academic progress.

The school budget, with constraints, is suitably used in its majority for instruction and teacher development, thus adding a sense of direction and congruence between teaching and learning that result in improved outcomes. These instructional individuals provide teachers with opportunities to develop action plans synchronized with school-wide goals, resulting in more focused instructional practices, lesson delivery and improved student products. This is why the Lola Rodriguez De Tio, JHS 162X community has developed an Instructional Focus:

→ If teachers model effective discussion using "Accountable Talk" stems and "Reciprocal Teaching" structures rooted in complex text, then students will develop the skills of using evidence to support arguments in discussion and writing.

The school-wide instructional focus for 2015-16 will be anchored to all of the elements of the Framework for Great School. The teachers will continue a school-wide time schedule that allows teachers to engage in weekly planning sessions by grade and by content areas with the instructional focus in mind. English language arts teachers plan lessons directly from Expeditionary Learning and Math teachers plan lesson directly from Story of Ratio and from Go Math. Learning is being made relevant to students by focusing on the school-wide instructional focus which leads to experiential learning approaches to instruction. Students are immersed in the use of technology, research, and small group discussions (via Accountable Talk stems and Reciprocal Teaching strategies) as they engage in active learning. This content-wide endeavor challenges students to think critically, ask higher order questions and produce meaningful work.

Student performance is analyzed via a variety of data sources such as pre-mid-post Units assessments, Entrance/Exit Tickets targeting particular skills within each performance standard, performance-based tasks, mid-terms, and frequent use of benchmark assessments via a clear interim assessment calendar. Data is centralized on software program Skedula and made available to parents and students via its Pupil Path site. Progress reports are readily available and disaggregated as needed across all sub-groups including SWDs and ELLs. Teachers dissect these results to identify trends

and knowledge gaps across grades and/or content areas in order to inform their planning that addresses students' targeted needs in English Language Arts and Math. Classroom data is articulated via Class-at-a-Glance Data Sheets.

School leaders and teachers engage in ongoing data talk discussions, via Data Talk Protocol developed collaboratively by school and teachers, to evaluate the effectiveness of SMART goal settings, action plans, and impact on teacher practice. These data-driven talks, help stakeholders identify the stumbling blocks that stifle students' growth and ascertain the impact of the instructional and organizational decisions made thus far, resulting in agreed-upon next steps for continual instructional improvement.

Under the framework of Middle School Quality Initiative (MSQI) teachers will implement Word Generation Vocabulary program which is a research-based vocabulary program for middle school students designed to teach words through Language Arts, Math, Science and Social Studies classes. The cross-content focus on a small number of academic targeted words each week that will enable students to understand the variety of ways in which words are related, and multiple exposures to words will provide ample opportunities for deeper understanding. The Word Generation topics are of high interest to students and poses issues of vital importance to the public at large. These brief paragraph topics are intended to spark rich, intellectual conversation among students and their teachers. This will support the school-wide Instructional focus on increasing effective discussions between students and teachers.

Teachers can collaborate and discuss the baseline writing piece from Teacher College (TC) and Word Generation, Running Records, Performance Series Assessment, NY Progress Benchmarks, Myon and ST Math technology based assessment results on how to support students' learning across content areas. This conversation has led to identifying needed grade-specific micro skills and the development of Reading Comprehension and Math strategies that can be employed by all content teachers for consistent delivery of instruction in order to accelerate students' learning and leverage change in classroom instruction. Literacy development across all content areas is monitored and evaluated to provide students with vital connections to school wide Instructional Focus.

The use of relevant professional books, such as Reciprocal Teaching at Work; Building Literacy Through Classroom Discussion, and How To Give Effective Feedback in the form of professional learning book studies guides staff's work in the attainment of school-wide instructional focus. Teachers' reference portions of the professional books are able to compare their classroom observations or findings with the stated research, and implement strategies into their classroom practice. In addition, as teachers confer with students during advisory on their academic progress, students take note of their next steps towards improvement, thus helping them understand identified goals. Teachers utilize UDL Goal Book goal writing software to specifically write goals for students 100% congruent with CCLS at the micro-skills level.

Focused Danielson Framework for Teaching data-driven instructional walks and informal and formal observations provide school leaders with low inference information. Teachers receive no less than two specific actionable feedbacks within the Foci while providing them with the resources needed for implementation. School leaders and teachers then meet to set teacher individual goals based on the data and provided feedback, serving as a pivot to the next steps for instructional improvement and student progress. Teacher support translate into the adjustment of professional learning that meets the needs of individual teachers, co-teaching opportunities with coaches and/or school leaders, and visits to other colleagues' classes for growth and reflection on instructional practices.

The UFT Teacher Center Instructional Coach will support through the lenses of the school wide instructional focus content-specific teachers and have them engage in structured collaborative team planning session where they share strategies, assess student work, and hold each other professionally accountable for ensuring that the agenda items are discussed in-depth, including setting expectations for upcoming planning session. Ongoing interactions and discussions lead to granular conversations on how to support the work across content areas as teachers determine students' challenges. Each teacher is empowered to contribute and provide classroom experiences that lead to further discussions on the practices that best suit the needs of struggling students. This sharing provides teachers with a risk-free venue where teacher consultation translates to colleague-to-colleague collaboration leading to shared instructional improvements.

Through Reciprocal Peer inter-visitation teachers are empowered to observe each other for the improvement of teaching strategies and practices. They welcome this risk-free, teacher constructive input opportunity to provide feedback that helps them grow as a community of learners and leaders. Grade-wide lead teachers spearhead instructional performance tasks in Literacy, Writing, Math, Science, Humanities, and all other subjects areas in collaboration with the UFT Teacher Center Instructional Coach contributing to improved student learning and growth in teacher practice.

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>JHS 162 has made significant impact on student learning as evidence by 67% progress in ELA, therefore we will continue to use a rigorous and coherent literacy and writing curriculum that is aligned across grades and is structured to address the needs of all learners. School wide interventions programs during the regular school day, implemented on a daily basis, target students who are reading below grade level:</p> <ul style="list-style-type: none"> Core Literacy- New York State Expeditionary Learning Curriculum Core Writing- Teacher’s College Reading intervention Programs: Achieve 3000, Myon (Computer-based program) (90 minutes/week in grades 6-8) and NY Progress for ELA Vocabulary Intervention Program: Word Generation (Targeted academic words in major content-area classes) Literacy through the Arts-Lincoln Center Education will serve as an additional support to the ELA/ESL classes in order to provide our students the opportunity to engage their school and local communities in the arts. 		

JHS 162 has also made significant impact on student learning as evidence by 62% progress in Math, therefore we will also continue to have a rigorous and coherent mathematics curriculum that integrates inquiry-based contexts with learning units with Go Math:

- Math-Story of Ratio Curriculum (Grades 6-8) from Engage NY (and direct purchase of Eureka Math materials)
- Go Math! (Grades 6-8)
- ST Math and Think-Through-Math (computer-based program) (90 minutes/week in grades 6-8) and NY CCLS Progress for Mathematics

JHS 162 currently utilizes Project-Based Inquiry Science and Science Glencoe materials following NYC K-8 Science Scope and Sequence that is CCLS-aligned and integrates inquiry-based contexts for learning in collaboration with OmniLearn which implements relevant hands-on science lab experiments. JHS 162 is currently in the process of developing a minimum of one unit per grade level that will fully extend the learning to create a JHS 162 garden outside of the school yard. The S.T.E.M. - Science, Technology, Engineering, and Mathematics will serve as an additional support for the science curriculum, which prepares students for the greater demands of college-level study and helps them adjust to a learning experience that will build confidence to their academic expectation. It offers academic and tutoring support services designed to help students prepare for these new challenges.

JHS 162 currently uses the Houghton-Mifflin materials following the NYC K-8 Social Studies Scope and Sequence that is CCLS-aligned. Additional support through New York Historical Society (NYHS) provides teachers skill building professional learning workshops, with a lens on character past and present and enriched social studies embedded classroom.

Teachers meet weekly in data analysis teams, utilizing Skedula and looking at student work as well as for collaborative planning. These meeting occur within and across grades as well as with service provider and teacher specialist.

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)

This upcoming school year 2015-2016 we will continue to embrace the curricular programs, including intervention programs described in Part 1b. In response to the data trend highlighted by AIR survey, we will continue the implementation of the ELA and Math curriculum and create a pacing calendar that will ensure the Common Core Literacy and Math shifts.

The Expeditionary Learning modules, provide a full alignment with coherence across grades and subject areas, embeds key standards to address the ELA instructional shifts in order to support our ELL's, SWDs and other sub-groups. As part of our renewal process our school community will infuse a rigorous writing program Teacher's College Units of Writing to support with our Expeditionary Learning Curriculum. In addition, the Word Generation vocabulary program will be embedded this year to support all of our learners including ELLs and SWDs to build the transferable academic vocabulary they need to access grade level complex texts. This program will be piloted after to grade 6 and 7 after the holiday recess in January 2016 and it is designed to teach words through Language Arts, Math, Science and Social Studies classes. The Word Generation topics are of high interest to students and poses issues of vital importance to the public at large. These brief paragraph topics are intended to spark rich, intellectual conversation among students and their teachers. This will support the school-wide Instructional focus on increasing effective discussions between students and teachers.

The Math Story of Ratio Modules provide full alignment with coherence across grades and subject areas, embeds key standards, addresses the math instructional shifts to support scaffolding and differentiating practices for our ELL's, SWDs and other sub-groups. The supplemental math program, Go Math, provides teachers with in-depth instructional support, embedded professional development videos and tips, and a wealth of differentiated instruction resources to ensure the depth of instruction required for student success.

OmniLearn will complement the NYS Science curriculum and empowers Science teachers through professional development workshops and in-class lab services. Both methods start from the premise that young students love active, exciting learning. Omnilearn helps teachers leverage the inherent enthusiasm of children through hands-on science labs. They offer differentiated labs as a means to strengthen state-mandated math and ELA performance indicators. They provide teachers everything they need to deliver dynamic, interdisciplinary instruction: training, in-class modeling, assistance, content, assessments, equipment...everything. In addition, the

During Expanded Learning Time (3 hours per day) small-group instruction 15:1 students will be strategically grouped by academic levels informed by baseline performance series assessments and ongoing benchmark assessments informing teacher's practice and student's progress. Implementation of academic programs: ST Math for all students, Achieve 3000 for the lowest 3rd population SWD and our ELL's, Myon program for all students, Wilson Program for SWD and ELL, identified by Slotson and Wade assessments, word generation for all students and CCLS-aligned New York CCLS Progress English Language Arts and Mathematics for all students.

The Lola Rodriguez De Tio, JHS 162X community has developed an Instructional Focus:

→ If teachers model effective discussion using "Accountable Talk" stems and "Reciprocal Teaching" structures rooted in complex text, then students will develop the skills of using evidence to support arguments in discussion and writing.

The above instructional focus will be the tool that lives throughout the school year. All of the decisions made in regard to data inquiry, professional learning, systems and structures and academic interventions will be done with the Instructional Focus as the anchor that drives the school wide initiatives.

Our focus this year will be reciprocal teaching and accountable talk within all content-area classes. This will provide students with the opportunity to formulate and respond to questions while participating in group discussions. This strategy will support all of our learners, including our ELLs and SWDs, in furnishing them with the opportunity to access rigorous materials in their groups by giving them an opportunity to generate questions that would lead to critical thinking and intellectual discussions. Teacher will scaffold their lessons that will consider multiple intelligences and write lesson plans incorporating best practices that will address all learners such as "Think-Pair-Share", "Reading In Four Voices", "Collaborative Posters", "Gallery walk" "Implementation of Classroom Talk", Classroom environment reflect and Anticipatory Guide among many other instructional best practices.

The school-wide time schedule is structured to allow teachers to engage in weekly planning sessions by grade and by content areas. English language arts teachers plan lessons directly from Expeditionary Learning and Teacher College Units of Writing and Math teachers plan lesson directly from Story of Ratio and from Go Math. In ELA learning

vocabulary, reading comprehension and writing through the workshop model (focus words, mini lesson, guided practice, independent practice/conferencing and closing) in order to provide a gradual release of learning and empower our students to become critical thinkers. In math learning is being made relevant to students by focusing on inquiry-based learning and explicitly teaching as well as modeling the CCLS mathematical practices throughout the instruction. In collaboration with the Math Consultant from Generation Ready the teachers will have students immersed in the use of technology, research, and small group discussions (via Reciprocal Teaching strategies) as they engage in active learning. This content-wide endeavor challenges students to think critically and produce meaningful work aligned to the school-wide instructional focus.

Collaborative Planning Teachers Team use the common formative assessments (use of NYS CCLS writing rubric and reciprocal teaching rubric) to plan the delivery of the instruction and to make informed decisions (data) to group students and make adjustments to lesson plan and pacing while utilizing the differentiation components embedded within the module units of study.

The use of Measure Of Student Learning (MOSL) the Performance Series Assessment (PSA) gives our Common Teacher Teams the consistent structure for norming and tracking student's progress while using common "data" and/or assessments to examine student work. Our next step is to begin giving students descriptive feedback so that they can be empowered in their learning and provide actionable next steps.

Across grades and subject areas teachers can articulate a data-based rationale for a set of prioritized key CCLS chosen and focused on by the Performance Series Assessment (MOSL) school measure of student learning assessment developing a Student Success Learning Plan to be reviewed every marking period in assuring that students have met and/or exceeded their "power goal" that was provided from the data. In November the school has hired a data specialist to work closely with the Instructional Coach on putting together a series of data such as attendance, the CUSP students that can be push forward and students that can easily fall behind, as well as progress monitoring data in order for teachers to look closely at data and determine the implication for instruction.

Teachers, across grades and subject areas, use student work and data to plan and refine curricula and academic tasks to cognitively engage all students including lowest and highest achieving students. Teachers plan using the RTI Framework to group students and differentiate the instruction. This is done through looking at the key standards during the grade level-Inquiry team.

By June 2016, when teachers are provided with support from school leaders and UFT Teacher Center Instructional Coach, there will be full implementation of Engage NY Expeditionary Learning ELA Curriculum, Teacher's College Writing Curriculum, Word Generation academic vocabulary program, Myon independent reading program, Achieve 3000, ST math, and a full implementation of Engage NY Story of Ratio Math Curriculum for Grades 6-8 that will scaffold and differentiate instruction for all students resulting in a decrease in students performing well below standards while increasing by 5% the number of students 20%meeting CCLS in ELA and Math, including SWDs and ELLs. English Language Arts and Math curriculum will be supplemented with support materials such as Achieve 3000 for ELA identified students, including SWDs and ELL, ST Math, Goal book to set actionable goals for students according to data provided by these programs and the curricula.

Part 3 – Annual Goal

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

By June 2016, a 20% decrease in students performing below standards (level 1) and or increasing by 5% the number of students meeting (level 2-3) on the CCLS in ELA and Math State test, including SWDs and ELLs.

