



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001): **12X217**

School Name: **SCHOOL OF PERFORMING ARTS**

Principal: **MAIYSHA ETIENNE**

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Section 1: School Information Page

School Information

School Name: I.S. 217 School of Performing Arts School Number (DBN): 12X217
6-8
Grades Served:
977 Fox Street
School Address:
718-589-4844 718-580-7998
Phone Number: Fax:
Maiysha R. Etienne Metienne3@schools.nyc.gov
School Contact Person: Email Address:
Principal: Maiysha R. Etienne
Sabrina Shine
UFT Chapter Leader: Diana Paterson
Parents' Association President: Maiysha R. Etienne
SLT Chairperson:
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Diana Paterson
Student Representative(s):
Cartlton Mitchell & Dickson Polanco
CBO Representative:

District Information

District: 12 Superintendent: Rafaela Espinal
1970 West Farms Rd, Bronx NY 10460
Superintendent's Office Address: Respina@schools.nyc.gov
Superintendent's Email Address:
718-328-2310 718-542-7736
Phone Number: Fax:

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz

1230 Zerega Avenue, Bronx NY 10462/One Fordham Plaza, Bronx NY
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Director's Office 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)
X	Maiysha R. Etienne	*Principal or Designee	
X	Sabrina Shine	*UFT Chapter Leader or Designee	
X	Diana Paterson	*PA/PTA President or Designated Co-President	
		DC 37 Representative (staff), if applicable	
X	Diana Paterson	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Dickson Polanco	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)
X	Erika Newsome	Staff	
X	Denise Bowens	Staff	
X	James Knox	Staff	
X	Masiel Pimentel	Parent	
X	Vanessa LLOYD	Staff/Parent/Other Contributor	
X	Jeannette Torres	Parent	
		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.

I.S. 217 School of Performing Arts (12X217) is a middle school located in the Hunts Point neighborhood of the South Bronx and serves 350 students in grades 6-8. The mission of I.S. 217 is to recognize students as individuals and help them apply classroom learning to everyday life and to become creative problem solvers. We focus on improving professional practices, effectively implementing common core learning standards and providing enrichment experiences in order to promote student's ability to build positive relationships and value their education.

Although many students live in the school's surrounding neighborhoods, most travel by train and/or bus from other parts of the Bronx. The community that the school serves faces exceptional barriers to socio-economic success and full participation in the democratic process. The negative effects that poverty and chronic stress have on students' ability to learn and reach high academic and social achievement has been well documented in books such as Teaching with Poverty in Mind by Eric Jensen, and How Children Succeed by Paul Tough. As a community school, we must bring together multifaceted resources in order for families and students to transcend these barriers to success and empower them to become responsible and productive citizens who serve their communities and society. Research shows that developing community schools that provide a wide array of physical and mental health services, adult education, after-school and weekend enrichment, and family support services improve attendance, academic achievement, and community economics.

Although community school wrap around services are necessary they are not alone sufficient to bring about the deep sustainable school improvement. Research shows that in order for the model to be successful high poverty schools must also ensure that all teachers have the skills and resources necessary to deliver high quality effective instruction each day. Our school seeks to create the conditions where teacher can thrive and grow professionally. Through continuous and targeted professional development and the implementation of the Advance Teacher Development and Evaluation system will ensure that the school exemplifies strong instructional practices and provides a challenging curriculum that meets the needs of all students.

In the Summer of 2014, the New York State Department of Education awarded I.S. 217 a SIF grant in order to implement a Community-Oriented (wrap-around services) school improvement plan. Through this grant I.S. 217 has forged several strategic partnerships to complement the existing community partnerships. These new partnerships in addition to the partnerships formed through our 21st Century Schools grants form a strong foundation to improving teacher and leader practice and student outcomes. The partnerships are discussed more fully below.

Our partnership with Engaging Schools will allow our school to strengthen discipline and student support systems by reviewing, revising, and adopting new or improved policies, role and responsibilities, expectations, rules, procedures, accountable consequences, and behavioral supports and interventions in order to maximize each and every student's success in school and foster their academic, social, and emotional development. In addition, Engaging schools will continue to provide professional development and job embedded coaching to build our school's capacity to create high-performing, high-achieving classrooms.

An assessment of our student population demonstrates that many of our most at-risk students would benefit from a strong research based mentor relationship. To that end we will be partnering with the Leadership Program. Through this

program social work interns will work one on one with identified students to (1) set goals; (2) stay on track with academics; (3) develop skills to be successful and (4) combat peer pressure. Students will also participate in an afterschool leadership development program that will include an arts component as well as community service.

We currently have an on-site Montefiore School Health Clinic that provides general physical health services, dental services, and mental health services. In addition, they provide a host of health related workshops and field trips for families and students. I.S. 217 also has an existing partnership with SISDA and SOBRO, two community based organizations that provide job training, ESL classes, adult education, counseling, youth development services, and family support services to youth and families in the Hunts Point community. Finally, we have a long-standing relationship with the Sports and Arts Foundation, and they provide a variety of after-school and Saturday enrichment activities for our students.

What are the school's beliefs about student learning?

This year in partnership with Generation Ready our school embarked on the process of enhancing our shared understanding of how students learn best. After reading and discussing research on instructional best practices and adolescent development our school community developed an instructional vision and set of instructional practices that will be implemented with fidelity in each and every classroom.

We believe that students learn best when they are presented with content that is challenging and relevant to their own lives and circumstances. In addition, students learn best when teachers explicitly model strategies and skills and provide students with opportunities for choice in practicing these skills and applying them to real life situations. Finally, we believe that students learn best when they are provided with frequent CCLS aligned actionable feedback.

Our instructional focus for the 2015-2016 school year directly aligns to our beliefs regarding how students learn best. We propose that if teachers develop relevant, student centered CCLS aligned task, model the reading and writing process, and conduct frequent checks for understanding followed by actionable feedback, student work products and discussions will reflect high levels of thinking.

Identify any special student populations that the school has and what their specific needs are.

I.S. 217, the School of Performing Arts, serves a diverse population of students with a unique set of needs that range from academic to social emotional. The school population is made up of 67% Hispanic, 28% Black or African American, 0.59% Asian or Native Hawaiian or Pacific Islander, and 0.59% White. Nearly 96% of our student population lives below the poverty level with 92% of our student population receiving free lunch and 3.70% receiving a reduced lunch. Students with special needs represent 30% of our student population. In addition, to special educational instructional services, our special education students receive a variety of support from service providers such as speech therapy, physical therapy, occupational therapy, hearing specialists and SETSS services. Our special education students need intense diagnosis of specific learning barriers so that they can be taught strategies and skills to compensate for and over-come these barriers. Many of our Special Education students are reading at an early elementary school level and could benefit from intense daily reading intervention using a research based model that is appropriate for middle school age students.

Another sub-group of concern is our English Language Learners representing over 22% of our student population. Many of our ELLs are potentially first generation high school graduates and future college students. Over 92% of our ELL families are Hispanic and speak Spanish within the home. They may not be able to foster and encourage the acquisition and use of English as a second language. Our ELL students need further development and education in their native language so that they can transfer these skills into their English language learning projects. Many of our ELL students would benefit from a bi-lingual program.

We also have 50% of our students who are reading 2 grade levels behind or more and 25% who are on average. Finally many of our students and families live in homeless shelters and many have NYC Administration for Children's Services (ACS) cases. These students often need additional resources, mentoring, counseling and support.

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.

Over the past year we have made the most progress in has been made in the elements of Collaborative Teachers and Effective School Leadership. This year school's leader, in collaboration with the School Leadership Team, acquired additional resources for the school through a grant and forged strategic partnerships designed to enhance teacher pedagogy and social and emotional support for students. In addition, the school leader developed a monitoring and evaluation system for school-wide goals and benchmarks.

Our teachers continued to participate in weekly Professional Development sessions and Professional Learning teams where they analyzed data and student work, completed lesson studies and implemented instructional strategies designed to improve student cognitive engagement and achievement.

The elements that remain most challenging are Rigorous Instruction and developing Strong Family-Community Ties.

I.S. 217 communicates with parents through student/parent handbook, regular PTA meetings, the school website, a monthly calendar, periodic letters/flyers home, and an automatic phone messenger system. All communications are sent home in both English and Spanish and the DOE translation unit is utilized when another language is necessary. I.S. 217 employs a Parent Coordinator who has an open door policy and is available to meet with parents without requiring an appointment. The Parent Coordinator regularly assesses needs of parents and has assisted in the selection of partnerships and community resources to address identified needs. Parents also volunteer throughout the year for class trips, celebrations, and book fairs. The School Based Support Team and CSE team maintain regular communication with parents regarding student progress, issues and goals. The Attendance team also meets several times per month to review attendance data and plan interventions.