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>JHS 162 will ensure rigorous instruction through the implementation of the following:</p> <p>Professional Development:</p> <ul style="list-style-type: none"> • Ramapo- focuses on providing staff a high variety of teaching strategies which may remove obstacles in the classroom to learning in the classroom. • Educate Inc.- provides teachers a series of one to one coaching on how to incorporate the use of technology to increase students' engagement • Lincoln Center Education- provides teachers PD on developing a curriculum incorporating the arts. • Teacher's College- Implementing a writing workshop • MSQI-Word Generation implementation • S.T.E.M. <p>Professional Learning is aligned to the school wide Instructional Focus: "How does it impact student learning?"</p> <p>If teachers model effective discussion using "Accountable Talk" stems and "Reciprocal Teaching" structures rooted in complex text, then students will</p>	<p>All Teachers</p> <p>6-8</p> <p>Targeted Social Studies and Science teachers</p> <p>Paraprofessional</p> <p>Targeted ELA/ESL/Art/Science teachers</p> <p>All Teachers</p> <p>6-8</p> <p>Targeted</p>	<p>September 2015-June 2016</p> <p>September 2015-June 2016</p>	<p>Administrative Team; Outside staff developers; lead teachers</p> <p>Administrators; Instructional Coach; UFT Center; Outside Staff Developers; lead teachers</p>

<p>develop the skills of using evidence to support arguments in discussion and writing.</p> <p>JHS 162X will develop a 2015-2016 School-Based Professional Learning calendar that is aligned to the school wide Instructional Focus, with components such as Quality Discussion; Professional Learning Activity; Evidence in the Classroom; and Impact on Student Learning.</p> <p>Rigorous Instruction (Focus on Domain 3b- Questioning/Discussion-Reciprocal Teaching- Accountable Talk Stems-Talk Move Map-Depth of Knowledge-DOK Questioning & Discussion- Universal Design for Learning-UDL, Content Curriculum, Word Generation)</p> <p>I. PBIS Framework</p> <p>(Domain 2 Classroom Environment/Managing Student Behavior, SWIS/Referral data, Build Trust and School positive culture, and Implementation of the PBIS Framework)</p> <p>II. Effective Feedback: Focus on Descriptive Feedback for all learners including ELLs and SWDs</p> <p>III. Data (Looking at Student Work, Benchmark Assessments for all students including subgroups, Goal book, and Looking at Teacher Pedagogical Practices, Peer Inter-visitation with a focus on Domain 3b-Questioning & Discussion)</p>			
<p>Instructional Cabinet Team will consist of the AP, UFTTC Instructional Coach, and the ELA, Math, Social Studies and Science Head Departments that will ensure that the school wide instructional focus in implemented throughout the 2015-2016 school year</p> <ul style="list-style-type: none"> • Collaborative Teacher Team Planning use the shared learning targets (embedded within the ELA modules/Math units) to look at student work and make adjustment to grouping and apply “student needs” components within the unit to support our ELL’s, SWD’s and our struggling students. This will be done with the school wide Instructional Focus. • Grade-Level Teacher Team across grades and subject areas teachers can articulate a data-based rationale for a set of prioritized key CCS chosen and focused on by the Performance Series Assessment 	<p>Lead Content Teachers</p> <p>All staff</p>	<p>November 2015-June 2016</p> <p>November 2015-June 2016</p>	<p>Administrators</p> <p>Administrators</p> <p>Instructional Coach; UFTTC, Lead Teachers</p>

<p>(MOSL) School measure of student learning Assessment.</p> <ul style="list-style-type: none"> • <p>Inter-visitation Protocol for Reciprocal Peer Mentoring is a teacher-facilitated, non-evaluative classroom visit focusing on the collaborative development of instructional knowledge and skills.. During Peer Mentoring, a Host Teacher uses evidence from what students did (i.e., their work, questions, and discussions) to reflect upon his/her practice using the Framework for Teaching and identified professional learning goals. The Visiting Teacher uses evidence aligned to the Framework for Teaching to confirm the Host Teacher’s reflection and/or bring to light additional areas of strength and potential areas for growth.</p> <ul style="list-style-type: none"> • MOSL Committee - The use of MOSL(measure of student learning) and the PSA (performance series assessment) gives our Common Content Teacher Planning the consistent structure for norming and tracking student’s progress while using common “data” and/or assessment benchmarks to examine student’s work. Our next step is to begin giving students descriptive feedback in order to promote growth in their learning. Formative Assessments are fully aligned to the CCLS using New York State Rubric to assess students’ learning and progress, MOSL (Measure of Student Learning) performance Series Assessments and NY Progress Benchmark Assessments. Teachers collaborate on using the state rubric across grade-levels and subject areas to keep consistent monitoring student’s progress resulting in students becoming aware of their next learning step. There will be a focus on student self-monitoring their own progress as a result of using the State Rubric for ELA and Math with students being held to high standards (CCSS). 			
<p>Mentoring Groups Provides all students with a mentor who can support them academically, emotionally and socially, Mentors will serve as the point person for support in any area they may need in. There will be a theme-based monthly mentor calendar for the 2015-2016 school year that the mentors will follow with their mentees to produce a community-based artefact. For instance, for the month of May the theme will be AIDS Awareness and the mentor group project will be to research and create an informational quilt that will eventually be put together by all grade level mentor groups to</p>			

<p>create a community AIDS Awareness Quit and post in the hallway for the entire school community to see.</p> <p>Student Support and crisis intervention social worker articulate use of Restorative Practices to support student's social and emotional development.</p> <ul style="list-style-type: none"> • Student-Led-Conference: JHS 162 considers the relationship between students' families and the school to be of paramount importance. At three times during the school year, the school invites students and their families to attend formal conferences during which report cards are given to families. At JHS 162, Student-Led Conferences replace the traditional parent/teacher conference. SLCs are attended by the student, parent/guardian, and other adults the student would like to present. The teacher facilitates the meeting, but the student is in charge. Students will be called upon throughout the school year to make similar presentations to celebrate their learning and demonstrate internalized understanding of their needs for continual success and progress through the curriculum. 			

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>Human Resources:</p> <ul style="list-style-type: none"> • Teacher Leaders facilitate instructional best practices focus, Student-Led conferences, Reciprocal Peer inter-visitiation and inquiry groups • Teacher per-session as needed for staff to receive PD on Teacher’s College, MSQI Word Generation, Lincoln Center Educate and collaborative team summer planning. • Per diem funding for substitute during in-school professional learning • Additional ST math licenses and Achieve 3000 licenses • Missed prep funding to pay teachers for professional learning that occurs during their preparation period 											
<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
X	Title I 1003(a)	X	Title III		PTA Funded	X	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.

From September of 2014 the school has articulated the use of Skedula to centralize grade and data reporting. The school uses paper and pencil class-at-a-glance sheets to facilitate data reporting. The school monitors daily progress via Entrance/Exit Tickets, these help teachers identify formative data trends and patterns used to adjust and/or to modify weekly learning plans. It supports embedding assessment into instructional practices. Teachers submit either a Unit Page or Weekly Learning Plans. Over 95% of teachers submit Weekly Learning Plans adjusted from prior weeks to reflect students continued progress or lack there off. The school purchased ST Math, Think-Through-Math, MyOn and Achieve 3000 to facilitate academic intervention services to specific targeted population (SWDs and ELLs) and with additional resources would purchase these programs school wide for all students. ST Math, MyOn and Achieve 3000, in addition to data from the Performance Series Assessment and results from NYS Progress provide administration with live formative data used to modify and/or adjust instructional planning from week to week. Progress monitoring is articulated by school leaders and dataD specialist with support from the school wide data team and teacher leaders from Mentor Groups. Baseline assessments from Performance Series Assessment together with data from Word Generation Vocabulary program to provide us with initial qualitative and quantitative data. Administration of benchmark assessments from NYC DOE will be streamed to teachers by December 2015. Data is warehoused in Datacation/Skedula and Class-at-a-Glance sheets. The data is made available to families and students via PupilPath. Our mid-point benchmark assessments are scheduled from January 6 to January 15, 2016. By January 29, 2016, final mid-point data will be analyzed and discussed school wide and compared to Baseline Assessments produced at the start of the school year. In addition, the results from our mid-point assessments will be analyzed to determine specific data trends and patterns and used to drive instruction and targeted interventions for targeted students from February 12th to April 1st, 2015. The data will be monitored and tied to the school wide Instructional Focus throughout the school year.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	I
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	I
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The Lola Rodriguez De Tio, JHS 162X school had made substantive progress in moving from a culture of failure to a culture of success. The School Leadership Team in close collaboration with the school Parent-Teacher Association has articulated a school wide Dress To Learn (uniform) policy that it is being consistently enforced with almost (99%) full collaboration from parents and students. The organization of the school into Mentor Groups including assemblies and mentor groups interactions contributes to the school’s successful implementation of school behaviors non-negotiable based on City Wide Student Code of Conduct. The school articulation of day activities with Extended Learning Time Programs including a successful Study Hall where students receive academic opportunities to either make-up or to receive missed assignment has translated well into the school wide effort to sustain improvement and has been fully accepted by parents as a consistent tool where their children can receive additional services. The school purchased services from Datacation to use Skedula as a centralized grading and reporting system has translated well to families who now have 24/7 access to their children academic learning progress. Parents now have enough time to request and to act on academic and behaviors intervention for their children. At the same time, students have a better understanding of our school wide grading policy; have access to their grades on a weekly basis, and a clear understanding on how the choices they are making through self-regulated behaviors affect their performance. The school will continue to move from a triage to a sustained culture of improvement through the implementation of the PBIS Framework. The school leader, through the SLT will collaborate with all of the CBOs to establish clear expectations on addressing the schools needs of social emotional support, academic interventions and align their work with the</p>		

school wide Instructional Focus: If teachers model effective discussion using “Accountable Talk” stems and “Reciprocal Teaching” structures rooted in complex text, then students will develop the skills of using evidence to support arguments in discussion and writing. The school wide Instructional Focus will be the tool that lives throughout the school year and it will also help deliver to parents the strong message that the school values social and emotional learning as much as it values the academic performance of their children.

The programmatic decisions to move the school from horizontal academies to grade cohort Mentor Groups has helped deliver the message to all constituents groups that complete knowledge of students (part of city wide NYC DOE Instructional Expectations) is a non-negotiable element to improve practice and to improve upon our overall mission and vision of “Student Success, Nothing Else”.

PBIS Framework

The Positive Behavior Intervention Support Framework will be implemented to serve and give strategies for all students to increase academic performance, improve safety, decrease problem behaviors, and establish a positive school culture. There will be a school wide universal behavioral Matrix developed by teachers and will be posted and taught to students and families. There will also be a school wide policy called “Ladder of Referral” which will inform staff on the process of address and monitoring student’s social and emotional needs. The idea is to create a collaborative Universal Behavioral Matrix that is anchored by the school mascot, the Cheetah and its spots to be represented as an acronym with positive words that can translate to positive actions such as Successful, Preparedness, Organized, Tolerance and Safe. These words were generated by all JHS 162X Staff and the SLT members.

School Leadership Team understands that in order for a culture of success to permeate all students, The Tier I students (80%) will respond to the school wide Universal Behavioral Matrix with positive incentives attached. However, additional systems for improvements need to be established for the Tier II (15%) and Tier III (5%). The School Leadership Team decided to make school attendance the key component of its overall vision of success to sustained school culture improvement and with the partnership of the CBO, WestHab, provide a small group social skills intervention or character development.

The School Leadership Team created a school-wide Attendance Improvement Means Academic Success team or A.I.M.A.S. with a clear understanding that to further school wide improvements students need to be in daily attendance to school.

Part 2 – Summative Vision for Supportive Environment

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

1. How would you want school stakeholders to describe the school?
2. What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?
3. How is student voice and leadership supported?
4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

The Lola Rodriguez De Tio, JHS 162X will come together as a community and develop the philosophy of the school’s motto “Student Success, Nothing Else” and post the staff philosophy in all the classrooms, offices and hallways. Each individual staff, students and parent will be able to articulate what the school motto “Student Success, Nothing Else” means because they came together and created the meaning. All stakeholders will also be able to internalize and

articulate that the Community School Lola Rodriguez de Tió, JHS 162, developed a community of 21st century lifelong learners who are high school, college and career ready. And through the efforts of the faculty and staff in collaboration with parents and families support students on their journey to develop strength of character, personal leadership, a sense of responsibility and a civic awareness for the world in which they live, which is the school's mission.

The Positive Behavior Intervention Support Framework will be implemented to serve and give strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture. There will be a school wide universal behavioral Matrix developed by teachers and will be posted and taught to students and families. There will also be a school wide policy called "Ladder of Referral" which will inform staff on the process to address and monitoring student's social and emotional needs. The idea is to create a collaborative Universal Behavioral Matrix that is anchored by the school mascot, the Cheetah and its spots to be represented as an acronym with positive words that can translate to positive actions such as Successful, Preparedness, Organized, Tolerance and Safe. These words were generated by all JHS 162X Staff and the SLT members.

In addition to the PBIS school wide Universal Behavioral Expectations Matrix there will be a system in place that assist teachers to follow the "Ladder Of Referral" so that we can monitor the level and number of incidences that occurs throughout the day. Through Skedula, a school and teacher management portal, teachers will complete the school wide teacher referral form that is embedded into Skedula, so with a single click; our tracking systems reveal the statistics, trends, challenges of the students throughout the school day. This will then provide data of the teacher referrals and anecdotal log reporting as well as student progress reports. This data can be disaggregated and viewed by the Mental Health/PBIS team where additional intervention will be provided such as small group social skill building or character development or present the data to the School-Based Support Team for individualized student support.

Presently, the school has adopted grade level assemblies that address culture building and social emotional support to all students. This is guided by the student support (AKA Dean), Guidance Counselor and Social Worker.

Monthly assemblies:

- promote a positive school culture that encourage interpersonal and inter-group respect among students and between students and staff. E.g., by reciting our school Character Pledge, and acknowledging the "Fast Climbing Cheetah" award certificate through monthly assemblies. Awards for perfect attendance and academic improvement
- Monthly Themes such as community service, etc...
- provide all students with a supportive and safe environment in which to grow and thrive academically and socially
- include components derive from monthly themes to support students with prior knowledge and expose them to how these themes can address the respect for diversity, emotional well-being, community service, and build community partnerships that addresses college and career readiness.
- Are aligned to the PBIS school initiative to improve student behavior through the reward incentives and acknowledgement behaviorally and academically.

The Student Support will monitor class section sheets on a weekly basis and reward the classes with scores higher than 3 and provide additional support for individual students that are not demonstrating positive behavior. there will be a student and parent survey done on a quarterly basis with questions similar to the end of year school survey.

Student Government

The purpose of student council is:

- To develop positive attitudes and to practice good citizenship.
- To promote harmonious relations throughout the entire school.

- To improve student/faculty relationships.
- To improve school morale and general welfare.
- To provide a forum for student expression.
- To plan special events or projects.

Mentoring Groups

- Provides all students with a mentor who can support them academically, emotionally and socially, Mentors will serve as the point person for support in any area they may need in. There will be a theme-based monthly mentor calendar for the 2015-2016 school year that the mentors will follow with their mentees to produce a community-based artefact. For instance, for the month of May the theme will be AIDS Awareness and the mentor group project will be to research and create an informational quilt that will eventually be put together by all grade level mentor groups to create a community AIDS Awareness Quit and post in the hallway for the entire school community to see.
- Student Support and crisis intervention social worker articulate use of Restorative Practices to support student's social and emotional development.

The JHS 162X PBIS/Mental Health Team understands that in order for a culture of success to permeate all students, The data generated and disaggregated from the Skedula portal will be analyzed in a variety of ways such as by grades, levels of infractions, the time of day, and the number of infractions caused by the individual child. Research shows that implementing a school wide positive behavioral expectations system 80% of the student population will respond positively and comply with school's expectation so long as the students are being rewarded and acknowledged frequently in a public forum. These will be considered the Tier I students. The students that fall under the Tier II (15% of the student population) will have to receive additional small group support to improve behavior such as skill building or character development with the partnership of the CBOs such as WestHab, Young Athlete, Bronx Connect, Leadership and Ramapo and by a school Social Worker. The students that fall under the Tier III (5% of the student population) will need individualized behavioral support such as at risk counseling, an educational contract or a daily behavioral progress sheet that will be signed by the child's teachers and parents.

JHS 162 will continue the partnership, under the 21st Century grant, with the Leadership program to provide in house professional development on school culture and building a positive school community throughout the 2015-2016 school year. In addition to the leadership program the school leader with the SLT will collaborate closely and build a strong partnership with the CBO, WestHab, that will have home-based a Community School Director that will meet the needs of the school in regards to social and emotional support, providing professional development for staff on creating a classroom culture of respect and rapport and managing student behavior as well as building strong family ties. The Community School Director (CSD) will organize resources to integrate social services into the fabric of the school in order to assist the school be better equipped to service the needs of families so that students come to school ready and able to learn. The CSD will take a role of leadership that will support the school in addressing the social and emotional needs of the students and families.

The School Leadership Team decided to make school attendance the key component of its overall vision of success to sustained school culture improvement and provide small group social skills intervention, character development or present to the School-Based Support Team for individualized intervention.

The overall goal of our Attendance Improvement Means Academic Success (A.I.M.A.S.) Team consist of the school leaders, Student Support, Social Worker, Parent Coordinator, Community Associate, staff and parents and the overall goal is to improve attendance. The rationale being that Attendance directly correlates to the attainment of other school goals, thus improving student achievement. This will assist us in meeting our Adequate Yearly Progress, which is paramount to our school mission and vision. The Attendance Team is composed of the school leader, pupil accounting

secretary, school aide for attendance, Student Support (formerly known as dean), and our Crisis Intervention Social Worker.

Our school commitment to improving attendance will be enhanced as the culture of the school promotes and values curriculum-based and individual intervention strategies for particular students. Programs such as protective behaviors, peer mediation, restorative approaches, anti-harassment, peer support and buddy systems have all been deemed appropriate for intervening with students displaying poor attendance behavior.

We will expand our existing partnership with the Leadership Program with a focus on improving school culture and attendance. The goal is to help create a viable and predictable road for our students as they navigate their way to academic and personal success. Our motto: Student Success, Nothing Else.

The PBIS team will measure the social-emotional development through monthly evaluation via examination of student incidents in the classroom and other areas such as hallways, gym and cafeteria. There will be a pre-implementation parent and student survey on tone and school environment and a post-implementation of the PBIS parent and student survey to compare school culture on a quarterly basis success of participation in student assemblies.

The PBIS team created the Ladder of Referral where staff can follow the order of maintaining student's discipline. There is an office referral and a teacher referral that will be filled and students with more than 3 referrals will be have the school-based support team evaluate and outreach to parents to determine additional support.

Part 3 – Annual Goal

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

By May 2016, all staff members will be trained in the use of the Positive Behavioral Intervention and Support (PBIS) Framework through the implementation of the school wide Universal Behavioral Matrix (SPOTS) and students reward system as evidenced by 20% decrease in classroom incidents reported within OORS.

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>
<ul style="list-style-type: none"> • School Assemblies are conducted to reintroduce school wide behavioral expectations (Cheetah SPOTS Matrix, Cheetah bucks, etc.) that they can receive if they follow the expected behavior. The assemblies are scheduled monthly throughout the year to celebrate and acknowledge positive behavior and student accomplishments as well as relevant monthly theme based topics such as bullying/upstander, Advocacy, Tolerance, poetry slam, etc... • The JHS 162 Mental Health/PBIS team (AP, Student Support, Community Associate, Parent Coordinator, Social worker and teachers) meet biweekly or monthly depending on the school needs to analyze behavioral data from the Skedula portal that is connected to ATS and can be linked to STARS, which can generate the following reports: attendance, teacher referrals, ELA/Math state assessments, report card grades of all students including the subgroups. The Mental Health/PBIS team will analyze and discuss the data and staff concerns from the school wide survey. The team will address the students' that fall under the Tier II and Tier III and develop additional support that can be implemented by a team member and the CBOs that are partnered with the school. The team will reinforce the universal expected behavior (Matrix) and voice level chart to students and staff and this will be posted in classrooms, offices and hallways and addressed throughout the year. A ladder of referral will be developed for staff to follow the proper protocol and assist with teaching students the expected behavior. • The PBIS reward and incentive system is being reinforced for the 2015-2016 academic year that acknowledges students for following the expected behavior such as perfect attendance and punctuality 	<p>All Students from grades 6-7</p> <p>All grade 8 students</p>	<p>September 2015-June 2016</p>	<p>Administrators</p> <p>*Student Support</p> <p>*CBOs</p> <p>*Mental Health/PBIS team</p>

<p>and academic progress. Students will be provided CHEETAH bucks by all staff including Parent Coordinator, Community Associate, School Aide and CBO members/educators that can be redeemed in a CHEETAH store. Other reward systems will be made available for students such as school dance (Fall, Winter and Spring) where students will receive a Golden Ticket (An invitation) if they are in good standing behaviorally and academically. Parents are encouraged to attend and volunteer.</p> <ul style="list-style-type: none"> JHS 162 will continue its partnership with the 21st Century Leadership and Young Athlete programs via grant funds to provide after-school clubs such as cooking, drama, dance, peer leadership and character development. We also partnered with OmniLearn, which provides a hands-on approach to scientific inquiry. These programs will also provide Parent fairs throughout the year to showcase the work of their clubs to parents. 			
<ul style="list-style-type: none"> PBIS Team member will meet as frequent as needed with parents of students with chronic absenteeism. Discussion at these meetings will focus on the importance of regular attendance and how the school can support the family to achieve this. The CSD and Teachers work with families to try to find solutions to tardiness while articulating the gravity of the problem. Attendance will continue being part of our Grading Policy and will represent 25% of a student's cumulative grades. Conduct Monthly Perfect attendance ceremonies for targeted student and parents to celebrate attendance and academic progress. Attendance school aide will take responsibility for following up on all absences that go beyond 3 days with a phone call. Mentor Group leaders will articulate with their cohort to contact families if a child is absent two days in a row. The parent will be informed of the procedure for their child to recover via participation in Study Hall. On the third day the team will activate an attendance intervention plan. And will encourage parents to facilitate timely arrival of their children to school. 	<p>Targeted students tiered II-III response to intervention Framework</p>	<p>September 2015-June 2016</p>	<p>School Leadership Team School Leaders UFT Teacher Center Mentor Groups Data Specialist Community Associate Parent Coordinator AIMAS</p>
<ul style="list-style-type: none"> PBIS PD will be conducted for the staff to reinforce the school matrix and introduce the staff to the PBIS philosophy that will include a review of the JHS 162 Faculty Handbook where the school expectations and guidelines of the PBIS framework throughout the Professional Learning PD calendar. The Parent 	<p>All Staff 6-8 Parents of targeted tiered II-III</p>	<p>September 2015-June 2016</p>	<p>Administrative; UFTTC Instructional Coach; Lead teachers; Student Support; CBO-CSD; Parent</p>

Coordinator, Student Support and Community Associate will provide students and parents professional development on PBIS throughout the year.			Coordinator; Community Associate
<ul style="list-style-type: none"> • Links will be established and/or strengthened with community health and welfare agencies to support families in need and with those agencies already servicing our students. This will be established by the WestHab CBO-CSD. 			

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Among the needed resources will be per-session for a functioning Mental Health/PBIS Team that include Social Workers, Parent Coordinator, Community Associate, staff and parents. • Instruction resources will include materials such as matrix for distribution to school community, PBIS monthly theme calendar as well as scheduling monthly assemblies to celebrate accomplishments and community/parent meeting. • OPTS Funding for reward incentives such as field trips, bussing and materials to manage in-school CHEETAH store • Purchase the CAASS system to monitor student attendance 											
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	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016 all JHS 162 staff will have participated in PBIS training and JHS 162 will have initiated school wide expectations and incentive activities using the PBIS reward and incentive program as evidenced throughout the school environment.
By February 2016, all CBOs and Title III afterschool and Saturday intervention programs will be functioning and be close to max student participation 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 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>D</u>eveloping and <u>I</u>neffective. 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>After reflecting upon DTSDE rating an emphasis on collaborating teachers will be the focus during the 2015-2016 school year. Planning for Success, our school wide foci of are outlined by the New York City Department of Education Instructional Expectations three major components: Knowledge of Students, Instructional Focus, and Collaborative Professional Planning. Knowledge of Students: School leaders and the Professional Learning Committees are ensuring that systems and structures are in place so that each student is well known by at least one staff member. Programmatic decisions include weekly Grade Level assemblies occurring in tandem with teachers meeting as Mentor Groups to discuss and articulate student development. These discussions include how a student is progressing as an individual, as a learner, and as a member of the community in order to coordinate student support services and to advocate for that student. Instructional Focus: School leaders systems and structures ensure via programming and circular six choices, that all teachers have multiple teaming opportunities to support planning, curriculum delivery, implementation and ongoing monitoring of the impact of professional development and teacher growth on students’ progress. This is to ensure that all students are engaged with New York State Curriculum that is fully aligned to the Common Core Learning Standards. The modules provide a full alignment with coherence across grades and subject areas, embeds key standards, addressing the ELA instructional shifts and Math shifts to support all of our students with emphasis on SWDs, ELLs and other sub-groups.</p>		

Part 2 – Summative Vision for Collaborative Teachers

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

Questions to consider:

1. How is the school organized to promote teacher collaboration?
2. What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams?
3. How are teachers providing opportunities for to deepen learning for higher achieving students?
4. What system do teachers use to ensure that every child is safe in their class?
5. What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?
6. How do you intend to use community educators / partners to support a collaborative teaching approach?

JHS 162 will implement an instructional team which consist of the Principal, AP, UFTTC Instructional Coach; ELA, Math, Social Studies and Science Heads in each department. The Instructional Team members will meet monthly or as needed, to collaborate the professional learning focus and theme that will be tied to the overall school wide instructional focus. During these instructional team meeting the Principal will conduct a book study on Leverage Leadership that is based on how teacher teams looks at student work and utilizes data to drive instruction. The professional learning calendar will be the guide that the team will utilize and implement school wide and within the departments. This approach will provide a deeper dive into the pedagogical practices such as planning lessons,

questioning and discussion, reciprocal teaching, formative assessments, descriptive feedback among other best practices. The soul purpose is to deepen teacher's understanding on using data to increase higher achieving lesson plan and delivery of instruction for all learners.

JHS 162 has established a Professional Learning Community by implementing the following:

Collaborative Teacher Team Planning use the shared learning targets (embedded within the ELA modules/Math units) to look at student work and make adjustment to grouping and apply "student needs" components within the unit to support our ELL's, SWD's and our struggling students. This will be done with the school wide Instructional Focus. Teachers collaborate using state rubric across grade-level and subject areas to keep consistent monitoring of each student's progress, resulting in students' knowledge of their next learning step in meeting their goals. There will be a next learning step in meeting their goals. There will be a result of using State Rubric for ELA and Math students' are held to high standards (CCSS). Curriculum with coherence across grades and subject areas, embeds CCS beyond those articulate in that have been identified as areas of growth or areas to close gaps for all students, including ELL's, SWD and other sub-groups through the use of ongoing unit assessments, and ongoing checking for understanding (using school-wide protocols, for example Fist-to-Five)

Grade-Level Inquiry/Advisory Teacher Team across grades and subject areas teachers can articulate a data-based rationale for a set of prioritized key CCS chosen and focused on by the Performance Series Assessment (MOSL) School measure of student learning Assessment. The implementation of the state curriculum has clearly defined criteria for what it means to exit a grade level and attain enduring understandings and key skills that ensure success in college and career. Rigorous habits and higher order thinking skills that require students to create their own meaning, integrate skills into processes, and use what they have learned to solve real world problems are emphasized in the curricula and academic tasks coherently across grades and subjects. Using the School-Wide Instructional Focus (If teachers model effective discussion using "Accountable Talk" stems and "Reciprocal Teaching" structures rooted in complex text, then students will develop the skills of using evidence to support arguments in discussion and writing.) teachers will work on making sure that their work in the classroom reflects accountable talk and reciprocal teaching in order to address all of our different learners.

JHS 162 provides the opportunities for deeper dive and higher student learning by:

- The implementation of the state curriculum (Expeditionary Learning/Teacher's College and A Story of Ratio/Go Math) has clearly defined criteria for what it means to exit a grade level and attain enduring understandings and key skills that ensure success in college and career.

- Rigorous habits and higher order thinking skills that require students to create their own meaning, integrate skills into processes, and use what they have learned to solve real world problems are emphasized in the curricula and academic tasks coherently across grades and subjects.
- Teachers, across grades and subject areas, use student work and data to plan and refine curricula and academic tasks to cognitively engage all students, including lowest and highest achieving students. Teachers plan lessons using the RTI Framework to group students and differentiated the instruction so all students can access the curriculum.

Inter-visitation Protocol for Reciprocal Peer Mentoring is a teacher-facilitated, non-evaluative classroom visit focusing on the collaborative development of instructional knowledge and skills.. During Peer Mentoring, a Host Teacher uses evidence from what students did (i.e., their work, questions, and discussions) to reflect upon his/her practice using the Framework for Teaching and identified professional learning goals.

School-Wide Website Collaboration : www.lola162.org teachers collaboration on adding mini-lesson video to ensure that practice is cohesive across content with the focus on the TEACH component of the lesson. Our school writing curriculum this school year is Teacher’s College Writing ensuring that the ELA shifts are being addressed. Addressing the Framework for Teaching Domain 3: Instruction.

MOSL Committee The use of MOSL(measure of student learning) and the PSA (performance series assessment) gives our Common Content Teacher Planning the consistent structure for norming and tracking student’s progress while using common “data” and/or assessment benchmarks to examine student’s work. Our next step is to begin giving students **Descriptive Feedback** in order to promote growth in their learning. **Formative Assessments** are fully aligned to the CCLS using New York State Rubric to assess students’ learning and progress, MOSL (Measure of Student Learning) performance Series Assessments and NY Progress Benchmark Assessments. Teachers collaborate on using the state rubric across grade-levels and subject areas to keep consistent monitoring student’s progress resulting in students becoming aware of their next learning step. There will be a focus on student self-monitoring their own progress as a result of using the State Rubric for ELA and Math with students being held to high standards (CCSS)

The Lola Rodriguez De Tio, JHS 162X community has developed an Instructional Focus:

— If teachers model effective discussion using “Accountable Talk” stems and “Reciprocal Teaching” structures rooted in complex text, then students will develop the skills of using evidence to support arguments in discussion and writing.

The above instructional focus will be the tool that lives throughout the school year. All of the decisions made in regards to data inquiry, professional learning, systems and structures and academic interventions will be done with the Instructional Focus as the anchor that drives the school wide initiatives.

Our focus this year will be reciprocal teaching and accountable talk within all content-area classes. This will provide students with the opportunity to formulate and respond to questions while participating in group discussions. This strategy will support all of our learners, including our ELLs and SWDs, in furnishing them with the opportunity to access rigorous materials in their groups by giving them an opportunity to generate questions that would lead to critical thinking and intellectual discussions. Teacher will scaffold their lessons that will consider multiple intelligences and write lesson plans incorporating best practices that will address all learners such as “Think-Pair-Share”, “Reading In Four Voices”, “Collaborative Posters”, “Gallery walk” and Anticipatory Guide among many other instructional best practices.

Ongoing data to be monitor to ensure individual students’ needs are being address.

Providing Class-at-Glance Data:

During Grade-Level Mentor Teacher Team and Collaborative Teacher Team Planning teachers will discuss the following data to ensure that students are given “power goals” to work on to work towards meeting CCS.

- MyOn lexile level
- Progress reports on Skedula
- Looking at student work/ Student-Led Conference Portfolio binders
- Looking a teacher practice
- New York Progress CCLS ELA and Math benchmarks
- Performance Series Assessment (with early fall baseline, fall and early spring checkpoints, and Spring final administration)
- Looking at student work using a protocol.

The Positive Behavior Intervention Support Framework will be implemented to serve and give strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture. There will be a school wide universal behavioral Matrix developed by teachers and will be posted and taught to students and families. There will also be a school wide policy called “Ladder of Referral” which will inform staff on the process to address and monitoring student’s social and emotional needs. The idea is to create a collaborative Universal Behavioral Matrix that is anchored by the school mascot, the Cheetah and its spots to be represented as an acronym with positive words that can translate to positive actions such as achieve “ **Success by being Prepared, Organized, Tolerant and Safe**” (**SPOTS**). These words were generated by consensus of all JHS 162X Staff and the SLT members.

The JHS 162 Mental Health/PBIS Team understands that in order for a culture of success to permeate all students, The data generated and disaggregated from the Skedula portal will be analyzed in a variety of ways such as by grades, levels of infractions, the time of day, and the number of infractions caused by the individual child. Research shows that implementing a school wide positive behavioral expectations system 80% of the student population will respond positively and comply with school’s expectation so long as the students are being rewarded and acknowledged frequently in a public forum. These will be considered the Tier I students. The students that fall under the Tier II (15% of the student population) will have to receive additional small group support to improve behavior such as skill building or character development with the partnership of the CBOs such as WestHab, Young Athlete, Bronx Connect, Leadership and Ramapo and by a school Social Worker. The students that fall under the Tier III (5% of the student population) will need individualized behavioral support such as at risk counseling, an educational contract or a daily behavioral progress sheet that will be signed by the child’s teachers and parents.

JHS 162 will continue the partnership, under the 21st Century grant, with the Leadership program to provide in house professional development on school culture and building a positive school community throughout the 2015-2016 school year. In addition to the leadership program the school leader with the SLT will collaborate and build a strong partnership with the CBO, WestHab. The CBOs home-base will be at the Community School that will meet the needs of the school in regards to social and emotional support, providing professional development for staff on creating a classroom culture of respect and rapport and managing student behavior as well as building strong family ties. The Community School Director (CSD) will organize resources to integrate social services into the fabric of the school in order to assist the school to be better equipped to service the needs of families so that students come to school ready and able to learn. The CSD will take a role of leadership that will support the school in addressing the social and emotional needs of the students and families.

Part 3 – Annual Goal

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

By June 2016, 60% of teachers will increase one HEDI rating based on previous rating in the Danielson component 1e (Designing Coherent Instruction) as evidenced by the Advance observation reports.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> • Differentiated Professional Development delivered on PD Days and other available PD dates by Administrators, U.F.T Teacher Center Instructional Coach, Lead teachers and contracted consultants on topics focusing instructional strategies related to our school instructional focus. There will be a live professional learning calendar that will be reflective of the relevant PD that is closely aligned to the instructional focus, as explained in the summative vision Part 2 section. 	<p>Staff</p>	<p>September 2015-June 2016</p>	<p>Administration, U.F.T Teacher Center instructional Coaches Lead Teachers</p>
<ul style="list-style-type: none"> • Collaborative Teacher Team Planning will plan a cohesive instructional plan to embed Expeditionary Learning and Teacher College to create a curriculum calendar that will address the CCS learning progression to ensure all students have access to grade-level work. Planning will focus on the schools instructional focus (*) embedding reciprocal teaching, accountable talk, word generation, talk move map, and fist to five. Looking at student work using will provide teachers with the information needed to group students in Tier groups for differentiated instruction. Then teachers will plan strategy lessons for small-group instruction targeting specific skills that need to be address. Teachers will video-tape mini-lesson and write a strategy lesson plan for small-group instruction to support our ELL's and SWD in providing multiple entry-points. 	<p>Staff</p>	<p>June 2015-June 2016</p>	<p>Administration, U.F.T Teacher Center instructional Coaches Lead Teachers</p>

<ul style="list-style-type: none"> Teachers, across grades and subject areas, use student work (using a Looking at Student Work protocol) and data to plan and refine curricula and academic tasks to cognitively engage all students, including lowest and highest achieving students. 	Staff	June 2015- June 2016	Administration, U.F.T Teacher Center instructional Coaches Lead Teachers
<ul style="list-style-type: none"> JHS 162 Staff will collaborate and develop the definition of what the school motto (“Student Success, Nothing Else”) means to the entire school community. This will be made into a poster and displayed throughout the school. JHS 162 will also collaborate and develop a slogan that represent the school number 1...6...2... (1-school motto; 6-Must Haves; 2- Absolutely Must Have). This will be made into a poster and displayed throughout the school. 	Staff	June 2015- June 2016	Administration, U.F.T Teacher Center instructional Coaches Lead Teachers

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> Funding for identified Lead teachers (Peer teacher and Model Teacher) Per-session for teacher team to collaborate and plan for higher student learning 											
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

<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 all JHS staff will have received a minimum of two observations (Informal/formal) focusing on their development, through immediate and actionable feedback with follow up in Danielson Framework, Domain 3b (Questioning and Discussion).</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.	I
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	I
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. 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>Although the principal began the work on July 1, 2015 and is working with an assigned mentor/coaching from DOE Leadership she uses distributive leadership to achieve objectives and to further communication and trust among all constituent groups. This is reflected on the last school annual survey where teacher-principal and teacher-teacher trust scored higher on positive responses than city wide comparable middle schools. As noted, the Lola Rodriguez De Tio community is now engaged and the School Leadership Team is consulted frequently. Students feel comfortable approaching school leaders with their needs and are known by name.</p> <p>JHS 162 will continue to build capacity and sustainability through identifying key member positions significant to this distributive leadership model which includes the following: As part of the school leader's Instructional Cabinet, the UFT Teacher Center Instructional Coach will take the lead in overseeing the ELA, Math, Social Studies and Science head department team to ensure that the school wide Instructional Focus and relevant professional development are taking place in the Professional Learning Communities, Student Support (formerly dean of discipline), Crisis Intervention Social Worker, the Pupil Personnel Team, the grade team leaders, Parent Coordinator and Community Associate (Mental Health/PBIS Committee), the School Leadership Team Parents-Liaison, the Social Worker, the IEP teacher and other support staff.</p>		

JHS 162 administration and instructional cabinet continually review and monitors assessment data gathered from MOSL, state assessment, Myon, ST math, student report cards and attendance for teachers and students to inform decision on student, teacher and parent development.