I.S. 217 has adopted an extended parent teacher conference model whereby parents meet with a single core subject area teacher for a half hour to discuss student data and receive tips and tools for improving students' academic skills. The new Parent & Teacher Conference structure allowed parents, teachers and students to discuss targeted next steps for academic success and social emotional growth. Parents were provided with online access to PupilPath. Parents were also given extensive information regarding their child's performance as well as information about the school, its' performance and its' planning for the future.

The school hosts middle school orientation for all incoming students to communicate academic expectations. In addition, I.S. 217 has offered workshops to parents focusing on the new CCLS curriculum and standards, academic expectations and providing parents with training on what they can do to help students at home. I.S. 217 has also begun hosting on-going workshops to better enable parents to understand an individual student's issues and needs and the resources that are available and necessary. Although the school offers numerous parent workshops on topics such as the CCLS, Adolescent Development, and preparing for High School thus far attendance has been low and the workshops have not had the desired impact. We have also offered ESL and Computer classes to parents.

List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.

Engaging Schools (formerly Educators for Social Responsibility)

Engaging Schools has partnered with I.S. 217 to provide expert guidance on instruction, student engagement, schoolwide discipline and student support services. They led a diagnostic process to strategically direct services where they are most needed. They are contracted to strengthen the overall school climate, enhance and improve schoolwide

disciplinary systems and student support systems by reviewing, revising and adopting new or improved behavioral supports and interventions to maximize student success and academic, social and emotional development.

The goal: maximized capacity in leaders to create a learning-focused culture for staff members and students as well as maximized capacity in teachers to support and strengthen core practices, procedures, and learning strategies for creating safe, caring, and academically challenging classrooms. Through ongoing, site-specific training, consultation, and coaching, as well as stand-alone institutes, Engaging Schools supports educators to create engaging and equitable schools by providing services in three core areas: High-Performing, High-Achieving Classrooms; Student Advisory Program, School-wide Discipline and Student Support.

The Leadership Program

The Leadership Program has a proven track record for supporting at risk students by leading successful school mentorship programs and they provide direct mentorship services to at risk students. During the 2014-2015 school year they support our most at risk students through a thorough and comprehensive one-on-one mentorship program throughout the school year 35 students were be served during the school year and 30-40 students will be served next year. Specific student outcomes include increased attendance, enhanced academic focus and improved communication skills specific to each student.

Sports & Arts Foundation

The Sports & Arts Foundation offers a wide variety of after school enrichment programs to our students. These activities are tailored to the students interests and include dance, cosmetology, sports, and music production. They also offer field trips and activities during school vacations.

Montefiore's School Health Program (MSHP)

Montefiore's School Health Program provides comprehensive primary, preventative and continuing health care to our school community. Services include health maintenance examinations, immunizations, screening tests, first aid for injuries and emergencies, diagnosis and treatment of acute and chronic medical problems, as well as secondary and tertiary care referrals.

Omnilearn Corp.

Omnilearn is an educational consulting company working with the PreK-12 sector in New York. Omnilearn empowers teachers through professional development workshops and in-class lab services. Thanks to our partnership with Omnilearn, all of our students complete Common Core aligned monthly science labs with Omni Learn scientists.

Mock Trial

For the past 2 years our school has participated in the Thurgood Marshall, Jr. Mock Trial Program, a long standing and regionally recognized Law and Justice Moot Court program created for Middle School Students from NYC, Westchester County and as far as Connecticut. Our 7th and 8th grade students, including SWDs and ELLs, now have the opportunity to participate in this year-long mock trial program which culminates in a mock trial tournament in the Bronx County Courthouse before sitting judges. We currently partner with several local lawyers who dedicate their time to assist in coaching our students on a weekly basis.

Stella Adler Acting Studio

The Studio was founded in 1949 by Stella Adler. In 1969, The Stella Adler Studio of Acting became the first professional training school to become affiliated NYU's Tisch School of the Arts. The school has partnered with Stella Adler Acting Studio to provide acting classes aligned to current ELA & Social Studies curriculum.

Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

Over the past year we have offered a robust ELT program and we will expand the program next year. Through our 21st Century Community Learning Center grant we are able to provide opportunities for academic enrichment (including tutoring services) to help students, meet state and local standards in core subjects. There are also a broad array of additional services, programs and activities that develop youth through sports, art, music, and recreation programs. These include: cosmetology; music production; STEM projects, dance, soccer and basketball. Study Hall—which provides tutoring and homework help in all subject areas for all students, especially those identified as low-performing according to the data; Specialized High School Admissions Test, and Regents Prep for higher performing students, and Saturday Enrichment program which is also open to all students, especially those identified as low-performing according to the data.

12X217 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	338	SIG Recipient	No
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	15	# Drama	11
# Foreign Language	6	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	88.4%	% Attendance Rate			88.2%
% Free Lunch	90.3%	% Reduced Lunch			2.6%
% Limited English Proficient	21.9%	% Students with Disabilities			29.3%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.1%	% Black or African American			22.5%
% Hispanic or Latino	72.4%	% Asian or Native Hawaiian/Pacific Islander			2.3%
% White	1.7%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.49	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			12.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)			8.95
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	5.5%	Mathematics Performance at levels 3 & 4			3.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			16.9%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			54.2%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			YES
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

<p>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>3.2</p> <p>Strengths</p> <ul style="list-style-type: none"> The school leader has adopted programs such as, Expeditionary Learning for ELA and Connected Mathematics Project 3 (CMP3) for mathematics, an academic vocabulary program Word Generation, and Just Words a supplemental program for English language learners to guide teachers’ implementation of the CCLS. (DTSDE Report Tenet 3.2) <p>Needs</p> <ul style="list-style-type: none"> There was no evidence of a comprehensive curriculum plan to implement the programs across all subject areas and grades. Some teachers indicated that they are unclear on how to use the new curricula effectively. Lesson did not reflect CCLS and did not include differentiation to meet the students’ needs. The lack of a comprehensive plan to implement curricula appropriately aligned to the CCLS, limits students’ access to a fully aligned CCLS experience to develop college- and career-readiness skills. 		

- Based on multiple data sources elements are not consistently taught at the recommended level of cognitive demand.
- Some standards are not taught at all while others that do not need to be addressed are taught. **(DTSDE Report Tenet 3.2)**

3.3

Strengths

- The school schedule allows time for common planning. **(DTSDE Report Tenet 3.3)**

Needs

- CCLS standards are inconsistently implemented and the language objectives and strategies in lesson plans do not reflect data use or adjustments based on student needs.
- Limited evidence of differentiation to support English language learners (ELLs) and students with disabilities in the pacing guide templates and partially completed lesson plan templates reviewed, and class lessons observed.
- Teachers need to pose rigorous questions and increase opportunities for students to think deeply
- Incomplete planning and a lack of development of strategies to meet specific student needs hinder students from showing growth in meeting the demands of the CCLS. **(DTSDE Report Tenet 3.)**
- The lack of alignment between the curriculum and assessment and inconsistent feedback provided to students does not support students in developing ownership of their learning, which limits opportunities for students to improve academic achievement. **(DTSDE Report Tenet 3.5)**

Major Finding from AIR Co-Interpretation:

Based on multiple data sources elements of the CCLS are not consistently taught in the recommended level of cognitive demand (rigor) or in alignment with recommended grade-level focus areas.

Data Trends & Priority Needs: During the 2014-2015 school year the percentage of students who scored proficient on the ELA state exam increased by 2.6%, however, the percentage of students who scored proficient on the State Math Exam remained the same. The percentage of students who scored Level 1 on the ELA State Exam decreased while the percentage who scored Level 1 on the Math State Exam increased. An analysis of the ELA and Math State Exam item analysis and exam scores revealed that some of the most heavily emphasized standards were not adequately addressed in the school's enacted curriculum.

Based on these findings one of the priority needs for the school is to develop and implement a CCLS aligned curricula in all content areas, across all subjects that reflect the instructional shifts, appropriate level of rigor and multiple entry points to meet the needs of all students.

Part 2 – Summative Vision for Rigorous Instruction

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

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?