JHS 162 will hire an F-status Business Manager that will fiscally be responsible to make informed purchasing decisions, effective allocations and managing of resources, as well as maximizing use of funds toward the improvement of the instructional focus and social/emotional well-being of our students.

Although school administrator continue to be ambitious and aggressive in their approach to improving the leadership practices, JHS 162 leadership must continue to improve the monitoring, implementation and overall impact of these initiatives.

JHS 162 will continue with work in Professional Learning (PD), observational feedback from administration to teacher and teachers to students but will place greater emphasis on the monitoring to determine early impact of these initiatives on instruction and overall student success with checkpoints at end of each marking period as to ensure early adjustments to practice thus ensuring our school will meet targeted goals.

The school leaders regularly offer professional development off-site and professional development partnerships will be available on-site. The strategy used will be to turn-key information during daily and weekly meetings of the teacher team, instructional cabinet, and faculty meeting presentations. The school leaders send out regular emails and newsletters to the school community informing them of upcoming events affecting the school- both instructionally and celebratory. The school Principal meets weekly with the PTA president and the SLT Parent-Liaison. The school Principal participates in PTA monthly meetings to articulate news to parents.

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?

Based on qualitative and quantitative data aggregated from 2013-2014 State tests, Advance observational tool, and in response to the data highlighted from the AIR survey, school leaders will share the data and communicate the sense of urgency that needs to take place in order to achieve student academic and behavioral achievement. Through this urgency the existing school’s Mission and Vision is revisited and a collaborative discussion has formed the school wide Instructional Focus and the JHS 162 definition of the school’s motto, “Student Success, Nothing Else” has been developed and will be made into a poster and displayed throughout the school. The SLT will ensure that the school’s mission, vision and instructional focus is embedded in all aspect of the school community such as professional learning, students assemblies, parent workshops, classroom, SLC, Mentoring groups, PTA, Principal’s Newsletters and Parent

Newsletters. Through these vessels of constant communication the school's mission, vision and instructional focus will impact students' learning.

The school leaders will form a PBIS/Mental Health team to begin addressing the social and emotional needs of the students by creating school wide positive behavioral expectations. The Positive Behavior Intervention Support Framework will be implemented to serve and give strategies for all students to increase academic performance, improve safety, decrease problem behaviors, and establish a positive school culture. There will be a school wide universal behavioral "SPOTS" check Matrix developed by teachers and will be posted and taught to students and families. There will also be a school wide policy called "Ladder of Referral" which will inform staff on the process to address and monitoring student's social and emotional needs. The idea is to create a collaborative Universal Behavioral Matrix that is anchored by the school mascot, the Cheetah and its spots to be represented as an acronym with positive words that can translate to positive actions such as Successful, Preparedness, Organized, Tolerance and Safe. These words were generated by all JHS 162 Staff and the SLT members.

Among the evidence-based systems that will be put in place to sure school and individual improvement are as follows

- Utilization of Advance Danielson observation data. The school will look at school and individual strengths and needs of improvement by domain.
- Via evidenced-based Professional Development sessions where teachers, coaches and administration all forms of school assessment data, continually examine student work and align this with the CCLS.
- Observation feedback reports that reflect pedagogy based on assessment findings and student needs.
- Student-Led Conferences where teachers serve as facilitators while students verbally provide their parents feedback on their academic progress.

Supports will come from our instructional coaches, department chairs and community school director. The Principal collaborate weekly with each constituency to determine if they are still on the targeted path to achieving their goal. These constituents will also meet as a whole as part of the Principal's Instructional Cabinet.

The school program must be designed to meet the needs of the students as a priority while simultaneously meeting teacher contractual obligations. The school data displays student weakness in all areas in particular the subgroup of ELL's and SWD's. The program must reflect a need for smaller class sizes and reflective of mandated content area periods. However within those periods wherever possible two teachers will be assigned to classes (ICT classes, IEP and ESL providing services in a push-in model) as well as built-in AIS and RTI periods to maximize small group instruction and opportunities for teacher to student conferencing. To address the social/emotional needs of students and Advisory period that addresses the PBIS initiative will be built into the student program with the Guidance Counselor providing push-in intervention periods. Finally to maximize the collaboration of teachers common planning time would be built into the schedule as well as department meetings for all content areas but for ELA and Math this will be a non-negotiable.

During the September PD session the Principal will share data from Advance on teacher strengths and areas of need via the Danielson Framework. During Individual Planning Conferences with teachers in September and October teachers and administrators will meet to share individual findings from Advance. These meetings will provide information to staff on Professional Development topics that will be shared during the first six weeks of the school year. The administrative team will then create an observation calendar by rounds and wherever possible mutually conduct observations and calibrate their findings with supporting evidence and enter this information into Advance. The initial ten day feedback will be delivered via email (With acknowledged receipt for contractual compliance) accompanied by verbal feedback to insure support is provided. A full conference to address the entire observation will be held shortly afterwards.

JHS 162 will continue the partnership, under the 21st Century grant, with the Leadership program to provide in house professional development on school culture and building a positive school community throughout the 2015-2016 school year. In addition to the leadership program the school leader with the SLT will collaborate closely and build a strong

partnership with the CBO, WestHab, that will have home-based a Community School Director that will meet the needs of the school in regards to social and emotional support, providing professional development for staff on creating a classroom culture of respect and rapport and managing student behavior as well as building strong family ties. The Community School Director (CSD) will organize resources to integrate social services into the fabric of the school in order to assist the school to be better equipped to service the needs of families so that students come to school ready and able to learn. The CSD will take a role of leadership that will support the school in addressing the social and emotional needs of the students and families. The CBOs will adopt the school wide behavioral Cheetah SPOTS matrix throughout the school year as well as the Instructional focus in order to maintain a seamless educational learning experience for all students including the ELLs and SWDs.

Our learning partners will be active participants and share in all aspects of the academic and social/emotional life of our students. Our expectation is that a cross section of supports from our community partners will provide the same level of support throughout the school day into our Extended Learning Time. This means their active attendance at data meetings, Professional Development meetings, PBIS meetings and administrative cabinet meetings.

The school leader has developed roles and responsibilities for the entire administrative team including the AP and the Community School Director. The roles and responsibilities are discussed with each member's and archived. After these initial meetings where the goals of the Principal and the school are reviewed the assistant principal and community school director are responsible for the submission and approval of their own goals and objectives using the appropriate forms and are aligned to school and RCEP goals. The goals will have benchmark dates so that progress is closely monitored.

Part 3 – Annual Goal

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

By June 2016, all teachers will be provided with actionable and frequent feedback, by administration and teachers respectively, focusing on all aspects of Danielson framework Domain 3 and their alignment to Common Core Learning Standards to improve teacher effectiveness as measured by an increase by at least one HEDI in 3b, 3c and 3d by 60% of JHS 162 staff.

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>JHS 162 will facilitate Professional Learning sessions that include communication of the school instructional Focus, Mission and Vision for all learners and goals and its correlation to the Framework for Great schools</p>	<p>Staff</p>	<p>August 2015- June 2016</p>	
<p>Review of staff data from 2014-2015 Advance observational rating to emphasize the importance of moving HEDI rating in the Danielson Framework area of questioning and discussion and its alignment to the school wide Instructional focus and Common Core.</p> <p>Schedule meeting with the JHS 162 PD Committee to focus on relevant topics based on the instructional focus, data from observations and student assessments that includes Danielson Frame work, assessment, feedback, rubric development and reciprocal teaching.</p> <p>JHS 162 administration will schedule and meet with staff during the Initial Planning Conferences to establish instructional expectations, determine observational preferences and have preliminary meetings on student’s data, school and teacher goals as well as strategies for subgroup population.</p> <p>JHS 162 administration will create a Calendar of observation focus as well as scheduled timely actionable feedback meetings after calibration to meet Advance portal deadlines.</p>	<p>Staff</p>	<p>June 2015- August 2015</p> <p>September 2015-June 2016</p> <p>September 2015</p> <p>September 2015-June 2016</p>	
<p>JHS 162 staff will receive PD on aspects of the Student-Led Conferencing including rubric development, conferencing, developing Learning Targets with students based on data and providing meaningful, descriptive feedback.</p>	<p>Staff</p> <p>Students</p> <p>Parents</p>	<p>September 2015- June 2106</p>	
<p>Parent meetings and ongoing parent contact facilitated by Parent Coordinator and Community Associate to stress</p>	<p>JHS Parents</p>	<p>September 2015- June 2106</p>	

the importance of parental participation and attendance for the Student-Led Conference.

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.

Resources needed for

- Peer and Model Lead teachers
- PD committee to review relevant topics for Professional Learning
- Supplies and technology and other outside consultant who may provide PD to staff

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

Part 6 – Progress Monitoring

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

By February 2016 all JHS 162 staff will have participated in two actionable feedback cycles

By February 2016 65% of all JHS 162 students and parents will have participated in feedback SLC meetings

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	I
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	I
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>From July of 2013, the school has made serious gains in engaging parents in school activities. Although the new principal encountered the school without a School Leadership Team or a Parents and Teacher Association, by October of 2013, over 90% of all parents with registered students have answered positively acknowledging there was a new school administration. The new school administration efforts in reaching out to families resulted in an increased school culture as demonstrated on the last school Environment Survey.</p> <p>Families and students are thoroughly informed of all school activities with enough time to respond. Families and students know the school has an open door policy to address all concerns of stake holders and provide them with reasonable access to staff. The school Parent Coordinator works in collaboration with School Leaders, Community Associates and Student Support Liaison ensuring that parental needs are addressed in a timely fashion. The Student Support Liaison also serves as the School Leadership Team parent-point person. The School Leadership Team meets monthly and always has more than five parents in attendance. The school leader works closely with the Parent-Teacher Association and attends all monthly meetings. Parents attending the meeting appreciate having an opportunity to directly express to school leaders their ideas, concerns, and expectations. Working parents who cannot attend regularly scheduled parent-teacher conferences appreciate the effort made by administration to open the school on Saturdays to facilitate distribution of report cards. The school offered four open houses for incoming grade 6 students and 100% of the parents who attended have continued attending all scheduled Parent-Teacher conferences. The school allocated for a dedicated Family Resources Room (Room 127) to serve as a hub for parents’ activities organized by our school Parents Association and the Parents Support Committee (composed of voluntary teachers and school aides). The schools Mentor</p>		

Groups organize Family Engagement activities to ensure that parents are informed about their children's academic performance and/or to share and/or to discuss positive intervention strategies. In addition, the school also uses.

Part 2 – Summative Vision for Strong Family and Community Ties

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?
2. How does the school provide support to families so that they understand and can take an active role in what their child is learning?
3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?
4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

This upcoming school year 2015-2016 we want to continue building a strong family and community ties by continuing to meet with our new appointed SLT members and our PTA members. Along with our Parent Coordinator we will have a Community Associate that will support in order ensure that a strong family and community ties is evident throughout the year. In addition, to building these ties we will also have teachers will nominate 2 parents as representatives of the class to continue to build a bridge between the parents and the school community. We will have in place monthly themes (calendars for parents and students) so that we can celebrate learning and partnership with our parents. Monthly celebrations will be celebrated during our grade assemblies in which parents will be acknowledge and celebrated along with their child (certificates of acknowledgement) so that parents are equally value for their efforts and contribution to our school-community. In addition, the school also uses Skedula/PupilPath to keep families abreast of student's academic performance. Weekly and bi-weekly progress reports are made available to parents and students.. Last year we began our student-led conferences this was a school-wide initiative to empower our students to be life-long learners and to be able to communicate with their parents their academic success and/or what they need to do as learners in order to be successful. The school Mentor Groups (small group 10:1 of students that meet with teachers twice a month to discuss their progress) organize Family Engagement activities to ensure that parents are informed about their children's academic performance and while building a bond with students' families. This will accomplish through monthly theme culminating activities. With the support of our CBO we will continue to build these families ties by providing our parents with ongoing support and training. For instance,

- Leadership program provides ESL program to support our parents and present student work and engaging activities during the SLC events.
- R.A.M.A.P.O for Children will provide support for our parents who have student with disabilities
- Westhab will provide series of training for parents for example: resume building, housing support, assisting and seeking employment, and any counseling for students and/or families
- Bronx Connect- works with our at-risk-students to support their parents with behavior issue as well as advocating for the student (representing students when they encounter disciplinary process) Provides students with coping mechanism and empowering them to be productive citizens as well as life-long learners
- OASIS-Summer Quest provides summer extended learning time opportunities for students seeking enrichment engagement to avoid summer loss. This program will continue to work on schools instructional focus to ensure that all

students are held to the same standards during the summer. In addition, behavioral expectations (PBIS) core values will continue throughout the summer program. Parents

- Champs- Sports events for parent to attend and support the school team

Parents are surveyed and workshops are offered on selected topics such as ESL classes, use of Technology (Computer, iPads) to access resources from selected sites including Skedula/Pupil Path. The school is working diligently with vendor 'Connect with Kids' articulating a school website that will integrate all resources available to parents and students. Resources will be available in English and Spanish. Resources will include on demand videos supporting parents and students with current event topics such as college and career readiness and making choices among some of the topics.

Global Connect/Blackboard is used to send out messages about upcoming events.

Saturday hours has been implemented for important events such as picking up report cards.

Urban Advantage sponsored Family Trips (several times during the school year).

Trips to Broadway shows for families and students who are meeting benchmark progress in academics and behaviors.

- Monthly Family Newsletter
- Monthly Family Calendar
- Monthly Parent Workshops
- Family Center Room 127
- Raffling door prizes to students whose parents attend PTA monthly meetings and Saturday ESL classes.

Distributing homework passes to students whose families attend Urban Advantage field trip

Part 3 – Annual Goal

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

By June 2016, JHS 162 will increase parent participation by 20% as evidenced by Pupil path portal, Student-Led Conferences, parent workshops, PTA meetings and school wide events.

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>JHS 162 PBIS/Mental Health committee to meet and formulate ongoing parent events that closely ties into the school monthly themes where all students including subgroups present to their parents. PBIS-Positive Behavior Intervention Support</p> <p>School-Wide Expectations.</p>	<p>JHS 162 PBIS Team</p>	<p>September 2015-June 2016</p>	<p>PBIS Liason Parent Coordinator Community Associate</p>
<p>JHS 162 currently uses Skedula/Pupil Path for parents to receive timely progress reports regarding their children’s academic performance. Ongoing parent communication on student progress during the parental engagement extended time.</p> <p>JHS 162 Staff will develop a staff profile and academic expectations handbook that will be presented to parents during the September Family night.</p>	<p>Staff Student Parent</p>	<p>September 2015-June 2016</p>	<p>JHS 162 Administration</p>
<p>Ramapo for Children Behavior Management for Parents and Teachers training to support SWD</p> <p>Bronx Connect for at-risk students</p> <p>JHS 162 hosts 21st Century Leadership Program Parent Fair where students, staff and Leadership personnel present work and activities to parents</p>	<p>Staff Student Parent</p>	<p>August 2015-June 2016</p>	<p>Westhab Community Service Director Administrator</p>

Part 5 – Budget and Resource Alignment

<p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Funding for an additional Social Worker, Extended Learning Time Director and a School-Based Community Service Director will allocated through our CBO partnership with Westhab. Directors will monitor daily and after-school</p>

attendance for students and parents. 21st Century grant expires at the end of June 2016 this will give our school support in providing our parents with ESL classes. Additional opportunities through our CBO Partner Young Athletes that organizes trips for families and students throughout the school year, including summer program. Oasis Summer Quest program will also provide services for our families ensuring that we address summer reading loss.

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	X	PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

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

By February 2016 via review of parent logs and attendance meeting sign-in sheets JHS 162 will evaluate the success of our parent outreach initiatives.

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.

By June 2016, 100% of all identified AIS students will have participated in the Extended Learning Time program and will have improved their academic performance as measured by a decrease of 20% or more in the number of these students who scored at the bottom third as measured by initial NYC DOE projections of met or did not meet state standards including Students with Disabilities and English Language Learners.

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.				
As part of a Renewal school, ELT requires for all students to attend. In effort to communicate the renewal expectations to families the SLT took the following steps to inform families and students about our ELT:				
<ul style="list-style-type: none"> • All families and students received a status of academic progress based on last school year New York State Common Core Learning Standards. • All families and students received copies of New York City Department of Education promotion policy. • All families and students received copy of our school wide Grading Policy and Parent Handbook. • All students received copies of results from Performance Series Assessments which outlines how each student compares to national percentile and outlines ranking comparable to actual grade. 				

Part 3 – ELT Program Description

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

Describe how the school will meet the following SED requirements for an ELT program:
 How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging?

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

- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.

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

All students will be provided with ELT. Student's success learning plans will identify students' needs for either academic intervention or enrichment. All parents will be invited to participate in our school events and workshops. Our Extended Learning Time Program is part of the normal school day. We will utilize this time to add academic or enrichment activities, electives, tutoring, and career experiences. We would like incorporate an extra teacher planning time to our extended schedule. Our Extended-Day Program will partner with non-profit organizations Young Athletes, Inc. and with the Leadership Program. Both Community Based Organizations have extensive record of delivery and of experiences working with New York City Schools. Anticipating teachers' participation in our ELT programs these CBOs will help supplement with extra group leaders (a.k.a. educators/counselors) and/or para-professional staff. The Extended Learning Time program academic component is delivered via students' participation using Myon (independent reading program), Achieve 3000 for ELLs, and ST Math.

Extended learning time is an extension of our school day. As a school community we collaborated with our Community Based Organization partners to put together an educational plan along with enrichment opportunities that will support our learners. Our school goals this year is to reduce our level 1 by 20% and increase our level 3 by 5%. We are also embedding our instructional goal drive our efforts. Our groups are strategically targeted to accomplish that goal with the focus of ELA and Math we have implemented the following programs MYON, STMath, and Achieve 3000 to support with building reading stamina and mathematical computation skills.

several small-group instruction targeting specific groups ELL's and SWD. In looking at our NYSESLAT scores and our incoming ELL students we have identified our emergent ELL's student in order to provide ENL support. We currently have an ENL teacher providing that support for our targeted ELL students. Our Special Education teachers are continuing the common core learning during the ELT using the ELT to continue targeted instruction for specific skills students need additional support in. Therefore, a continuation of our Common Core Curriculum Expeditionary Learning, Teacher's College Writing, A Story of Ratio, and Go Math is embedded during our ELT. We also have identified students in our 8th classes that will be taking the Living Environment Regents. We have our 8th grade Science teachers providing instruction to our 8th grade targeted group to ensure that our learners are receiving the instruction needed to be successful in passing the regents.

Along with the academics we have enrichment Friday. Some of the programs are: Debate Club, Chess Club, Cooking, Robotics, Reader's Theatre, Achieve 3000, and Hip Hop. Our CBO partner also supports by hiring some of our classroom teachers to work after ELT to provide our students with a continuation of some of these programs.

We also have embedded Power Brain to support our challenging students who are struggling with their behavior. Our school counselor was hired to work with a selected group of students to teach them life skills that will help them be successful in the classroom. We also hired our school social worker to continue to work with our students that are struggling with academics and social emotional to ensure that our students' social emotional needs are met during ELT.

Summer School programs are stand-alone programs aligned with the regular school year curricula. Our summer programs part of our Extended Learning Time are articulated and run by CBO partners Summer Quest-OASIS and

Young Athletes, Inc. Summer school programs are recommended for all students to help them avoid summer loss or required for targeted populations who need extra academic and social support.

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 Extended Learning Time is a combined partnership between the school and its main CBOs partners, WestHab, OASIS, Young Athletes and The Leadership Program. Young Athletes is directly supervised by the CBO. The Leadership Program is supervised by the school in addition to the CBO. Extended Learning Time includes a summer component that runs from July to end of first week in August. Summer ELT has two CBOs, Summer Quest-OASIS and Young Athletes, Inc. Summer Quest-OASIS provides enrichment for grades 6-8 students.

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

Our Extended Learning Time program starts by September 9, 2015 and run through June 30, 2016. However, partnership with CBO WestHab and Young Athletes extends to summer months. In addition, another CBO, Summer Quest-OASIS articulate enrichment services to students.

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.

- Hiring a Community Service Director (CSD) to provide school-based student and staff support.
- Hiring an ELT Director to ensure that the ELT time is maintained and meet the expected criterion.
- Per-session for staff to work the 1 hour ELT academic sessions from 3:00 pm to 4:00 pm

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

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

X	21st Century	X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	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.

WestHab keep track of statistics as per New York State regulations. The school leadership keeps record of students’ attendance to ELT as to articulate the effect of academic intervention services programs to regular day teachers. The School Leadership Team decided to revise goals as part of our overall cycle of continuous improvement no later than January 31, 2016. Important dates include

- Marking period two ends on January 25, 2016.

- School wide mid-terms benchmark assessments to be concluded by January 21, 2016.

Last cycle of progress monitoring will take place by June 15, 2016 immediately after receiving met/did not meet data from the New York City Department of Education. This to immediately start making adjustments to curriculum and program for next school year.

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

Section 7: Community School Description

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

Part 1 – The Community School Program Goal(s)

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

By June 2016 100% of all identified AIS students will have participated in the Extended Learning Time program and will have improved their academic performance as measured by a decrease of 15% or more in the number of these students who scored at the bottom third as measured by initial NYC DOE projections of met or did not meet state standards including Students with Disabilities and English Language Learners. ELT Director will ensure that SWD, ELL's and bottom third students will have a Student Success Learning Plan (SSLP) that identifies their needs and the data provided from the benchmark assessment will give us a specific interventions that we would need for each of our students programs in order to increase student's performance through ongoing benchmark assessment. SSLP will be modified according to the data provided from the benchmark assessment.

By June 2016 will increase in parental engagement measure through parents attendance to school-wide activities such as family night, parent engagement, student-led-conferences, workshops provided by CBO and invites to our monthly Lola's Café events.

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.

All students, including Students with Disabilities and English Language Learners.

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.

In building a strong family and community tie we will provide our families with opportunities to attend workshops that addresses the communities needs for instance ESL classes, housing, resume writing, interviewing process, etc. In addition to supporting our families we will establish a hub for parents and students to attend after-school activities in order to increase parental involvement to ensure that our students' academic and social emotion needs are met. In

addition, we will have Lincoln Center providing support in the Arts for our students and parents such as dance, field trips and school-based performances.

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 Extended Learning Time is a combined partnership between the school and its main CBOs partners Westhab, OASIS, Young Athletes and The Leadership Program. Young Athletes is directly supervised by the CBO. The Leadership Program is supervised by the school in addition to the CBO. Extended Learning Time includes a summer component that runs from July to end of first week in August. Summer ELT has two CBOs, Summer Quest-OASIS and Young Athletes, Inc. Summer Quest-OASIS runs the school Summer Program for enrichment summer school students. Our CBO Westhab will provide our school community from September 2015-June 2016: with a School-Based Community Service Director who will oversee our social-emotional components along with our school-wide behavioral intervention program (PBIS), Extend Learning Time Director along with our Data Specialist will ensure that every student has a student success learning plan that addresses every student’s strength and weaknesses, Parent Coordinator and Community Associate will provide ongoing support to our parents by providing monthly newsletter, making phone calls to parents, ensuring that they parents are monitoring their child’s progress on pupilpath, planning monthly events for parents, making sure that parents are aware of the importance of student-led-conferences and their role as parents. Ongoing communication with staff of the importance of communicating with parents via pupilpath letting parents know if their child is missing work, any classroom events, send parents work samples and letting parents know that they are available to meet during parental engagement time or schedule an appointment. R.A.M.P.O for Children will also support our parents with SWD on how to support their child.

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

The school supports Extended Learning Time by creating an academic component to each of the CBO partners’ programs. This academic component is delivered by a combination of certified teachers and CBO personnel. Teachers get compensated as per collective bargaining agreement. Paraprofessionals get compensated as per collective bargaining agreement. CBO personnel are screened and hired by CBO partner; compensation is articulated by CBO. 21st Century Grant via the Leadership Program articulate services in conjunction with school administration. Hence the school academic programs and some of the enrichment, academic support (intervention programs), sports, and clubs activities are directed by teachers, paraprofessionals and by CBO personnel. Our CBO Westhab will provide the funds for our ELT Director (extended learning time) and our School-Based Community Director to oversee our social emotional components of our school.

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

- September 2015 (Performance Series Assessment (PSA) and NY Progress Benchmark)/ Family Night—Workshop for parents, signing parents onto pupilpath to ensure they are looking at their child’s academic progress
- October 2015-June 2016 (Once a month) Lola’s Café open for business parents have an opportunity to have breakfast with their children and staff while discussing upcoming school events and expectations
- November 2015 (Mid-point-PSA/NY Progress Benchmark Assessment-Portfolio Work: Write new power goals (expected goals for students to work using GOALBOOK UDL strategies) for students using data and student work) Student-Led-Conferences/ Parent Workshop based Needs Assessment Reports

- March 2016 Student (Benchmark Assessment/ Portfolio Work/ Power Goals using data and student work)Led-Conferences/Parent Workshop based Needs Assessment Reports
- May 2016 / Promotion Portfolio Work/ PSA & NY Progress Benchmark Assessment/Student-Led Conferences/ Parent Workshop based Needs Assessment Reports
- June 2016 Final Portfolio Work to be used for the next year to add on to show CCLS progression by grade

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)	Bottom lowest third on both ELA /Math (double 1s)Bottom lowest third on ELA only Upper 1s and lower 2s	Strategies include the following: Use of Expeditionary Learning Protocols; Teacher’s College Writing; Use of Universal Design for Learning to increase accessibility to content; Use of Myon for all students and Achieve 3000 for selected students	Method of delivery of service will occur during daily instruction and small group independent practice; Two periods assigned for intervention-one period from ELA instruction and another period from Humanities Myon/Achieve 3000 instruction; Specific period assigned for skills practice.	Service delivery will occur during school day and Extended Learning Time Myon/Achieve 3000 twice weekly
Mathematics	Bottom lowest third on both math and ELA (double 1s) Bottom lowest third on math only Upper 1s and lower 2s	Strategies include the following: Use of Reciprocal Teaching; scheduled period for Problem Solving using mathematical practices; Use of intervention packets from Go Math; Use of intervention packets from Story of Ratio (Eureka Math); Use of ST Math for	Method of delivery of service will occur during daily instruction and small group independent practice; two periods assigned for intervention (one period from math instruction and another from science instruction); Problem Solving: mathematical Practices ST Math	Service delivery will occur during school day and during Extended Learning Time (ST Math) twice weekly

		skill building intervention	(two specific periods assigned).	
Science	All grades	Strategies include the following: Use of Reciprocal Teaching. Use of leveled informational text readers to support building students background knowledge	Method of delivery of service will occur during daily instruction and one weekly reading skill period.	Service delivery will occur during school day.
Social Studies	Grade 8	Strategies include the following: Use of Reciprocal Teaching. Use of leveled informational text readers to support building students background knowledge	Method of delivery of service will occur during daily instruction and one weekly reading skill period	Service delivery will occur during school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	RTI framework to organize interventions according to a tiered approach	Strategies are Use of Self-Regulation	Guidance counselor offers the program to students with IEPs. Crisis Intervention Social Worker offers the program to tiered students without IEPs	Service delivery will occur during school day. Pending additional resources the Self-Regulation Program will be offered to students attending both the Young Athletes and the Leadership Program

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.
<p>The School Leadership Team articulates and leads the school recruitment efforts. For vacancies, the SLT articulates a Hiring Committee which primary responsibility includes scanning of possible candidates via a rigorous interview process. The process include demonstration lessons followed by debrief sessions with hiring committee. Candidates are ranked by result of demonstration lesson using three tenets: lesson as planned, lesson as delivered, and lesson as learned by students and candidates get ranked on answers to a set of specific questions including the three questions from classic Leo Tolstoy’s tale ‘The Three Questions’. The latter to ascertain intrinsic humanistic qualities usually not easily identifiable via traditional questioning about teaching and learning. The hiring committee ranks the best three candidates and these candidates are then interviewed by school leaders who make final determination.</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<p>Professional Learning is aligned to the school wide Instructional Focus: “How does it impact student learning?”</p> <p>If teachers model effective discussion using “Accountable Talk” stems and “Reciprocal Teaching” structures rooted in complex text, then students will develop the skills of using evidence to support arguments in discussion and writing.</p> <p>JHS 162 will develop a 2015-2016 School-Based Professional Learning calendar that is aligned to the school wide Instructional Focus, with components such as Quality Discussion; Professional Learning Activity; Evidence in the Classroom; and Impact on Student Learning.</p> <p>I. Rigorous Instruction (Focus on Domain 3b-Questioning/Discussion-Reciprocal Teaching- Accountable Talk Stems-Talk Move Map-Depth of Knowledge-DOK Questioning & Discussion- Universal Design for Learning-UDL, Content Curriculum, Word Generation)</p> <p>II. PBIS Framework</p> <p>(Domain 2 Classroom Environment/Managing Student Behavior, SWIS/Referral data, Build Trust and School positive culture, and Implementation of the PBIS Framework)</p>

III. Effective Feedback : Focus on Descriptive Feedback for all learners including ELLs and SWDs

Data (Looking at Student Work, Benchmark Assessments for all students including subgroups, Goal book, and Looking at Teacher Pedagogical Practices, Peer Inter-visitation with a focus on Domain 3b-Questioning & Discussion)

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

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.

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	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
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		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	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	405,376.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,899,618.00		

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.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Lola Rodriguez De Tio, 162** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Lola Rodriguez De Tio, 162** will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC)

Lola Rodriguez De Tio, 162, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

- complete my homework and submit all assignments on time;
 - follow the school rules and be responsible for my actions;
 - show respect for myself, other people and property;
 - try to resolve disagreements or conflicts peacefully;
 - always try my best to learn
- And always aim to be a **S**uccessful individual who is always **P**repared, **O**rganized and demonstrate **T**olerance at all time in an environment that is **S**afe for all learners, because The Lola Rodriguez de Tio is a Cheetah **S.P.O.T.S** . school where Student Success, Nothing Else is non-negotiable.

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

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

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

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

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

Part A: School Information	
Name of School: <u>IS 162</u>	DBN: <u>07X162</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>60</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: IS 162 currently has 94 ELL students in grades 6-8. who receive stand alone ESL instruction and bilingual. There will be two certified ESL teachers who provide ESL instruction for all the ELLs. This year the certified ESL teachers are providing ESL for the Beginning/Intermediate/Advanced level ELL students (Push-In/Co-Teaching Model) according to their 2015 NYSESLAT results. The ELL students are receiving ESL/ELA during their normal schedule through the Co-Teaching model where the ESL teacher collaborates and co-teaches with the ELA content-area teacher utilizing the Expeditionary Learning and Teacher Colledge Writing workshop. In addition, all language proficiency level ELLs receives ESL during ELA classes using a collaborative Co-Teaching approach, which the certified ESL teacher works collaboratively with the certified content area (ELA) teacher in the classroom. The collaborating teachers follow a balanced literacy approach utilizing Expeditionary CCLS-aligned, which includes modified materials for the ELL students while using appropriate scaffolding strategies as well as differentiated materials such as visuals, articles, and word-to-word translated dictionary. Also, the certified ESL teachers also provide ESL through utilizing the Push-In model for all the other ELLs.

07X162 will conduct one Title III supplemental instructional activity.

IS 162 will conduct a Saturday Academy with the focus on building literacy and math skills for a total of 15 weeks. The session times are 9:00am to 12:00pm. 07X162 will target 50 ELL students who have scored at the beginning and intermediate level in the reading and writing category according to the 2015 NYSESLAT test results. Students will be grouped based upon the reading assessment provided by the DRP result. The students will also be assessed by the MIND Math technology based Program, which in turn will assign each student with their level of math abilities. There will be one certified teacher in Science and one certified ESL teacher collaborating and co-teaching. Both teachers will have QTEL training. The science teacher is able to manage the MIND Math program and her expertise on Science and Lab experiments. The ESL teacher will enhance the ELLs academic vocabulary utilizing the Word Generation/Science Unit that is multicultural based. She will also implement ESL methodologies in order to make the content comprehensible for the ELLs. Both teachers will plan lessons and manage the literacy (science) and math programs as a team and provide the students with academic success as well as social and emotional support.

The students will have access to the SmartBoard and laptops in order to access the technological math program in both English and Spanish. Word Generation is a program that prepares students for complex texts that they will be encounter in middle school, students need targeted instruction in academic vocabulary and other features of academic language. MIND Math is a technology-based program that provides students visually-based Spacial Temporal Math (ST), which engage all students in the strategic and creative thinking that guides the new Common Core State Standards for Math. Through visual Kinesthetic online manipulative games. This approach will enable ELL students to develop long-term problem-solving skills and deep conceptual understanding of mathematics with strong connections between concepts and across 6-8 grades. The MIND program will also maintain interest and motivation.

IS 162 will initiate and support under 21st Century funds a Reader's Theater club (Mondays and Wednesdays, 4:00pm to 6:00pm) for ELLs with less than 3 years in the NYC school system. We targeted 20 students who have been in the country for less than 3 years and are at a Beginner-Advance level to be part of the Reader's Theater after school club program. This class will meet twice a week after school for 2 hours for 20 weeks starting in November, 2015 from 4:00pm to 6:00pm. The Reader's Theater program allows our 0-3 years ELLs to read a story aloud, like a play, without memorization, props or a stage. ELLs will be assigned by the ESL teacher (Ms. Dapul) a character role and read their part with

Part B: Direct Instruction Supplemental Program Information

expression, meaning and enthusiasm. The plays inherently come with built-in strategies to help students read better. The acting out of story dialogue compels readers to work more closely with the text to interpret and project meaning into the experience. The playbook Reader's Theater stories are unique because each character's dialogue is presented in a different color throughout the story and more importantly, the roles are written at different reading levels. In other words, the book has easier and harder roles within the the same script allowing beginner, Intermediate and Advance ELLs to read the same story together. In addition to the Readers Theater playbooks, the ESL teacher will include stories from the Scholastic-Code X program as an extension to what the ELLs are learning during the school day. The ESL teacher will convert the stories into a play. The main focus is to build reading fluency in English and access to the CCLS curriculum during the school day. This will also create a safe environment where all ELLs regardless of their language proficiency build capacity in reading, listening and speaking in English.