2. What rigorous learning experiences will students engage in through Expanded Learning Time?
3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?
4. How do the teachers use multiple entry points to ensure the success of every child?
5. How will consistency be supported across school faculty and community educators and across a longer learning day?
6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?
7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
9. What graduation rate do you aspire to achieve by year two? (High Schools)

The school currently utilizes the Expeditionary Learning program, Teachers College Writing Program, CMP3 and the DOE Social Studies and Science Core curriculum resources. As discussed more fully in the action plan below, The school leadership team, teachers and educational experts will work together to refine the curriculum to meet the needs of all students and ensure that the instructional shifts are evident. During the Expanded Learning Time teachers will implement the Word Generation Academic Vocabulary and Debate program and math interventions. They will be provided with detailed lesson plans as well as professional development on how to implement the program. The literacy coach, mentors and model teachers will provide support and feedback to teachers.

The school will continue to implement a common assessment program that will be overseen by the data specialist/testing coordinator. All teachers will receive continuous professional development on data driven instruction and they will analyze the data during PLT meetings in order to revise curriculum. By the end of year 2 (2015-2016) of the Renewal School program we expect at least 75% of students to demonstrate measureable growth on the ELA and Math State Exams.

In order to engage parents and build a stronger partnership the school will participate in the Academic Parent Teacher Team program whereby parents will learn the CCLS grade level expectations, review data trends related to specific skills and standards, and learn specific strategies that they can use at home to help their child reach academic goals.

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, using data driven protocols, all teacher teams will work together to develop coherent rigorous CCLS aligned units and tasks that meet the needs of all students that will result in an increase of at least a 15% improvement on each students' New York State ELA Exam composite score.

Additional Benchmarks

- At least 12% of students attaining a level 3 or 4 on the New York State ELA Exam and 8% Math Exams as recommended by the SIF Grant Year 2.
- At least a 15% improvement on students New York State Math Exam Score.

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>Refining and revising curriculum</p> <p>Teacher teams, school leaders, and educational consultants will collaborate and utilize protocols to refine and revise curriculum in order to ensure proper vertical & horizontal alignment, level of rigor and adaptations to meet the needs of ELLs and SWDs.</p> <ul style="list-style-type: none"> • Teacher teams, school-leaders, and consultants will analyze the data from the state assessment, interim assessments and school renewal assessment co-interpretation in order to identify 5-7 “power standards” in each core discipline. • Teacher teams, school-leaders, and consultants will create/revise a brief document that clearly identifies the major skills, standards and projects that students are expected to master on each grade level. • Teacher teams school leaders and consultants will create/revise all mid-unit and end unit performance tasks, including alternative task for ELLs, SWDs, and AIS students. • All maps will include realistic dates for implementation and completion, specific adaptations, resources, and instructional strategies to meet the needs of ELLs, SWDs, and AIS students. 	<p>All teachers</p>	<p>June 2015 – December 2015</p>	<p>School Leaders, Coaches, and educational consultants.</p>
<p>During weekly team meetings teacher teams will utilize protocols to analyze data and student work to make effective adjustments to the curriculum & unit plans, provide differentiation for ELLs and SWDs, and identify</p>	<p>All teachers</p>	<p>Sept. 2015 – June 2016</p>	<p>School leaders, Coaches, and Department Chairs.</p>

specific instructional strategies/interventions to meet the needs of all students.			
School leaders will utilize a rigorous interview process to select 2 Peer Instructional Coaches and a teacher Mentor who will be partly responsible for facilitating department PLTs. These candidates must have a proven record of success as per their Measures of Teaching Practice and Measures of Student Learning outcomes. In addition to their abilities to offer professional learning support to their peers.	All teachers	June 2015- July 2015	School leaders
School Leaders will collaborate with Entrada Academy to hire a full time new teacher Mentor who will utilize the New Teacher Center (NTC) model to provide high quality research based mentoring to all new teachers (1-3 years) aligned to the Danielson Framework for teaching. All administrators will actively engage in the NTC workshops to hone their coaching skills and capacity to provide high leverage feedback that accelerates teacher growth.	New Teachers, Principal, APs, Mentor	Sept 2015- June 2016	School Leaders,
School leaders and teacher leaders will develop a protocol to monitor the consistent implementation of the agreed upon curriculum in the agreed upon sequence.	All teachers	Sept. 2015- June 2015	School Leaders, Coaches, Grade Team Leaders.
All staff members will participate in at least 5 workshops on practical ways to implement UDL in the classroom and differentiation strategies.	All teachers	Nov 2015- June 2015	School Leaders, Coaches

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.											
Teachers programs will include at least 3 periods to work in PLTs. Tax levy funds will be utilized to to hire content area experts to engage teachers in curriculum map refinement and unit planning and provide per session to teachers. Funds from the 21st Century Grant will be used to hire a consultant to provide workshops and individual teacher coaching on UDL and differentiation strategies.											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA		P/F Set-aside	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 students will show at least 7% improvement on ELA & Math interim assessments as a result of of the work of Teacher Teams to develop coherent CCLS aligned tasks, activities, and assessments that meet the needs of all students.
Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 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.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p>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>Strengths:</p> <p>All stakeholders routinely work together to refine a common understanding of the role that each member plays in creating a safe school community that is conducive to learning. The school has implemented numerous policies and initiatives designed to support students social and emotional growth. These include Advisory, Conflict Resolution courses, mentoring, and an RTI team. School leaders and staff have worked with Engaging Schools to align the School-Wide Guided Discipline Plan, Expectations and Rules to the school’s vision and mission. In addition, the entire school community has worked to develop core values which will serve as a foundation for all work in supporting students social and emotional learning.</p>		
<p>Needs:</p> <p>The DTSDE Review report recommended:</p> <p>4.4: Expand existing structures into comprehensive school-wide expectations and supports where all classroom expectations are aligned across grade levels and where behavioral expectations are explicitly taught and reinforced with</p>		

students. Students should be included in the development of the system in order to incorporate their values and changing needs. **(Priority Need)**

5.2: Expand and connect existing efforts into an overarching flexible system of referral and internal/external supports to meet the changing social emotional development health needs of all students in the school. Identify data points that will be used and analyzed to ensure continuous improvement of the system.

5.3: Expand the school vision for social emotional health by fully implementing a comprehensive and research-based curriculum to teach and support student social emotional development health. Build the staff capacity to implement the curriculum and monitor the effectiveness of the implementation regularly through multiple sources of data.

5.5: Establish procedures and protocols for universal screening, proactive planning, and targeted support for all students as a component of the overarching responsive system, based on multiple sources of data. All stakeholders should be taught and held accountable for their role in implementing the overarching and adaptive system.

Key Finding AIR Co-Interpretation:

Despite a decrease in serious discipline incidents interview respondents report a need for more concrete, consistently enforced discipline policy.

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?

1. Ideally, all stakeholders would describe I.S. 217 as a school that nurtures students’ personal, emotional, and academic growth and empowers them to transcend all barriers to success. Stakeholders will describe I.S. 217 as a school that provides students with unique enrichment opportunities and prepares students to be accepted to top high-schools. Finally, we would like our school described as one that teachers students to be respectful, responsible, and productive citizens who serve their communities.

2. CBO relationships will continue to be strong, multi-faceted, and broad based, serving the educational, social emotional and health needs of our students and their families. The SLT and a Community Schools Director under the leadership of the Principal will monitor the continued development of these relationships. If they are not adequately serving the needs of our school community, providers will be brought in who can.

3. Student voice and leadership is primarily supported through the Student Council an annually elected group of student leaders from all classes.

4. The school has adopted a guided and restorative approach to school discipline and student support. We utilize the principals of PBIS to foster social-emotional learning.

5. Our school will measure social and emotional development through a variety of measures, including student surveys, parents surveys and classroom observations. We will also review data from student referrals and progress reports from Guidance Counselors, Social Work Interns, mentors and advisors.

6. Teachers, community partners, and school leaders currently use data to respond to student social and emotional needs through the use of our grading and reporting system Skedula. Grades and student behavior is shared with parents and directly communicated during Parent-Teacher meetings. We will use the data to refer students to appropriate resources such as enrichment programs, social-emotional courses, counseling and leadership programs.

7. IS 217's attendance rates continue to rise; the combination of the above measures and our own attendance and family worker staff will continue to monitor both chronic truants as well as students who miss more than 2-3 days per month. In addition, our CBO partner Leake & Watts will utilize their family workers to monitor and intervene with families who have attendance difficulties. Action plans will be developed, monitored and adjusted as necessary.