The certified ESL teachers (Ms. Dapul) will provide these students with additional ESL support utilizing materials such as the content base Oxford Picture Dictionary, Longman Dictionary for ELLs , Visual presentation through the use of the Smart-Board and access to a multicultural classroom library.

- JHS 162 will also target 20 Long-Term ELLs that are expected to take the State Exam and will be part of a LTE cohort (Tuesdays and Thursdays, 4:00pm to 5:30pm) for ELLs that are 4 to 6 years in the NYC school system. This cohort will meet for 1.5 hours for 20 weeks starting in November, 2015 from 4:00pm to 5:30pm. The Bilingual teacher will prepare students with academic vocabulary and literacy skills through the use of a technology-based program Achieve 3000. This program is a literacy-based program that assess and differentiate non-fiction Social Studies and Science based text. The main focus is to build reading fluency in English and access to the CCLS curriculum during the school day. The Achieve 3000 will increase the reading fluency and develop the literacy skills that will support ELLs that are expected to take the State Exam.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: 07X162 will conduct 1.5 hours on Tuesdays twice a month for teachers working in the Title III program for a total of 6 sessions of Professional Development for teachers working with ELLs utilizing the resources of Word Generation, a vocabulary program, that provide Language Acquisition strategies that can be used during Word Generation. 07X162 is part of the Middle School Quality Initiative (MSQI) on building Literacy Comprehension. There are 26 identified Language Acquisition strategies that teachers can implement into their lesson that will assist students especially ELLs to learn the 5 targeted academic vocabulary words every week. Some examples of the language acquisition strategies are Display Focus words; Use meaningful examples; Highlight polysemy; word relationships, word association, etc... During the professional development time teachers will collaborate and Scaffold various vocabulary (language acquisition) strategies during the Word Generation program and into their daily lesson plan. Teachers will bring in a lesson plan they have already done and work together to discuss and write up ways they can scaffold building the targeted academic vocabulary words utilizing a focused Language Acquisition strategy during the first session and come back and reflect by looking at the relevant student work. The participating teachers and a license supervisor (conducting the professional Development) will be paid per session rate from 4:00pm-

Part C: Professional Development

5:30pm (1.5 hours) for 6 PD sessions during the months of November 2015 and January 2016. The hope is that teachers will incorporate the Language Acquisition strategies into their daily lesson and build on their students academic vocabulary words including our ELLs.

Session 1: Display focus words/Use Meaningful example

Rationale: Explicit instruction for ELLs

Date: TBD

Time: 4:00pm-5:30pm

Facilitator: Sanabria

Audience: ESL and Science Teacher

-
Session 2: Lesson Planing & Incorporating Cognates

Rationale: Helping our Spanish speaking ELLs with the Vocabulary

Date: TBD

Time: 4:00pm-5:30pm

Facilitator: Sanabria

Audience: ESL, Science and Math Teachers

Session 3: Word association

Rationale: to increase usage of vocabulary words for ELLs

Date: TBD

Time: 4:00pm-5:30pm

Facilitator: Sanabria

Audience: ESL/Science Teacher

-
Session 4: Word Relationships

Rationale: To assist ELLs on connecting various vocabulary words

Date: TBD

Time: 4:00pm-5:30pm

Facilitator: Sanabria

Audience: ESL/Science Teachers

Session 5: Creative Writing

Rationale: To promote ELLs to use several target words in their writing

Date: TBD

Time: 4:00pm-5:30pm

Facilitator: Sanabria

Audience: ESL/Science Teachers

Session 6: Creating Writing Scoring

Rationale: Looking at student writing and determine implication on instruction

Date: TBD

Time: 4:00pm-5:30pm

Facilitator: Sanabria

Audience: ESL/Science Teachers

-

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here: _____ IS 162 is a school that believes in home-school connections/partnerships. This year IS 162 will provide the following:

- _____ Parent Engagement co-facilitated by students, 1 ESL staff and Bilingual Parent Coordinator (outreach via phone, email and school letter) on activities related to the academic learning of the students with Word Generation Science Unit and technology use of the internet base program MIND Math. These programs have a parent component that is available in English and Spanish. The students' participation is integral to the parent outreach process. These meetings will be held on the Last Saturday of each month starting January 2016 to March 2016.

Session 1: Word Generation Science Unit Rationale: Students will present what they learned in the Science Unit Date: 01/30/16 Time: 10:00am-11:00am Facilitators: Staff & Students Audience: Parents

Session 2: Mind Math Program Rationale: Students will present what they learned in Math Date: 02/27/16 Time: 10:00am-12:00pm Facilitators: Staff & Students Audience: Parents

Session 3: Science & Math Fair Rationale: Students will present their End of Program Projects Date: 03/26/15 Time: 9:30am-12:00pm Facilitators: Staff & Students Audience: Parents

- _____ The certified ESL teacher will facilitate the students' presentation and students will then present to their parents what they are learning in order for parents to learn about the academic structure that the programs provide their children. These parent engagement will be presented via Power-Point on a Smart-Board and will mainly be managed by the students. This parent component will be at no cost to the Title III program.

Part E: Budget

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

Allocation Amount: \$ _____

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

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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 7	Borough Bronx	School Number 162
School Name Lola Rodriguez De Tio		

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 Deborah Sanabria	Assistant Principal Rolando Briceno
Coach Irene Castro	Coach Boma Jack
ENL (English as a New Language)/Bilingual Teacher ESL/Nonet Dapul	School Counselor Daniella Tavarez
Teacher/Subject Area ESL/Teresa Lee	Parent Emily Garcia
Teacher/Subject Area NLA/Piedad Romero-Torres	Parent Coordinator Midgalia Gonzalez
Related-Service Provider BIL SETTS/Sandra Marks	Borough Field Support Center Staff Member type here
Superintendent Elisa Alvarez	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	2	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	2	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	1	Number of teachers who hold both a bilingual extension and TESOL certification	1
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	2

D. Student Demographics

Total number of students in school (excluding pre-K)	379	Total number of ELLs	128	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education							15	9	20					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	128	Newcomers (ELLs receiving service 0-3 years)	44	ELL Students with Disabilities	22
SIFE	18	Developing ELLs (ELLs receiving service 4-6 years)	19	Long-Term (ELLs receiving service 7 or more years)	25

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	44	11	1							0
DL										0
ENL	40	7	2	19		10	25		13	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE							15	9	20					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

* 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							24	21	34					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French							2		1					0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	1						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)							17	31	38					0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)							4	1	5					0
Expanding (Advanced)							8	14	10					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							2		3					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	20	9	2		0
7	41	11	3		0
8	47	9	4		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	20	0	10		21	0	0		0
7	25	13	15	3	2	1			0
8	34	13	8	1	3	1			0
NYSAA									0

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 The Lola Rodriguez de Tio school assesses all incoming students including our ELL's using the MYON program. The Myon program provides Lexile Levels results, to help educators and administrators make decisions based on real-time data. Three key assessments are embedded to easily track, measure and predict student reading growth. Additionally, end-of-book quizzes assist with comprehension, inferencing skills, and higher-order thinking and analysis skills. The placement exam measures initial reading ability. This will become the student's independent reading level. Teachers of content area subjects can use this data when planning for instruction and scaffolding the readings in the content areas. The ELL's are also assessed using the same tools but in their native language. Additionally the TBE Program also uses the Achieve 3000 program to increase the use of different strategies as per the Common Core Learning Standards.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The NYSITELL scan report (October 2015) reflects that two out of ten newcomers have some English Language Skills. One was placed in the emerging level the second one was place in the transitional level. The NYSESLAT Lab scores from 2014 to 2015 show that many of our students have made progress from emerging levels to transitional and from transitional levels to commanding levels and thus are about to surpass the threshold of achieving the proficient level. However, As I compared the TBE's NYSESLAT scores from the 2014 data and 2015 data on the RLTA from 10/8/15. Twenty students went up one or more levels in 2015 from 2014. On the other hand, four students went down a level or more. In analysis of the writing portion, of the students whose level went up, eighteen of them scored less on writing in 2015 than in 2014. Only one student out of the 20 scored more on writing in 2015 than in 2014. One student scored the same. The Spanish Lab scores from 2014 to 2015 revealed that many incoming students were deficient in their Home Language Skills. In regards to the students that are not in the TBE program, it can be noted that the total numbers for the four modes: Speaking, Listening, Reading and Writing are considerably lower than the 2014 NYSESLAT, yet the levels are comparative similar: Entering (beginner) Emerging (Low Intermediate) Transitioning (High Intermediate) Expanding (Advanced) and Commanding (Proficient). The range may have changed due to the fact that the 2015 NYSESLAT was a new type of test aligned to the Common Core, and consequently, the raw scores may have also changed. With regard to the 6th grade there are important movements from one level to another (i.e., Jerson P. Class 600 (B to Expanding) and Tommy M. (I to

Expanding). There are also notable movements from one level to another in the 7th grade (i.e., Anthony H. Class 700 (A to Emerging) and Kelvin O. Class 700 (I to Emerging). In 8th grade, there are notable upward movements: Juan G. Class 803 (I to Expanding), Tania G. Class 803 (I to Expanding). The rest of the students remained at the same level as in 2014.

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

The NYSESLAT modalities demonstrate that our students are in need of extra writing and reading instruction. As a part of the renewal school program, we have increased the instructional time for an additional hour within the student's program. More time is being provided for remedial work targeted to the student's instructional needs. According to the AMAO data analysis the following targeted intervention has been in place: Achieve 3000/Myon, targeted entering and emerging 6-8 ELLs are working with a certified ESL teacher 5 hours a week and an additional 4 hours of Enrichment that includes a Readers Theater program. We have cohort classes in three grades. 603,703, and 803 that enforces a plan of action to help our students excel in language acquisition. A certified ESL teacher who co-teaches with the ELA content teacher is servicing ELL's who are in our cohort classes. We have also put in place a push-in- and a pull-out program being served by a certified TESOL teacher that supports student's language acquisition. To increase student's language skills we have implemented a literacy skills period embedded into their program, by doing this we are enabling our students to increase the possibilities to acquired a better language skills proficiency.

4. For each program, answer the following:

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

a) The assessments for Ell's are directly correlated to the language of instruction, which facilitates an improvement in language development. TBE students in the entering, emerging levels tend to prefer tests in their Native language (Math, Science State Tests) however; ELL's in the transitional, expanding and commanding level are managing and progressing their test taking abilities in English.

b) The periodic assessment results are used by teachers in all content areas to produce individualized /scaffolding and differentiated instruction. The Literacy Instruction in the Transitional Bilingual Program is provided in the native language/home language, and is consistently used to teach the Core academic content areas – Math, Science, and Social Studies that are aligned explicitly to the Common Core Learning Standards.

c) In order to accelerate the learning process, we continuously examine students' performances and levels as well as the composition of classes to formulate the focus of instruction on what the students need. The Native Language Arts/Home Language accelerates literacy gain in both the Native language and in English. It validates prior knowledge and bolsters self esteem while supporting the transfer of skills easily between languages. We believe in using content and theme-based instruction especially as it relates to the experiences of ELLs, which motivate students to be more engaged.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]

We provide a multi-tiered approach, services and interventions to students that are struggling at increasing intensity levels through lesson planning and delivery of instruction. We have in place an active and ongoing progress monitoring and assessment. During Tier 1, teachers use research-based and differentiated instructional strategies to target skill deficits in the general educational setting. There is a pre and post-test administered during this cycle of interventions. The data from these assessments are used to drive instruction in for a 6-8 week cycle. For example: The data guide us on how to create student's grouping and is used to differentiated instruction for diverse learning needs, which involves adjusting the pace, level or type of teaching to address unique academic challenges and instruct students in the ways they learn best. The groups are not permanent – they are flexible and change often over time. We analyze screening results, progress-monitoring data, and other assessments to identify evolving students needs and ensure that the teaching is responsive to those needs. The best teaching at Tier 1 generally features a combination of whole class and small group instruction. We often use heterogeneous grouping to carefully observe, assess and monitor each student's abilities (Peer pairing helps students learn from one another during Tier I instruction). If the students do not make progress, a specialist outside the classroom where the intensity and frequency of the instruction is increased delivers the Tier II instruction. Tier II groupings allows to bring together students who are failing to meet grade – level benchmarks, they are group homogenously by skill

deficit area. Tier II instruction takes place outside of Tier I instructional time. Tier II groups are flexible with students moving in and out of the small group within eight to twelve weeks. Students receiving instruction in Tier III receive a more intense instruction within a structure, research – based program – an “expert” in a given area provide more intensive instruction in their deficit areas. Initial goals are used and established through an IEP. The frequency aids teaching process, depends upon the students need and criteria.

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

We are working to determine the best way to serve our ELL population while adhering to the mandated guidelines of the city and state. As teachers we are constantly modifying our instruction for the variety of learners in our classrooms. To support our English Language Learners, we provide educational programs like Achieve 3000, Word to Word, Word Generation and Myon, which serves to increase language development. The placement of a Certified Reading Teacher as part of the delivery of instruction will also help improve their performance. Additionally, we emphasize the importance to also carry the lens of language when modifying unit plans as well as teaching points, delivery of mini lessons, and next steps. Additionally, when looking at data across a unit, it is important to look at the students’ NYSESLAT levels and ongoing language assessments to effectively create differentiated professional development opportunities for teachers to reinforce the support system.

While some of these suggestions are geared towards ELA curriculum calendars, we encourage similar modifications in content area classrooms. Paste response to question here:

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

The success of our program for ELLs is evaluated by several factors. Those factors include the ability to decrease the numbers of students entering/emerging through transitioning and increasing the numbers of commanding/proficient students, as well as the ability to meet AYP in ELA and Mathematics.

Paste response to questions here:

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

The success of our program for ELLs is evaluated by several factors. Those factors include the ability to decrease the numbers of students in entering/emerging levels through transitioning and increasing the numbers of commanding/proficient students (NYSESLAT), as well as implementing three benchmark assessment through the MOSL process utilizing the performance series to assist with monitoring student progress to meet AYP in ELA and Mathematics (State Tests)

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide*, [ELL Identification](#) section.

1. When a new Student enters the Lola Rodriguez de Tio JHS 162 school we follow a four steps process: 1. We administer the HLIS (Home Language is other than English) which includes an interview with the student and the parent to determine the student’s home language; The home language is determined based on a combination of the interviews, a license pedagogue, Ms. P. Romero-Torres, completes the HLIS with the parent and ensure timely entry of this information into the designated ATS screen. The HLIS is placed in the student’s cumulative file and remains a part of the student’s permanent record. If the student’s home language is English, the ELL Identification Process terminates at this step; if the student’s home language is not English, the ELL Identification Process continues. 2. For students whose home language is not English, a more in depth interview with the student is administer to review his/her school work, if the student has an IEP the Language Proficiency Team will review to determine NYSITELL eligibility and to determine for potential SIFE status. If the student is ineligible to take the NYSITELL the ELL Identification Process terminates at this step. If the student is determined to be an ELL the information gathered on steps 1 and 2 are used to determine the SIFE status. 3. In order to administer the NYSITELL we print the answer documents using the RLBA function in ATS. After the NYSITELL exam is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment. Within 5 days of ELL determination, we inform the parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters in the parents preferred language. 4. All the students whose HLIS responses indicate a home language of Spanish and who

are newly identified as ELLs based on NYSITELL results are administered the Spanish LAB during the same 10 day testing window. The Spanish LAB is not used to determine ELL status or service entitlement. We print Spanish LAB answer documents using the RSLA function in ATS. After the Spanish LAB is administered, answer documents are scanned into ATS via the attendance scanner. The Spanish LAB is used to support the instructional planning and to provide a bilingual and English as a new language (ENL) services to the students. The procedures outlined above is completed within 10 school days of enrollment or reentry (20 school days for students entering with IEPs), including placement in an ELL program.

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).

During the identification process and within the 10 days upon registration, a Parent Orientation is conducted, a video is shown that outlines the three program models that the City currently offers. It is shown using the native language of the parent/s and the three different programs are thoroughly described (Transitional Bilingual Education, Dual Language and Freestanding ESL). A follow up question and answer segment occurs with the facilitation of Migdalia Gonzalez (Parent Coordinator), and a member of the ELL Team. Using a Parent Survey and Program Selection Form, the school asks the parent to rank the three programs accordingly; after which, the facilitator discloses the different program models that the school currently employs. If the school does not have the first program choice of the parent, the Parent Coordinator then reaches out to the Office of Student Enrollment for a possible transfer to a neighboring school or citywide placement that has the first program choice. In the interim, the child is programmed accordingly to the second and third choice if applicable. If a parent does not show for the orientation, a temporary placement is made and the parent is informed of their child's temporary placement. The school would identify a timeline in following through with the request for transfer for the parent by contacting the Office of Student Enrollment as needed. In summary, the school adheres to State and city mandates of informing parents of their child's eligibility in the NYSITELL using the Entitlement Letter and/or Non-Entitlement Letter. In addition, the school is consistent in being transparent and maintaining communication with parents using the Continuation Letter as a means of articulating their child's progress in a summative assessment like the NYSESLAT.

Paste response to question here:

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).