Part 3 – Annual Goal

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

By June 2016, the school community in collaboration with CBO partners will refine and consistently implement a school wide guided discipline and student support system that will result in a 25% decrease in IDVR Weighted Incidents and improved academic outcomes.

Additional Renewal Benchmarks

- A 4% increase in attendance.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engage families and expand their understanding of a supportive environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Finalize school-wide guided discipline plan that emphasizes restorative approaches and common rules that are created with in-put from all stakeholders.</p> <p>Engage school community in the continual rebranding of school community aligned to the school mission, vision and core values.</p>	<p>Entire School Community</p>	<p>February 2015-July 2015</p>	<p>School Leaders, teacher leaders, Engaging Schools</p>
<p>School leaders, teacher leaders and Engaging Schools partner to design a plan for rolling out IS 217's school rules, consequences and aligned interventions to staff, students and parents.</p>	<p>All stakeholders</p>	<p>July 2015</p>	<p>School Leaders, teacher leaders, Engaging Schools</p>
<p>School leaders establish and implement a highly-structured and staffed Behavior Intervention Center (BIC) where students receive supports and interventions that match the needs of individual students.</p>	<p>Students</p>	<p>Sept 2015-June 2016</p>	<p>School Leaders, Engaging Schools, Student Support Team, Guidance Counselor</p>
<p>RTI/Student Support Staff are trained to fully implement RTI model and identify, implement with fidelity and monitor delivery of a coherent set of Level 2 and 3 academic and behavioral interventions. Engage Instructional Cabinet, RTI/Student Success Teams in data driven protocols to identify barriers to students success, analyze early indicators, at risk students on a regular basis, plan interventions and implement on-going progress monitoring.</p>	<p>Students</p>	<p>Sept 2015-June 2016</p>	<p>School Leaders, Engaging Schools, Student Support Team, Guidance Counselor, Social Workers, School Psychologist</p>
<p>Promote Student Leadership Opportunities by actively promoting and training student peer mediators, mentors, student government members and school-wide monitors.</p>	<p>Students</p>	<p>Nov 2015-June 2016</p>	<p>Dean, Community Schools Director, & Student Activities Specialist.</p>

Part 5 – Budget and Resource Alignment

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

Funds from the SIF grant will be utilized to contract with Engaging Schools to provide leadership and teacher professional development. In the school schedule and program will be adjusted to have a full time Behavior Intervention Coordinator who works in conjunction with the Director of School Culture, Guidance Counselor and Social Workers to provide appropriate consequences and support.

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

X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 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, there will be at least at 7% increase in the average student score on the Math and ELA Interim Assessments.

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>Strengths:</p> <p>Teachers actively participate in targeted cycles of professional development aligned to the Danielson Framework for Teaching and informed by teacher and student data. Through structured instructional rounds teacher teams set goals for improving instruction and measure growth based on the instructional rounds data and Teacher Development and Advance Data. Teacher teams meet weekly and utilize protocols to analyze student work and data.</p>		
<p>Areas of Need:</p> <p>The DTSDE Review report recommended:</p> <p>4.2: Establish and implement a data analysis protocol to ensure that teachers uniformly interpret multiple data points and make appropriate adjustments to instructional plans in order to support students in reaching their established short and long term achievements.</p> <p>4.3: Build the capacity of staff to implement instructional practices reflective of the CCLS shifts for all students, including using content that is more rigorous and high level thinking prompts and questioning techniques.</p>		

4.5: Establish and implement consistently a set of procedures and protocols for using the formative and summative assessment data to flexibly group students for targeted interventions. Build the staff capacity and hold them accountable for providing frequent and meaningful formative feedback to students during and after instruction in order to aid and increase their progress. **(Priority Need)**

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?

1) Subject area team meetings are scheduled for 90 minutes each week and during that time teachers utilize protocols to analyze student work and data, and engage in lesson plan studies. Teachers also modify curriculum and units during the team meetings.

2) Teachers collaboratively developed a shared statement of how students learn best informed by research, the Danielson Framework for Teaching and the CCLS Instructional Shifts. The educators of I.S. 217 believe that students learn best in a nurturing environment that encourages them to be creative and use critical thinking skills that are explicitly modeled and scaffolding. We also believe students learn best when given opportunities to create products that mirror their different learning styles, interests and can be applied to real life situations. To that end our teachers strive to implement student centered classrooms, explicitly model and scaffold assignments and offer multiple entry points.

3) 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. Students are offered enrichment programs such as Mock Trial, Science Labs, Future City Competition and Specialized High School Prep Courses.

4) The school has a School-Wide Guided Discipline plan that emphasizes restorative and accountable approaches to discipline. Each teacher teaches, models and practices classroom routine, procedures and expectations with students. When necessary teachers hold individual student conference and reflection sessions and parent teacher conferences.

5) Teachers use a variety of data to plan for individual students. These include common CCLS aligned interim assessments, DRP and student work. During Department PLTs teachers analyze student work in order to develop instructional strategies to meet the needs of all students.

6) What does 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?

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, School Leadership and Instructional Cabinet will strengthen the work of the Professional Learning Teams (PLTs) by utilizing student and teacher data in order to improve teachers' capacity to consistently use formative assessment data to flexibly group students for targeted instruction and to provide frequent and meaningful feedback to students that will result in all teachers improving their Advance Domain 3 (Instruction) scores by at least 15%.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>All teachers will review Advance Teacher Evaluation and Development Data in order to develop 3-4 professional goals that are specifically aligned to the school-wide goals for improving teacher practice and student achievement.</p>	<p>Teacher</p>	<p>Sept 2015</p>	<p>School leaders, coaches and teachers.</p>
<p>School leaders and teachers will clearly articulate a statement of how students learn best which is aligned to Danielson and the Instructional shifts and develop a 7-10 instructional best practices that will be used during all lessons.</p>	<p>Teachers</p>	<p>April 2015- August 2015</p>	<p>School Leaders, Teachers, Generation Ready Consultants.</p>
<p>School leaders and Professional Development Committee will create a PD plan that reflects the school's instructional focus and school-wide goals for teacher development and student achievement.</p>	<p>All teachers</p>	<p>July 2015- October 2015</p>	
<p>School leader will create a rigorous interview process in order to select at least 1 Model teacher that will demonstrate best practices and host intervisitations. Model teacher candidates will be expected to have a proven track record of success with improving student outcomes.</p>	<p>Teachers</p>	<p>July- August 2015</p>	<p>School Leaders & Hiring Committee</p>
<p>School Leaders will collaborate with Entrada Academy to hire a full time new teacher Mentor who will utilize the New Teacher Center (NTC) model to provide high quality research based mentoring to all new teachers (1-3 years) aligned to the Danielson Framework for teaching. All</p>	<p>Mentor and Administrators</p>	<p>Sept 2015- June 2016</p>	<p>School Leaders</p>

administrators will actively engage in the NTC workshops to hone their coaching skills and capacity to provide high leverage feedback that accelerates teacher growth.

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.

We will use tax levy funds, Title I funds and SIF grant funds to implement the action plan items listed above.

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

X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	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 teachers will have demonstrated an improvement of at least 8% on their Advance scores in Domain 3 (Instruction).

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

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
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.	H
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>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><u>Strengths relative to Framework & DTSDE Tenet:</u></p> <ul style="list-style-type: none"> Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources. The school leader has used student achievement data to implement structures and protocols that expand programs for additional learning time, and made effective use of available resources to meet the needs of the school community. (DTSDE Report p. 7, Tenet 2.3) The school leader has established a rigorous schedule of teacher observations, feedback, monitoring, and training that is aligned to the district's Annual Professional Performance Review (APPR). (DTSDE Report p.7, Tenet 2.4) School leader provides differentiated professional learning opportunities based on educators needs and observation data. <p><u>Priority Needs</u></p> <p>The DTSDE Review report recommended:</p>		

2.2 : Include all relevant stakeholders in establishing the SMART goals/mission for school improvement as well as formal protocols for monitoring the effectiveness of implementation activities. Communication should be regularly provided to all constituents regarding the vision and SMART goals clearly, regularly, and in an understandable way for all constituents.

2.5 : Prioritize and integrate the evidence-based structures used into a dynamic and comprehensive school-wide system in order to identify, plan and monitor interventions to meet the needs of every student, especially those in identified subgroups.

AIR Co-Interpretation Key Finding:

Staff would like administration to provide more clear, frequent and positive interpersonal communication and support in meeting instructional goals, student achievement goals and student social/emotional goals. Based on Survey results teachers also want more opportunities to take part in key decisions.

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?

1) The school leader will continue to articulate the shared vision and mission to the entire school community using a variety of methods. For example, the school leader will host breakfast meeting, lunches and workshops specifically dedicated to engaging all stakeholders in activities pertaining to the shared vision and mission. The CBO partner will be fully integrated into the school community and will attend all staff meetings, professional development sessions and retreats. In addition, the Community School’s Director will oversee a communication and progress monitoring system to ensure that the CBO and teachers collaborate to ensure that all students’ academic and social and emotional needs are being met.

2) The school leader will ensure that the school and individuals continue to improve by implementing a robust progress monitoring system that will track the progress towards school-wide goals and individual professional goals. This progress monitoring system will also track the impact of key initiatives and partnerships on student progress. The actual reports, graphs and charts will be completed by the school data specialist. The SLT and teacher teams will utilize protocols to review the progress reports on a monthly basis.

3) The school leader and teachers will utilize student achievement data (including diagnostics, screeners, report card grades, state exams and interim exam results) to identify appropriate interventions and enrichment opportunities for all students. All students will have at least 3 math intervention periods and 3 ELA intervention periods embedded into their schedules. During this time students will be matched with instruction that meets their individual needs. Resources from the SIF grant will be used to hire an F-Status reading intervention teacher, and existing staff members will receive additional.

4) As discussed more fully in the Action Plan below, school leaders will conduct short frequent cycles of observations and provide feedback to teachers within 1 week. By May 2016, school leaders will conduct a minimum of 5 classroom observations per teacher using the 2013 version of the Danielson Frameworks for Teaching and the Advance Tracking System, and provide teachers with feedback, resources, and professional development to improve their instructional practices. Each administrator will conduct a minimum of 6 observations per week. (SOP 2.4)

5) The school will utilize the existing Skedula system to generate bi-weekly reports on students grades, social emotional development and academics so that all partners have shared accountability for student achievement. The newly identified/hired data specialist will be primarily responsible for ensuring that all reports are generated and circulated in timely fashion. The reports and progress towards goals will be discussed during all Partnership Meetings.

6) The Assistant Principal will primarily focus on building teachers instructional capacity through classroom observations, and supervising specific department and team meetings. Specific department and grade-level supervision assignments will be based on the leaders areas of strength and areas for growth. The Community School Director will be responsible for ensuring that all Partnerships are cohesive and coherent and align to the schools vision, mission and core values. The Community School Director will also ensure that there are appropriate systems and structures in place to identify the individual needs of students and to match them with appropriate resources and services.

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, the school leader will design and implement an effective communication and monitoring system so that all teachers are knowledgeable regarding school-wide instructional expectations, school-goals, individual professional goals, and progress towards goals that will result in all teachers improving at least 15% in their Advance Domain 3 (Instruction) scores when compared to their 2014-2015 scores.

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>By October 2015, School Leaders will organize and facilitate a whole staff full day professional development workshop to (review) the school’s vision, mission, 2015-2016 goals, action plan and each constituents role in meeting the goals.</p>	<p>All staff members, CBO partners, and consultants.</p>	<p>August 2015-October 2015</p>	<p>School Leadership, Engaging Schools, and Community Schools Director.</p>
<p>By May 2016, school leaders will conduct a minimum of 5 classroom observations per teacher using the 2013 version of the Danielson Frameworks for Teaching and the Advance Tracking System, and provide teachers with feedback, resources, and professional development to improve their instructional practices. Each administrator will conduct a minimum of 6 observations per week. (SOP 2.4)</p> <ul style="list-style-type: none"> • By November 10th, 2015 administrators will create a full year schedule that includes cycles of observations & post-observation feedback sessions for all teachers. • Administrators will provide all teachers written feedback regarding each observation within 1 week and will log all feedback into an on-line system. (SOP 2.4) • Administrators will utilize a uniform format to provide teachers with feedback which will include Specific Actionable next steps, resources, time-frame for completion and time-frame for follow-up. • Instructional team will analyze observation data on a bi-weekly basis to identify patterns and trends in order to plan professional development. (SOP 2.4) 		<p>October 2015-May 2016</p>	<p>Principal & Assistant Principal</p>
<p>School leaders will collaborate with teacher leaders to use formal protocols to monitor progress towards school-wide goals on a monthly basis and will share the results during grade team meetings, professional learning team meetings, and staff conferences. In addition, we will report</p>	<p>School Leaders, Teachers, SLT</p>	<p>October 2015-June 2016</p>	<p>Data Specialist, Instructional Cabinet, Grade Team Leaders, SLT, School-Aides</p>

our progress on our website, in newsletters and bulletin boards on a monthly basis.			
School leaders will refine operational and administrative support systems and structures in order to ensure that at least 60% of their time is spent on instructional matters such as observations, teacher post-observation conferences, attending team meetings and facilitating PD. School Leader will actively participate in the National SAM Innovation Project to assist with time management and increase time spent on Instructional matters.	School Leaders	Sept 2015- June 2016	Principals and Assistant Principals of I.S. 217
School Leaders will collaborate with Entrada Academy to hire a full time new teacher Mentor who will utilize the New Teacher Center (NTC) model to provide high quality research based mentoring to all new teachers (1-3 years) aligned to the Danielson Framework for teaching. All administrators will actively engage in the NTC workshops to hone their coaching skills and capacity to provide high leverage feedback that accelerates teacher growth.	School Leaders	Sept 2015- June 2016	Principals and Assistant Principals of I.S. 217 and Entrada Academy.

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.											
MSQI funding grant will be utilized to engage in the National SAM Innovation Project.											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP	X	Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant	X	School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By the end of February school leaders will have completed at least 3 cycles of observations and provided teachers with high leverage feedback that will result in an improvement of at least 8% in teachers' Advance Domain 3 (Instruction) score.
Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	I
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Strengths :</p> <p>School community offers a variety of parent workshops and adult education courses such as ESL, Computer Literacy, Citizenship, Adolescent Development, and Common Core. In addition, the school host 25-30 minute parent teacher conferences at least 3 times per year so that parents are able to learn about the child’s strengths and areas for improvement. Finally, the school has core group of parents who can be trained to mentor and implement outreach efforts to families.</p>		
<p>Needs :</p> <p>6.3: Include in the comprehensive plan for regular and effective communication to parents and families, adaptive mechanisms in multiple languages and modalities that will support parents and families to engage in all aspects of the school, and identify clear ways for the school to measure the effectiveness of its communication efforts with parents and make modifications as required.</p> <p>6.4-Develop a plan to build the staff capacity and hold them accountable for increasing and sustaining quality partnerships with community and families to support student learning and growth. Develop a plan to identify and implement strategies designed to provide more guidance to parents on how to support their child’s learning. (Priority Need)</p>		

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?

- 1) As a community school the school lobby will be revitalized to exemplify the collaborations that exist between all schools on the campus and the community at large. A parent resource center will be established and will serve as a location that parents can go to use computers, access books and materials, and sign up for workshops. All school safety officers and staff will receive training on how to maintain a welcoming environment.
- 2) The school provides support to families through a variety of means. The school actively partners with Community Based Organizations to empower parents and build their capacity to take an active role in their child’s education. Parents are educated on the school and city governance systems and structures. Parents serve as advocates and role models for the entire school community to ensure that all students are provided an quality education that enables them to attend the high school and colleges of their choice.
- 3) The school will continue with its Parent/Teacher Home Visit Project whereby teachers visit students homes in order to forge better relationships, learn about students’ strengths, and the families hopes and dreams for their child’s future.
- 4) Families will have access to student achievement and progress data on a daily basis. In addition, the DOE system parents will have access to PupilPath which includes student anecdotal, high school preparedness tracker, and course assignment grades.
- 5) Parents will have access to GED , ESL, Citizenship, computer, resume writing and adult literacy classes. In addition, they will be provided with opportunities to attend parent support groups and adolescent development courses.
- 6) Our school community will actively engage in the Academic Parent Teacher Team Project in order build parents capacity to take a proactive role in their child's education. Parents will be provided training on grade level CCLS learning expectations and standards. They will be provided with the data for how students are performing on a key standard and will then set a goal for student progress. Finally, they will be taught how to use specific strategies to help their children at home.