If a new enrolled student has an IEP the Language Proficiency Team will review to determine NYSITELL eligibility and to determine for potential SIFE status. The LPT is comprised by Ms. Deborah Sanabria, Principal, IA, Ms. Sandra Marks, SETTS/Bilingual Teacher, Ms. N. Dapul, Certified TESOL teacher and the student's parent or guardian. A qualified interpreter is present to provide a mode of communication the parent best understands at each meeting of the LPT. The LPT will consider the student's history of language used in the school and home as evidence of the student's English language development. The results of the individual evaluation of the student conducted will be in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language. The information provided by the Committee in Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. Based on the evidence, the LPT makes a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the students can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. If the principal rejects the LPT recommendation to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent. The parent or guardian is notified within 3 school days of the decision in the parent's/guardian's preferred language. The final decision is made by the superintendent and has ten days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has five additional school calendar days to administer the NISYTELL, and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form must be completed and placed in the student's cumulative folder.

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.

Once a student is identified eligible as an English Language Learner, the parent is shown the three program models that the city employs. It is shown using the native language of the parent(s), and the three different programs are thoroughly described (Transitional Bilingual Education, Dual Language and Freestanding ESL). A follow up question and answer segment occurs in the

parent's native language (if possible) with the facilitation of Migdalia Gonzalez (Parent Coordinator), and a member of the ELL Team. The school reaches out to the Translation Unit at the DOE if the language the parent speaks is not spoken by any staff member at the school. Extensive discourse in the parent's native language and at times with the assistance of the Translation Unit is utilized with regard to articulating the linguistic needs of their child and the scientific research based implications of their placement. As a follow up, the school utilizes the appropriate letters of entitlement, non-entitlement, and/or eligibility purposes.

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).

Each year the bilingual team and the Principal reviews the progress of the students who have taken the NYSESLAT exam. The team then disaggregates data to reflect patterns and trends in achievements which also includes weaknesses or deficiencies. Using the data on hand, the team formulates individual goals addressing the strengths and weaknesses of each child. Additional scaffolding with instruction occurs which is coupled by ancillary instructional materials that addresses the needs of each student. Additionally, the school utilizes the NYSESLAT results in grouping the students based on proficiency level. Each year the students who are identified as ELL's using the RLAT report in ATS are administered the NYSESLAT exams over the course of several weeks. The speaking and listening parts are administered by the bilingual team teachers during small group or individual instruction. The reading and writing portions are administered during class periods to students grouped by grade in the library. The ELL Team makes sure all of the eligible students are tested on all four parts.

Paste response to question here:

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.

Since last year many parents have opted to keep their children in the school. Even though they have been advised that the school is a Renewal/Community School. Once a student is identified as an English Language Learner, many parents request that their children be serviced in a ENL/ESL class for additional support. Ten new foreign students arrived during the month of September and parents requested that their children be placed in the Spanish Transitional Bilingual Program. Once a student is identified eligible as an English Language Learner, the parent is shown the three program models that the city employs. It is shown using the native language of the parent(s), and the three different programs are thoroughly described (Transitional Bilingual Education, Dual Language and Freestanding ESL). A follow up question and answer segment occurs in the parent's native language (if possible) with the facilitation of Migdalia Gonzalez (Parent Coordinator), and a member of the ELL Team. The school reaches out to the Translation Unit at the DOE if the language the parent speaks is not spoken by any staff member at the school. Extensive discourse in the parent's native language and at times with the assistance of the Translation Unit is utilized with regard to articulating the linguistic needs of their child and the scientific research based implications of their placement. As a follow up, the school utilizes the appropriate letters of entitlement, non-entitlement, and/or eligibility purposes.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parents of eligible students are given a Parent Survey and Program Selection form to bring with them to the orientation meeting. If a parent is unable to attend the meeting or does not return the forms, the forms are mailed, and followed up with a phone call. If no response from the parent is received, the default program is transitional bilingual. The ENL team, Ms. Romero-Torres and Ms. Dapul, fill out ELPC in ATS and within ten days. The ENL team visits each classroom that needs to turn in forms every day until all students have turned in the required paperwork. If a student loses a form or has not turned it in within a few days of receiving it, the ENL team provides another form and may follow up with another phone call home. All collected forms are stored in the ELL binder.

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

The ENL team visits each classroom that needs to turn in forms every day until all students have turned in the required paperwork. If a student loses a form or has not turned it in within a few days of receiving it, the ENL team provides another form and may follow up with another phone call home. All collected forms are stored in the ELL binder. If a parent is unable to attend the meeting or does not return the forms, the forms are mailed, and followed up with a phone call. If no response from the parent is received, the default program is transitional bilingual. All correspondence is provided in English and the parents' preferred language.

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

The ELL Team and Parent Coordinator send placement letters home with the students and receipt verification is kept in the ELL binder. The letters are provided in English and the parents' preferred language.

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

The HLIS is kept in the child's cumulative folder in each teacher's classroom and a copy is retained in the ELL binder. The verification of receipt of the non-entitlement and entitlement letters are also kept in the ELL binder

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.

The ELL Coordinator in collaboration with the testing coordinator sets up a schedule by grade level and modality (i.e. reading, speaking, listening, and writing) to ensure that all sections of the NYSESLAT are administered each year. RLAT and RLER ATS information is cross-checked with ELL student lists to confirm eligible students.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The ELL Coordinator and Parent Coordinator send home continued entitlement and transitional support parent notification letters with the students that are provided in English and the parents' preferred language. The parents sign a verification of receipt and return it to the Parent Coordinator. This verification of receipt is kept in the ELL binder.
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).

Since last year many parents have opted to keep their children in the school. Even though they have been advised that the school is a Renewal/Community School. Throughout the year JHS 162 monitor the trend of choices selection by using the HLIS form. Once a student is identified as an English Language Learner, many parents request that their children be serviced in a ENL/ESL class for additional support. As well parents (10; 7 in September and 3 in October) have requested that their children be placed in the Spanish Transitional Bilingual Program. The program models offered at the schools are aligned with the parents request.

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.

We use lessons plans as a reflection of the Language Proficiency and as the mean of instruction. Due to the different levels of instruction, differentiation is the key in order to respond to the different needs of the students. We differentiate content, instructional strategies, performance tasks and assessment tools.

We have two Transitional Bilingual Program classes for students that speak Spanish. Initially instruction in literacy and academic content areas are in their native language, along with an English as a new language class. One class has a total of 25 students and is a 6/7 grade bridge-class. The other class is an eighth grade and has 20 students. The TBE classes each receive NLA/HUM 4 times a week, as well as Math and Science 4 periods each. The English as a new language classes are 8 periods each. Class 777 travels together as a group, as well as class 877.

We also have a Free standing intergrated model ENL Cohort classes 603-703-803 (mixed proficiency levels). These classes receive services in an ELA/ENL class for 8 periods each. It is serviced by a Certified ESL teacher, integrates/Co-teaches with the content ELA teacher.

We also offer a Push-in program; Students spend their school day in a mainstream classroom, but an ESL/bilingual teacher pushes into the classroom for a portion of each day to give the student instruction in English as a Second Language or in their native language.

A Pull-out; resource class is also offered— Students spend most of the school day in a mainstream classroom, but are pulled out for a portion of each day to receive instruction in English as a Second Language or in their native language.

- b. TBE program. *If applicable.*

Paste response to questions here:

c. DL program. *If applicable.*

Paste response to questions here:

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)?

The TBE – ENL (Instructional time) is provided by a Certified ESOL Teacher (360 minutes, entering and emerging levels per week), (180 minutes transitioning, expanding levels) and a .5 unit of a skills class is provided by a Certified Reading Teacher. The Intergrated ENL classes are serviced by two individually certified Teachers (co-teaching) an ESOL Teacher and an ELA Teacher (180 minutes, entering, emerging). The Standalone is serviced by certified ESL Teacher (180 minutes entering and 90 minutes emerging). All former ELLs continue to receive services for two additional years. Both classes in the TBE program receive NLA/HLA classes four times a week by a Spanish Certified Teacher.

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.

Due to the high volume of Entering and Emerging students in the TBE program the content areas are delivered in Spanish. Ells are expected to work at the same level as all the other students in the school. However, strategies like modeling, audiovisuals, semantic mapping, graphic organizers, explicit vocabulary development, activating prior knowledge and engaging in accountable talk, are often used for ELLs to maximize instruction geared to their individual needs. Curriculum options are the same for ELL and non-Ells and teaching makes instructional gaps between the two as small as possible. ELL teachers participate in planning meetings alongside content teachers and share the same curricular objectives. We emphasize small group work in the classes because we believe that the interaction is essential and heterogeneity is a plus. We use assessment data to plan for instruction. ex; NYSESLAT is used to adapt structure and systems to the specific needs of changing ELL populations. Flexible grouping is a must for academic intervention and differentiation is practiced based on the students needs and learning target, as per the Common Core Learning Standards.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

After the initial intake process for Ell newcomers, we use the Spanish Lab to help us determine their native language and content knowledge. Additionally, diagnostic assessments in their native language and formative classroom assessments are used to ascertain the diverse language and academic strength of ELLS. We also have local and state assessments administered in their native language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

In addition to the required mandates to ELLs we provide extra support by employing a intergrated and stand alone models that allow teachers to develop a variety of instructional strategies that permit the constant evaluation of all four modalities. All Ells are appropriately evaluated in all four modalities of English acquisition throughout the year. The team – utilizes technology programs such as Achieve 3000 and Myon which has embeded a monotoring assessment tool that provides student progress with the literacy, which allows teachers to scaffold their lesson planning and delivery of instruction to addressess the ELLs basic skills. Ancillary instructional programs such as Wilson are utilized based on student’s needs. The majority of our ELLs are also part of our after school programs.

I

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

Jhs 162 has built a supportive environment that responds to the immediate social, cultural and linguistic need of students with limited schooling. Our support service is provided by a bilingual administration, teachers, counselors and a parent coordinator. Additionally, SIFE students are provided with extra support from the ENL teacher that emphasizes her literacy based instructional plan on Vocabulary and phonics. Also, our bilingual SETTS teacher employs the push-in model as part of an “at risk” group intervention.

Newcomers are given additional support, the majority are in the TBE Program that allows the development and strengthening of the home language which serves as a vehicle to transfer the skills from Language 1 to Language 2. The ENL instructional plan is literacy based and includes Vocabulary, Read aloud, Visuals, and context clues. The TBE classes each

receive NLA/HUM 4 times a week, as well as Math and Science 4 periods each. The ENL classes are 8 period each.

All former Ells continue to receive services and support for two additional years. Paste response to questions here:

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.

A balanced curriculum is used to identify methods for developing ELL content knowledge associated with Math, Literature, History and Science.. Teachers use strategies that allow the acceleration of language acquisition. The strategies are based on Vocabulary and language development, guided interaction, explicit instruction, based context themes, assessments, modeling, graphic organizers and visuals. Teachers are provided with materials that cover the grade level areas but offer differentiated reading levels and scaffolding devices. Additionally our reading program MYON allows students to work at their independent reading level as well as Achieve 3000 for the TBE Program.

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?

We have found that ELLs benefit from instructional approaches that treat language and content in an integrated way that is designed to help them build the language skills that they need to succeed in content classrooms, college and careers. We see several key strategies for encouraging English Language Development. As per the Common Core State Standards all English Language Learners (ELLs) must meet rigorous, grade level academic standards, which should be designed to build conceptual understanding that integrates reading, writing, speaking and listening. Instruction meets the home language and culture to bridge prior knowledge to new knowledge to make content meaningful and comprehensible.

Appropriate scaffolds are built to provide students with opportunities to describe their reasoning, share explanations, make conjectures, justify conclusions, argue from evidence, and negotiate meaning from complex texts. Students with developing levels of English proficiency will require instruction that carefully supports their understanding and use of emerging language as they participate in these activities.

We take into consideration their prior schooling experiences, literacy levels to design instruction accordingly.

Diagnostic tools and formative assessment practices are employed to measure students' content knowledge, academic language competence, and participation in disciplinary practices. These assessment practices allow teachers to monitor students' learning so that they may adjust instruction

accordingly, providing students with timely and useful feedback, and encouraging students to reflect on their own thinking and learning. We are adjusting the Expeditionary Learning and Teacher's College Writing Workshop to provide extra learning opportunities to our students (603/703/803). The TBE program is using the Milestone Curriculum, content-based Word to Word Eng./Spa Program, and NYSESLAT Workbooks are just some of the extra materials that help us accelerate the English Language Learning.

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?

JHS 162 uses curricular, instructional and scheduling flexibility to enable diverse ELL-SWD to achieve their IEP goals and attain English proficiency within the least restrictive environment through Saturday Programs, after school programs, small group instructions, trips, special events. The ELL-SWD are in the same classes with the mainstream students during the Saturday Program, after school program, and in small group instruction. To ensure scheduling flexibility to the maximum we have intergrated GYM, Visual Art and Digital Arts classes. In addition, the Lincoln Center Teaching Artist is embeded in the ELA/ENL classes (Ms. Dapul).

Chart

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

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

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

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



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

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

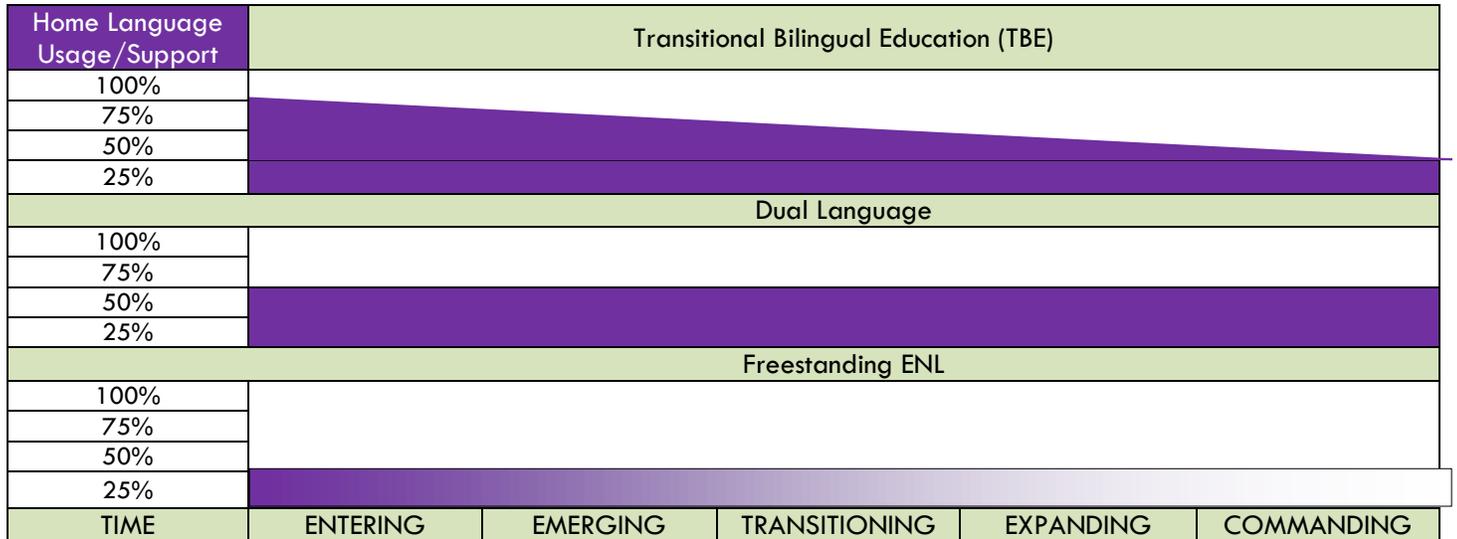


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Our intervention plans for ELLs include AIS (Academic intervention services) and RTI (Response to intervention). There are after school programs to work with students in grades 6,7 and 8 who are performing at Level 1 in math and/or literacy. These ELL student are entering, emerging, transitional students who are below level on assessments, performance tasks and state tests (ELA/MYON and Lincoln Center Teaching Artist). Teachers also work with students for one hour to tutor groups of students who need remediation (ELT/Achieve 3000, English and Spanish). Our math and literacy specialists are very active and provide small group instruction for students who need additional support (STMATH). Modeling strategies are used in Math, Literacy, Science (Project Based Inquiry Science) and Social Studies. Other interventions include instructing students in academic language and writing non-fiction pieces, Differentiating instruction, simplifying language, simplified reading materials, using graphic organizers and pictures are also used in targeted intervention programs. In addition to providing the required mandates to all students, we are committed in providing extra support for all ELLs by delivering different intervention programs like, ST Math, Myon, and Achieve 3000. ELL interventions include push-in classes in Regular Math using the English Language while Spanish is the language of instruction for the TBE groups. We support our IEP students through a Pull-out system offered by the SETTTS teacher to provide them with extra support. The team –teaching provides scaffolding and addressess basic skills in all content areas. Ancillary instructional programs such as Wilson are utilized based on student needs. Many of our students take advantage of our after school programs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our program is effective and meets the need of our ELLs in both content and language development because our ELL students have shown improvements on the NYSESLAT, NYS ELA and Math tests as well as performance tasks and in house assessments. By analyzing our NYSESLAT scores, we see that many students moved up one level. We need to continue enforcing our school mission in collaboration with parents and staff is to build a community of 21st century lifelong learners who are high school, college, and career ready. As such, one of the main school initiatives is to improve and develop literacy instruction specifically in reading and writing across the different content areas. All teachers are active participants in expanding the support system for the ELLs. We ensure knowledge of students and their work, and use this knowledge as the starting point for lesson planning. We integrate policy into established, clearly articulated instructional focus; and develop a culture of collaborative professional learning that enables the schools and individual development. As a result, students are constantly provided with ongoing support to accelerate and achieve content and language development.
12. What new programs or improvements will be considered for the upcoming school year?
- For the next school year, we plan on continuing the Saturday Program (Word Generation/Voc. Program Science based) and the after school program(Title III, Achieve 3000, Tues/Thurs.). We will also be implementing enrichment and academic intervention programs that will allow the student to interact with others socially and academically “Young Athlete OST (Out of School Time)”. STARS Program – Gym, Digital ART and Visual Art. The data to support these programs includes binders that show progress and scores on the assessments.
13. What programs/services for ELLs will be discontinued and why?
- Mind Play was discontinued, it didn't meet the school's expectations.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Ells have equal opportunity and equal access to all school programs, including afterschool activities, clubs, sports teams, remediation and enrichment programs. JHS 162 houses CBOs (Young Athletes, 21st Century)that have made a strong commitment to work and support our ELLs. The Title III afterschool programs meet on Tuesdays and Thursdays (Achieve 3000) and Saturdays (Word Generation, Voc. Program Science based), Leader Theaters Club (Mon. Wed). They are staffed by certified teachers who concentrate on language acquisition skills while developing the reading and writing skills of our ELLs.
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.
- Native Language Arts/Home Language Arts instruction is used in the TBE program, in accordance to the mandated program units. The NLA/HLA accelerates literacy gains in both the Native Language and English. It validates students' prior knowledge and reinforces self-esteem. It supports the transfer of skills between languages and encourages students to be more engaged. The ENL program facilitates Spanish/English dictionaries and a leveled Spanish/English library as part of the independent reading program to enhance students language learning process.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