Part 3 – Annual Goal

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

By June 2016, school community will develop a plan for increasing and sustaining quality partnerships with families and providing more guidance on how parents can support their child’s learning which will result in at least 100 parents actively engaging in at least 3 school workshops regarding instruction and/or student social emotional growth.

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>Survey parents regarding desired workshops and services and current barriers to attending school sponsored workshops.</p>	<p>Parents</p>	<p>July 2015- August 2015</p>	<p>Parent Coordinator, Community Schools Director</p>
<p>Create Academic Parent Teacher Team Action Plan and fully implement program during Parent Teacher Conferences in November, March and May.</p>	<p>Parents & Teachers</p>	<p>Oct 2015- June 2016</p>	<p>School Leaders, Community Schools Director, Parent Coordinator</p>
<p>Continue the Parent Teacher Home Visit Project in order to complete at least 40 home visits before the end of the school year.</p>	<p>Teachers, Social Workers, Administrators</p>	<p>Nov 2015- June 2016</p>	<p>School Leaders, Community School Director, Parent Coordinator</p>
<p>Establish rigorous interview process and select Parent Coordinator with a proven track record for engaging parents.</p>	<p>Parents</p>	<p>July 2015- August 2015</p>	<p>School Leadership Team, Principal, Hiring Committee</p>
<p>Based on survey results, establish a year-long calendar of parent workshops and adult education courses and create a communication and publicity program that ensures that all parents are aware of offerings.</p>	<p>Parents</p>	<p>August 2015- June 2016</p>	<p>Parent Coordinator, Community Schools Director</p>
<p>Recruit 2 parents or family members from each class to serve as a liaison and communication point person to promote all school events, workshops and initiatives with other parents.</p>	<p>Parents</p>	<p>August 2015- June 2016</p>	<p>Parent Coordinator, Community Schools Director</p>

Create a survey and map student addresses in order to facilitate parent meeting and workshops where large numbers of families reside.	Parents	November 2015	Parent Coordinator, Community Schools Director
Establish a School Community Advisory Committee that consist of community businesses, parents, teachers and school administration in order to explore ways that the community establishments can help support student achievement and the needs of parents.	Parents	January 2015	SLT, Parent Coordinator, Community Schools Director
Empower parents and families to continue their education by offering GED classes on site.	Parents	Nov-June 2015	Parent Coordinator and Community Schools Director
Explore ways of leveraging the ELT to increase parent engagement by inviting parents to visit ELT classes such as Mock Trial, Teen Entrepreneur, Debate and Musical Theatre on a regular basis	Parents	Nov 2015- June 2015	Parent Coordinator, Americorp Member, Community Schools Director

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.											
Tax Levy, SIF Grant Funds, MSQI and 21st Century funds will be used to implement the Action Plan Items.											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant	X	Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016 at least 100 parents will have engaged in at least 2 workshops to improve knowledge and capacity to help student improve academically and grow socially and emotionally.
Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Expanded Learning Time (ELT) Program Description

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

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.

By June 2016, each week all students will receive 5 additional hours of academic vocabulary, writing, math, and/or debate instruction that will result in all students improving by at least 15% on their ELA & Math State exam scores, and 12 % of student attaining a level 3 or 4 on the on the ELA and Math state exam.

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.				

Part 3 – ELT Program Description

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

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

1. We utilize various quantitative and qualitative data sources to design ELT programs that integrate academics, enrichment and hands-on experiences for all students. Specifically, we utilize student survey and school survey data, the New York State Assessments results, DRP and MOSL results. ELT will be offered at a variety of times:

-Tuesday-Friday (2:25-3:40)-Mandatory Academic Enrichment for all students

-Monday-Friday (3:40-5:30)-Volunteer Enrichment offered by CBO partners Sports & Arts, Leake & Watts

-Saturdays (9:00am-12:00 Pm)-Academic Enrichment offered to all students

We will continue to revitalise our performing arts programs by filling performing arts teacher vacancies and forming strategic partnerships with arts organizations

On Tuesdays-Fridays teachers recruited from our school staff will provide 1 hour and 15 minutes of CCLS aligned instruction to all students. During this portion of the ELT the school community will build upon the success of the research based Word Generation program to offer students an opportunity to build academic vocabulary, write from sources, and debate relevant real world related issues. The Word Generation program incorporates the CCLS instructional shifts. Students will have an opportunity to compete in campus-wide intramural debates as well as city-wide debates. In addition, students will be offered the opportunity to participate in our Mock Trial program during this time. All ELT activities will provide opportunities for students to complete independent reading using materials of their own choosing in an effort to instill a love of reading in all students. In addition, they will complete project based authentic tasks, which incorporate the CCLS instructional shifts. We currently offer Enrichment Activities on Monday-Friday afterschool and also on Saturdays. The programs are directed by the school administration as well as our CBO partners Leake & Watts, and Sports & Arts. In addition, a small percentage of our students are enrolled in the SISDA Beacon afterschool program, which is also located inside of our school.

2. Through our 21st Century Community Learning Center grant we are able to provide opportunities for academic enrichment (including tutoring services) to help students, meet state and local standards in core subjects. There are also a broad array of additional services, programs and activities that develop youth through sports, art, music, and recreation programs. These include: cosmetology; music production; STEM projects, dance, soccer and basketball. Study Hall—which provides tutoring and homework help in all subject areas for all students, especially those identified as low-performing according to the data; Specialized High School Admissions Test, for higher performing students, and Saturday Enrichment program which is also open to all students, especially those identified as low-performing according to the data.

3. We analyze data in order to identify areas of growth and interest for our students to place them in appropriate groups and activities. We offer hands on activities based on students' interest and individualized computer based ELA and Math activities.

1. Our ELT program contains several intersecting components that engage students and tap into various interests to provide the necessary growth both academically and socio-emotionally. The physical education component fosters health and wellness, as well as discipline and team work. Music Production uses students' interest in music to reinforce the importance of mastery in core subjects such as ELA, math, science, and social studies. Study Hall allows students to learn or be tutored in small group settings in order to increase engagement and accelerate learning. In each program students receive specific feedback and next steps while learning skills, strategies, and content necessary for success in college, careers, and adult life.

2. All teachers are certified in the content area of instruction they are providing. In addition, CBO partners are teamed with licensed teachers in that content area (i.e. Physical Education, Math, and/or Science

3. Teachers who will be implementing the Word Generation and Debate program will receive professional development on how to effectively implement the program. Since our school has been using the Word Generation Program for the past few years, the PD will be a refresher course for much of the staff. We will also include the CBO partners. In addition, the school will be providing professional development on our school-wide guided discipline and student support program, school rules, and core values to all CBO staff members.

Part 4 – ELT Program Implementation and Oversight

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

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

The key personnel for implementing the program will be Principal Etienne, Assistant Principals Knight and Sinnott Community Schools Director and the Sports & Arts Program Director. The School Administrators will oversee the instructional design and supervision of teachers and staff. The Sports and Arts Director as well as the Community Schools Director, in consultation and collaboration with the school leaders will monitor the implementation of the enrichment programs provided by the CBO partners. The impact of the program will be measured by student report card grades, interim assessment performance and discipline referrals.

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

The programs will be implemented from September 2015-June 2016

Part 5 – ELT Budget and Resource Alignment

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

Renewal School ELT Funds and Community School Lead Partner Contract Funds will be used to implement the ELT program.

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

Part 6 – ELT Progress Monitoring

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

The impact of the program will be measured by student course grades, performance on interim assessments and attendance. The data specialist/testing coordinator will be primarily responsible for generating the reports and charts measuring progress.

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, the Community School partner will implement programs to support the academic and social emotional growth of each student and increase parent engagement that will result in a 4% increase in attendance, all students improving by at least 15% on their ELA & Math State exam scores, 12% of students attaining a level 3 or 4 on the ELA and Math state exam, and 100 parents attending at least 3 workshops regarding instruction and/or social and emotional growth. .

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 members of the school community including parents, students and educators will be served by the Community School program. Students will be provided with educational supports, mental health services, after school activities including arts, music, tutoring. Parents will be provided with workshops and referrals to community supports (housing, employment, resume writing, parenting etc...) . Finally Teachers and administrators will receive professional development on topics to include, youth development, behavior management.

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.

The Community School Director will be an integral part of the Principal’s leadership cabinet and will attend all school leadership meetings as well as weekly meetings with the Principal. As an important member of the leadership cabinet much of the July will be spent providing the Community School Director with both quantitative and qualitative data regarding the school so that they can complete a thorough needs and asset assessment. The completed needs assessment will lead to the identification and implementation of goals. An Implementation Team will be established (students, parents, school leadership team, and lead CBO, and others) and will develop a plan that details how goals will be achieved with established target deadlines. Finally, the implementation team will meet on a regular consistent bases throughout the year to review, evaluate, assess progress, and update/ amend plan as team proceeds.

In collaboration with the Leake & Watts staff and school advisors, the specific strengths and needs of each students will be identified through their school performance, assessment data and feedback from teachers and guidance counselor. Based on this students will be matched with specific enrichment opportunities and mental health services. For students who are extremely at risk we will utilize the Family Team Conferencing (FTC) process. Through this process the students' parents, teacher, counselor, and others (choices of student/parent) , meet to discuss the child's progress and develop a plan for the child success . From the FTC or other individualized meeting a specific plan for each student can be outlined and implemented. This will include Educational programs-book club, math and science workshops, tutorial services and intervention programs. Other possible programming will include – mental health (individual / group therapy), mentoring, youth development skills training, PBIS, arts & music program, performing arts – drama and production.

In close coordination with the Parent Coordinator and PTA, the Community School Director will develop a parent engagement action plan for the entire year. This plan will include a communication and publicity campaign designed to maximize the number of parents who attend school events. It will also involve formal surveys of parents to identify parents needs and barriers to participation. We will also continue with our home visit project to build relationships with parents.

Part 3 – Community School Program Implementation and Oversight

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

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

The key personnel who will be responsible for implementing and overseeing the Community School program will be the Principal, Assistant Principal, and Community Schools Coordinator.

There will be several Community Partners for our joint ELT program including Sports & Arts, SISDA Beacon, TADA, Creative Connections, and National Choral. The programs will be offered to students based on students' needs.

The impact of the program will be measured by student course grades, performance on interim assessments and attendance. The data specialist/testing coordinator will be primarily responsible for generating the reports and charts measuring progress.

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

The school has adjusted its school schedule to start earlier and align with Entrada in order to implement the ELT and to facilitate the sharing of human resources. In addition, to the Community School Director, the school and partner Leake & Watts will consider hiring an Expanded Learning Director to arrange programming and ensure alignment to school day program.

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

The Community School Director will be hired by June 30, 2015 and the initial needs assessment and action plan will be developed by August 7, 2015. All programs will be implemented from September 2015-June 2015.

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)	Failed course and/or Level 1 on State ELA Exam; Bottom 10% on DRP diagnostic	On-line Access Code Program, I-Ready, CCLS aligned reading and writing projects	1:1, small group tutoring	During school, after school, Saturdays
Mathematics	Failed course and/or Level 1 on State ELA Exam	On-line learning I-Ready & performance series; CCLS aligned math problems and projects	1:1, small group tutoring	During School, after school, Saturdays
Science	Failed course	CCLS aligned Content Area Reading Projects and Writing Assignments	small group	After school and Saturday
Social Studies	Failed course	CCLS aligned Content Area Reading Projects and Writing Assignments	small group	After school and Saturday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	As needed based on attendance, discipline referrals, and classroom anecdotal	Individual mentoring with Social Worker Intern. Group and 1-1 counseling by Social Worker	1:1, small group	During School

Section 9: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>I.S. 217 uses a variety of strategies for staff recruitment, retention, assignments, and support. We solicit resumes utilizing various DOE sponsored programs such as Open Market, New Teacher Finder, and the New York City Teaching Fellows Program. We attend numerous DOE job fairs and we also work closely with the Office of Teacher Recruitment and Quality to recruit highly qualified teachers. While the Open Market and other DOE sponsored aids have been utilized, one key to recruitment has been ongoing networking by all staff. Finally, we rely upon effective staff members to refer former colleagues.</p> <p>We have a hiring committee that consists of teachers and administrators and we conduct rigorous behavioral based interviews, with the belief that the best predictor of past performance is future performance. All potential teachers are required to submit lesson plans and to teach demonstration lessons. Finally, we contact references prior to hiring new staff members. The retention of effective and highly qualified staff members is a strong area of focus and the administration works closely with the entire school community to ensure that all staff members feel supported and are given opportunities to grow as professionals. In addition, close attention is paid to school tone, culture, and morale. All teaching assignments are carefully monitored to ensure that teachers are placed in positions where they can have the greatest impact on student learning and achievement. As described below, all teachers participate in high quality professional development.</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>We have a robust professional development program, which includes workshops, job-embedded coaching, visits to high-performing schools and outside professional development workshops. The goal of all professional development is to provide teachers with the knowledge, skills and professional mindset necessary to accelerate learning for all students and to ensure that all students are progressing towards or meeting the CCLS. Professional Development is presented in cycles and topics are chosen based on classroom observations and student achievement data. Teachers are also encouraged to actively seek out professional development opportunities and the school funds them when possible. Professional Development is also provided through weekly 90 minute Department Professional Learning Teams and teachers participate in lesson studies, inquiry projects, analysis of student work, and data analysis. The effectiveness of professional development is monitored and analyzed on a regular basis to quantify the impact on professional practice as well as the impact on student learning.</p>

Based on the current teacher observation data and student achievement, 75% of teachers need additional training in Designing Coherent Instruction and Engaging Students in Learning in order to ensure that all learning tasks are rigorous and provide appropriate supports and scaffolds for groups of students. In addition, 75% of teachers need to further develop in the area of Establishing a Culture for Learning in order to consistently convey the importance of the content and hold students accountable for high levels of learning and achievement. Finally, 80% of teachers need additional training in consistently including formative assessments in their lessons and providing students with targeted specific feedback.

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.).

Not Applicable

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.

Our staff participates in subject area professional learning teams on a weekly basis and during these meetings assessments are selected, refined and analyzed. In addition, a team of teachers met during the first few weeks of school to select baseline and summative assessments in the core subject areas for the purposes of implementing the MOSL portion of the Advance Teacher Evaluation System. All teachers receive on-going professional development on the use of data to drive instruction. The teams utilize protocols and data analysis templates to efficiently organize data and plan interventions, supports, and enrichment for groups of students based on the data. In addition the data is utilized to adjust unit plans and curriculum maps.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (RSCEP) which programs are included in its consolidation and the amount each program

contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	332,390.00	X	Section 5A,5B,5C, 5D, & 5E Part 4 and Part 5B; Section 6.
Title I School Improvement 1003(a)	Federal		X	
Title I Priority and Focus School Improvement Funds	Federal	66, 156	X	Section 5A,5B,5C, 5D, & 5E Part 4 and Part 5B; Section 6.
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	Section 5A,5B,5C, 5D, & 5E Part 4 and Part 5B; Section 6.
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,430,528.00	X	Section 5A,5B,5C, 5D, & 5E Part 4 and Part 5B; Section 6.

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.

School of Performing Arts

12x217

Parent Involvement Policy

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. **I.S. 217**, 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. **I.S. 217** will support parents and families of Title I students and ensure that we:

- maintain an on-line grade book and website and encourage parents to review students' progress weekly.
- conduct workshops on parenting, child development, stress management, and peace in the family
- providing materials and workshops 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;
- Parent Teacher Home Visit Project (PTHVP) pilot program designed to build relationships with parents and encourage involvement in school activities.

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- opportunities for parents to participate in a book club.
- 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;

- translate all critical school documents and provide interpretation during meetings and events as needed;

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;
- 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 designed to keep parents informed about school activities and student progress;

School of Performing Arts

12x217

School-Parent Compact (SPC)

I.S. 217, 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 and Assessments.

Additional

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 three times a year during which the individual child's achievement will be discussed.
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- 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 and Parent Workshops
- access to on-line grade books so that parents can monitor their child's academic progress.

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

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>IS217 School of Performing Art</u>	DBN: <u>12x217</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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>40</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>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>2</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: I.S. 217 currently operates a freestanding ESL program throughout the day. We primarily utilize a push-in model, with several pull-out classes per grade each week. Our beginner students, particularly our newcomers, need additional support in order to enhance their language acquisition and literacy skills. So we have begun a supplemental Saturday Program focusing on our newcomer and beginner ESL students. We have over 20 newcomer and beginner students at IS 217. Of this total, over 15 students are already enrolled in the Saturday Academy.