All material and curriculum being used with the Ells have been proven and certified by the different Publishing companies to correspond to students' ages and grade levels.. All support services are fully aligned to the attainment of the goals defined by the school as per the Common Core State Standards.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Before the beginning of the school year we schedule School Orientation for new students, to address the school's mission, rules and regulations. It also allows us to introduce the extra curricular activities that will service all Students including ELLs. As the year advances we have Parent/Teacher meetings one day a week that facilitates the initial meeting with families.
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).
Newly enrolled ELLs are supported by a certified ESL teacher that pushes into the ELA classes throughout the school day. There are word-to-word Spanish to English content specific dictionaries for ELA, Math, Science and Social Studies. The ELLs that are less than 2 years are supported by the ESL teachers during the 1 hour Extended Learning Time (ELT) Monday-Friday. In addition the ESK teacher provided an additional 4 hours of ESL through the Readers Theaters Club where the Students learn English through acting out characters that are differentiated.
19. What language electives are offered to ELLs?
Paste response to question here: N/A
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here: N/A

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.)
Professional Learning is aligned to the school wide Instructional Focus: “How does it impact student learning?”
If teachers model effective discussion using “Accountable Talk” stems and “Reciprocal Teaching” structures rooted in complex text, then students will develop the skills of using evidence to support arguments in discussion and writing.
JHS 162 will develop a 2015-2016 School-Based Professional Learning calendar that is aligned to the school wide Instructional Focus, with components such as Quality Discussion; Professional Learning Activity; Evidence in the Classroom; and Impact on Student Learning.
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?
 - I. Rigorous Instruction (Focus on Domain 3b-Questioning/Discussion-Reciprocal Teaching- Accountable Talk Stems-Talk Move Map-Depth of Knowledge-DOK Questioning & Discussion- Universal Design for Learning-UDL, Content Curriculum, Word Generation)
 - II. PBIS Framework
(Domain 2 Classroom Environment/Managing Student Behavior, SWIS/Referral data, Build Trust and School positive culture, and Implementation of the PBIS Framework)
 - III. Effective Feedback: Focus on Descriptive Feedback for all learners including ELLs and SWDs
Data (Looking at Student Work, Benchmark Assessments for all students including subgroups, Goal book, and Looking at Teacher Pedagogical Practices, Peer Inter-visitation with a focus on Domain 3b-Questioning & Discussion)

JHS 162 will implement a Professional Learning Committee which consist of the Principal, AP, UFTTC Instructional Coach; ELA, Math, Social Studies and Science Heads in each department. The Instructional Team members will meet monthly or as needed, to collaborate the professional learning focus and theme that will be tied to the overall school wide instructional focus. The professional learning calendar will be the guide that the team will utilize and implement school wide and within the departments. This approach will provide a deeper dive into the pedagogical practices such as questioning and discussion, reciprocal teaching, formative assessments, descriptive feedback among other best practices.

Our focus this year will be reciprocal teaching and accountable talk within all content-area classes. These PDs support teachers in delivering Common Core- aligned instruction. It will provide students with the opportunity to formulate and respond to questions while participating in group discussions. This strategy will support all of our learners, including our ELLs and SWDs, by furnishing them with the opportunity to access rigorous materials in their groups by giving them an opportunity to generate questions that would lead to critical thinking and intellectual discussions. Teacher will scaffold their lessons that will consider multiple intelligences and construct lesson plans incorporating best practices that will address all learners. These include, “Think-Pair-Share”, “Reading In Four Voices”, “Collaborative Posters”, “Gallery walk” and Anticipatory Guide among many other instructional best practices.

The use of relevant professional books, such as Reciprocal Teaching at Work; “Theory and Practice Teaching ELLs Strategies that work” in the form of professional learning book studies guides staff’s work in the attainment of school-wide instructional focus. Teachers can use the reference portions of the professional books to compare their classroom observations or findings with the stated research, and implement strategies into their classroom practice. In addition, as teachers confer with students on their academic progress, students take note of their next steps towards improvement, thus helping them understand identified goals. Teachers utilize UDL Goal Book goal writing software to specifically write goals for students 100% congruent with CCLS at the micro-skills level

The UFT Teacher Center Instructional Coach will support the staff through the lenses of the school wide instructional focus. Content-specific teachers will engage in structured collaborative team planning session where they share strategies, assess student work, and hold each other professionally accountable for ensuring that the agenda items are discussed in-depth, including setting expectations for upcoming planning session. Ongoing interactions and discussions lead to granular conversations on how to support the work across content areas as teachers determine students’ challenges. Each teacher is empowered to contribute and provide classroom experiences that lead to further discussions on the practices that best suit the needs of struggling students. This sharing provides teachers with a risk-free venue where teacher consultation translates to colleague-to-colleague conferrals leading to shared instructional improvements.

The professional development that is offered to teachers of ELLs in supporting ELLs as they engage in CCLS includes providing insights and strategies to help students answer questions, comprehend information taught as well as ways to provide help to those who have difficulties learning concepts. These professional developments are offered to all teachers especially to teachers of ELLs, includes how to teach children to answer different kinds of questions, what information is needed to answer certain questions, simplifying language and text and vocabulary development. These

activities help teachers provide support to ELL students in class because the teacher has strategies to help students master the material taught.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
We have bilingual staff members that work diligently with our students to help them transition into the middle school experience and onto the high school experience. In addition, one day per week we offer career assemblies that allow all students including ELLs to work on transitional activities. Our guidance counselor, Social Worker and the parent coordinator will hold High School application meetings during the day and evenings to guide parents and students through the process. We support the staff , teachers and guidance counselors with students data, as well as binder assessments. The teachers and parent coordinator are also supported by the school leadership when dealing with parents who have difficulties with the process of applying to high school and finding the right high school for their child. The guidance counselor is given professional development on the NYSESLAT and reading the NYSESLAT scores from the ATS.

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.

The Professional Learning/Development satisfies the requirements since all of the programs listed have specific teaching programs methodology for the teaching of ELLs.

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?

Questions 1 and 2:

Throughout the school year, JHS 162 holds workshops and events that allow parents to come into the building and take part in classroom and school based activities. We also offer every week on Thursday morning (8:00 to 8:40 a.m.) an ample opportunity for parents to visit us and discuss about their children successes and needs. PTA meetings are held in the evening and Saturdays to accommodate all parents. We offer workshops that include literacy and math, and game night. Workshops are also held during the school day and night to help parents with homework, parent volunteer training, ELL orientation, ELA information, State Math information and programs and services to assist children. The school also partners with agencies such as R.A.M.A.P.O, West Hab, Bronx Connect and Champs to provide services to parents of the ELL population. We evaluate the needs of the parents through meetings arranged by the parent coordinator and the PTA. The Parent Coordinator uses online Parent Need Surveys to evaluate parent's needs. Letters sent home are translated so that information is clear to all of our parents. Parent needs are also based on teacher input. We address parental involvement activities based on the classroom instructional curriculum. These include holiday and special celebrations. Parents are always welcome to come in and assist within the school setting. Translation services are available in the school through teacher and staff members that speak that particular language as well as through the DOE translation unit. Letters to the parents and school calendars are translated into applicable languages based on the Home Language Surveys that were filled out at registration. We also have parents who translate during PTA meetings. The Parent Coordinator plays an important role in the school in that she holds meetings and workshops to help parents meet the educational, physical and psychological needs of their children. She gives out surveys, and checklists to see in what areas parents need workshops to improve their knowledge and coping skills.

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.

Paste response here:

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

Question 3 and 4

The school wants to continue building strong family and community ties by creating an atmosphere of support. Family Engagement activities will be created to inform all parents about their children's academic performance and provide parents with on going support and training on how to discuss positive intervention strategies.

Families and students are thoroughly informed of all school activities with enough time to respond. Families and students know the school has an open door policy to address all concerns of stake holders and provide them with reasonable access to staff. The school Parent Coordinator works in collaboration with School Leaders, Community Associates and Student Support Liaison ensuring that parental needs are addressed in a timely fashion. The Student Support Liaison also serves as the School Leadership Team parent-point person. The School Leadership Team meets monthly and always has more than five parents in attendance. The school leader works closely with the Parent-Teacher Association and attends all monthly meetings. Parents attending the meeting appreciate having an opportunity to directly express to school leaders their ideas, concerns, and expectations. Working parents who cannot attend regularly scheduled parent-teacher conferences appreciate the effort made by administration to open the school on Saturdays to facilitate distribution of report cards. The school offered four open houses for incoming grade 6 students and 100% of the parents who attended have continued attending all scheduled Parent-Teacher conferences. The school allocated for a dedicated Family Resources Room (Room 127) to serve as a hub for parents' activities organized by our school Parents Association and the Parents Support Committee (composed of voluntary teachers and school aides).

Students' families are our partners. Their presence and support in our school in addition to their support at home are essential components to each student's success. We understand that the importance of an open and honest communication between families, teachers and students is essential to create, develop, promote and sustain collaboration, collegial relationship and cooperation among all school stakeholders.

School constituency will work in unison, preparing students to set challenging goals and to give their best efforts to achieve the

highest academic standards by consistent utilization of rigorous curricula that is fully aligned to the Common Core Learning Standards. This includes Expeditionary Learning for ELA and Story of Ratio for Mathematics.

School's partnership with various CBOs such as Lincoln Center Education, WestHab, Leadership Program, OmniLearn, NY Historical Society, and Young Athletes will create a learning environment that will expose students to the multiple avenues of the Arts, so that students can develop an open mind and explore the world around them.

Lola Rodriguez de Tió has formulated several partnerships (listed below) fully aligned to the attainment of the goals outlined by the school. These partnerships are geared to sustain the school on its continued path toward a culture of success where "Student Success, Nothing Else" transcends from a motto into a reality.

- Young Athletes (Out of School Time)
- OASIS
- Leadership Program
- Science Omni-Learning
- S.T.E.M. - Science, Technology, Engineering, Mathematics
- CHAMPS
- Urban Advantage
- Bronx Connect (for selected at-risk students)

As part of the NYC DOE Renewal Community School efforts, we would like to utilize additional resources to continue addressing the challenges ahead and to demonstrate improvement within the areas outlined in the last School Quality Review. We will continue to focus on our work to incorporate the six tenets of the Framework for Great Schools.

We are working towards a Leadership program that will include:

- R.A.M.A.P.O for Children will provide support for our parents who have student with disabilities
- Westhab will provide series of training for parents for example: resume building, housing support, assisting and seeking employment, and any counseling for students and/or families
- Bronx Connect- works with our at-risk-students to support their parents with behavior issue as well as advocating for the student (representing students when they encounter disciplinary process) Provides students with coping mechanism and empowering them to be productive citizens as well as life-long learners
- OASIS-Summer Quest provides summer extended learning time opportunities for students seeking enrichment engagement to avoid summer loss. This program will continue to work on schools instructional focus to ensure that all students are held to the same standards during the summer. In addition, behavioral expectations (PBIS) core values will continue throughout the summer program. Parents
- Champs- Sports events for parent to attend and support the school team.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The CBO partnership with WestHab supports families with housing concerns, resume or interview sessions, and additional support with providing Mental Health support for their child as needed. The Leadership program provide ENL for parents and students to learn English as a second language. This program is done on Saturdays beginning in November. The afterschool clubs that is provided by JHS 162 staff provides clubs for ELLs such as Readers Theater for ELLs club, Robotic club, Word Generation club. Lincoln Center Education (LCE) provides Family Night with performer in English and in Spanish 3 time a year. LCE artist will work with ELA/ENL teachers that teaches ELLs and infuse the arts which ties into a school performance and field trip. An additional partnership with Ramapo that will provide staff students and families support and workshops on how to address the social emotional needs of all learners including ELLs.
5. How do you evaluate the needs of the parents? Parent Coordinator administer parental survey on a monthly basis to assess their needs and provide relevant workshops to assist parents throughout the school year. The Leadership program provides a series of 12 parental workshops aligned to the survey such as cyber bullying, CCLS standards, use of technology, etc...
6. How do your parental involvement activities address the needs of the parents? JHS 162 has monthly themes aligned to student's academic and behavioral support. Parents are invited to a monthly assembly to show case what their child are learning. For instance, the LCE will work with ELA/ENL/Art classes that wil tie into a performance in the Spring. LCE will be also hosting Family night where the professional artist will visit the school and have dinner and a show. Monthly Positive Behavior Intervention Support (PBIS) award assemblies on a monthly basis to celebrate all students including ELLs and inviting parents to celebrate.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: JHS 162**School DBN: 07X162**

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)
Deborah Sanabria	Principal		1/1/01
Rolando Briceno	Assistant Principal		1/1/01
Migdalia Gonzalez	Parent Coordinator		1/1/01
Piedad Romero Torres	ENL/Bilingual Teacher		1/1/01
Emily Garcia	Parent		1/1/01
Nonet Dapul	Teacher/Subject Area		1/1/01
Teresa Lee	Teacher/Subject Area		1/1/01
Irene Castro	Coach		1/1/01
Boma Jack	Coach		1/1/01
Daniela Tabares	School Counselor		1/1/01
Elisa Alvarez	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: **07X162** School Name: **Lola Rodriguez de Tio**
Superintendent: **Elisa Alvarez**

Before you begin, please check the following:

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

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

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

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

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

According to enrollment data 69% of the student population is Hispanic with 25% as English Language Learners. Spanish is the primary language spoken in many of those homes. Upon enrollment parents complete a Home Language Identification Survey. Parents upon enrollment wherever available meet with the Parent Coordinator. This information is also recorded on emergency card information as well as in ATS. Given this information and data there is always a need for an oral translator in the main office as well as translated written material that is sent home to parents.

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.

Based on this finding there was a definitive need for translation services in written and oral form. The Parent Coordinator reported this information to parents at a Parent Coordinator meeting

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.)

All written communication that is sent home for parents is translated into Spanish. A Welcome letter is sent home in September in English and Spanish and informs parents of their right to translation and interpretation. Other documents sent home in both languages are: all letters, calendars, after-school program information, monthly newsletters, reports, and flyers.

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.

In addition to the parent-teacher conferences held quarterly when report cards are distributed, we have a curriculum night at the beginning of the year, ELL Parent Orientation at the beginning of the year and throughout the year as needed. We also hold many parent workshops with Spanish translation provided. There are periodic calls home by parents and guidance counselors and translation is provided by in-house staff. We also have one Spanish speaking teacher on each grade level to support with translations for grade level communication and meetings.

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.

written translation documents are produced by the Parent Coordinator. Where needed if language interpretation is required in another language the Parent Coordinator will contact the Language Interpretation Office to insure documents are available to parents in a timely manner. Per Chancellor's Regulation A663, IS 162 will provide parents with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. IS 162 will post a sign in the main office and Parent Coordinators office indicating the availability of interpretation services.

IS 162's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

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.

Oral translation services are provided by Parent Coordinator and office staff and parent volunteers where applicable.

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.)

IS 162 will provide in-house training for our staff regarding language access. Notification of parents' rights regarding translation and interpretation services is made known to the staff at our initial staff meetings in September and to the parents in an August welcome letter. We include the parent's language preference form in student cumulative folders. We ensure that all staff members are aware of translation services through staff meetings, PDs and the faculty handbook.

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

All information to parents is forwarded in English and Spanish. Upon enrollment at IS 162 parents are given a home language survey to complete by the student enrollment secretary. The information is then reviewed by the secretary and Parent Coordinator to determine if a language is spoken other than English or Spanish. If this is the case the Parent Coordinator will then insure that documents are prepared for that parent. Links via nycboe.net are used to find translated letters or documents in the language of 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)

Our parent coordinator informally gathers feedback from parents with regard to quality and availability of services. A survey form is completed at parent orientation meetings for parents of ELLs. Parents

complete a language preference form and this information is used by the office, teachers and support staff. The ENL team reviews the surveys and language preference forms.