An important part of our Saturday program will focus on providing our beginner ELL students with enriched language acquisition services from an ESL and/or bilingual certified teacher. While most of the instruction will be provided in English, the teachers will strategically use Spanish to enhance the students learning. Students are grouped by age/grade level and by English language level (beginner, intermediate, advanced and proficient). Each teacher will be responsible for a maximum of 10 students.

The Saturday Academy operates from October 4, 2014 through May 23, 2015, for a total of 26 sessions. The instructional hours are from 9am to 12 noon. for 2 teachers. Materials needed for the program include notebooks, workbooks and educational software. The Saturday Academy program is focused on moving our beginner students from newcomer and the beginner level to intermediate and advanced levels. Students will work on oral skills as well as writing and reading. Our teachers adapted our ELA curriculum and added lessons and activities for newcomers in order to meet the needs of our beginner students to assist them in acquiring oral and written skills in English. In addition, with the assistance of our coach from RBRN-NYU we are in the process of identifying and purchasing additional resources based on our student's latest assessment data and needs.

- The teachers who are assisting with our ELLs in the Saturday Academy, are both bilingual teachers. They are well qualified and work with our ELLs on a regular basis. One teacher is certified in Spanish and is completing her certification in TESOL. The 2nd teacher is TESOL certified. This is a strong teaching team fully able to provide the necessary resources to our ELL students, especially to our beginner and newcomer students in our Saturday Program. These teachers will be working and planning together for the duration of the program.

-
-

Part C: Professional Development

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

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

Begin description here: The teachers and teaching assistants will receive professional development from our ESL coordinator (James Knox), and other outside ELL professionals. The training and professional development takes place during the school day. Glortia Ortiz our partner from RBRN-NYU is also assisting in providing PD. She is specifically providing support to content area teachers (social

Part C: Professional Development

studies, science, and math) through planning sessions and in-classroom coaching. She will be working with the content area teachers from November 2014-June 2015.

The PD schedule for IS 217 began in September and will run through May 2015. The professional development will be provided for our entire teaching staff and will be held during some Monday PD sessions and off campus if provided. Our TESOL Teacher, Mr. Knox will lead the PD's. Our PD offerings will be supplemented by outside providers when appropriate.

The PD sessions will be included in our regular Monday PD sessions and will rotate among the other topics that are offered within our school community; ELL focused topics will be offered to our entire staff on a monthly basis, on Mondays, 2:40 to 3:55pm. Based on feedback during recent NYS DTSDE reviews, Classroom Observations, and ELL assessment data all teachers could benefit from additional Professional Development. Topics will include:

October/November: Including ELL strategies in our CCLS aligned curriculum and language objectives as well within our lessons. Implementaing specific instructional strategies for our newcomers and Beginners

November: The ELL Identification and initial enrollment process in NYC and the results at IS 217;

December: Assessing the needs of our ELL Students with a focus on understanding and serving our beginners and newcomers,

January: Reviewing all ELL data and using it to inform instruction, especially our newcomer and beginner students

February: Our ELL students in core subject classes - how can we differentiate and add to their understanding ?

March: looking forward to the State Exams - what will they mean for our ELLs; how to prepare

April: Looking forward to the NYSESLAT - what will this exam mean for our ELLs; how to prepare

May: NYSESLAT Testing - what it entails, schedules, grouping, 4 modules;

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: _

Each of the events listed below are designed to build parents capacity to take an active role in their child's education and to keep them informed of the standards that their child needs to master in order to become college & career ready. These workshops provide an opportunity for parents of ELLs to work with an ELL expert as part of the agenda. Staffing for these parent activities will include our TESOL certified Teacher as well as our Saturday Academy Teachers. Parents will be notified by phone calls, in our newsletter, flyers, letters home, and on our website. All notifications will be made in English and Spanish.

1. Title III Information Session for Parents

Rationale: Parents will be informed about the goals, structure and purpose of the Title III program for their child. Parents will also participate in hands-on educational activities that they can complete with their children at home in order to accelerate student achievement.

Provider: ESL Teacher

Date-January/February 2015 - Prior to the start of the program

2. State Exam Information Session for Parents and students

Rationale: Parents and students will understand the components and demands of the NYS Exams in ELA and Math to be given in April. They will be informed of their childs progress in these 2 key subject areas.

Part D: Parental Engagement Activities

In addition, parents will have an opportunity to engage in activities that they use at home with their children in order to accelerate student achievement.

Provider: ESL Teacher

Date-February/March 2015

3. NYSESLAT Information Session for Parents

Rationale: Parents will understand the components and demands of the NYSESLAT exam for their child. They will be informed of the progress their child has made on the NYSESLAT and the expectations. The workshop will include activities that the parents can use at home to support their child's academic development.

Provider: ESL Teacher

Date-April/May 2015

Part E: Budget

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

Allocation Amount: \$ _____

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 12	Borough Bronx	School Number 217
School Name IS 217 - School of Performing Arts		

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 Maiysha Etienne	Assistant Principal Bertram Knight & Jill Sinnott
Coach Marilyn Harding	Coach Courtney Jones
ENL (English as a New Language)/Bilingual Teacher James Knox	School Counselor Xiomara Diaz
Teacher/Subject Area Odalis Castillo/Spanish	Parent Diana Patterson
Teacher/Subject Area type here	Parent Coordinator Julia Ortiz
Related-Service Provider Judi Edwards/SETTS	Borough Field Support Center Staff Member type here
Superintendent Rafaela Espinal	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 <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	345	Total number of ELLs	91	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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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														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	91	Newcomers (ELLs receiving service 0-3 years)	32	ELL Students with Disabilities	25
SIFE	6	Developing ELLs (ELLs receiving service 4-6 years)	22	Long-Term (ELLs receiving service 7 or more years)	19

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	32	5	2	22	1	13	19	0	10	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* 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: _____

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							30	24	31					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1		2					0
Haitian														0
French									2					0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							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)							8	4	10					0
Emerging (Low Intermediate)							1	0	6					0
Transitioning (High Intermediate)							3	3	5					0
Expanding (Advanced)							13	12	8					0
Commanding (Proficient)							7	5	6					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	28				0
7	22				0
8	27				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	31								0
7	24								0
8	32								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	27								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.
 IS 217 uses several assessment tools for our ELLs. The NYSITELL and NYSESLAT are in hand to begin the assessment of our ELL students. Data from the State ELA and Math exams are also on hand and used. The DRP is used as a baseline Reading/ELA test and is administered and scored in Sept. In addition the iReady online program is used in all classes and it has a baseline assessment built into the program. The data from all assessments are incorporated into an evaluation of our ELLs. Thus far the data shows our ELL students are behind grade level in Reading and Writing which is a key area of emphasis in our ELA and ESL curricula this year. We have added an additional 4-5 periods a week of both focused Reading and writing instruction in order to address this need for our students. MSQI, online reading tools, as well as guided reading instruction are utilized in these classes.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data shows that most of our ELL students initially move into this community as newcomers - to the country and to the language. As a result, they are less proficient in English and are behind in grade level in the NYSITELL, NYSESLAT and in NYS Exams in ELA and Math, i.e. as a result of their initial lack of proficiency in English. ELA (writing and reading) and Math are key areas of emphasis for this year's ESL and overall curricula programming. Including our newcomers and beginners, our ELLs are clearly moving forward in their Listening and Speaking skills. 68% of our ELLs scored at or above the High Intermediate level in their NYSESLAT scores. To address these needs in writing and reading we have added an additional 4-5 periods a week of focused Reading and writing instruction in order to address this need for our students. In addition to online tools and guided reading instruction, we utilize the Teachers College Writing Program, Wilson Just Words Program, the English 3D and Inside the U.S.A. programs in these focused classes.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 We have used the AMAO Tool for 2 years and it reveals the same information as stated above: IS 217 has a disproportionate share of new immigrants, (beginners), and as a result, high rates of low scores on NYS ELA and Math Exams. It shows that we are moving our ELLs but not fully reaching our AYP due to these factors and the need for additional resources to serve our ELL students. This data as well as patterns in specific skills and modalities are analyzed by our ESL and ELA Teams and are reviewed with our grade teams as

an integral part of our ongoing efforts to incorporate specific and current data into instructional decisions. The analysis of these patterns leads to on-going adjustments with regards to grouping, differentiation, instructional scaffolding as well as lesson planning. The high concentration of newcomers and beginners has had a tremendous impact on our instructional planning and daily teaching and additional efforts are constantly being made to address these needs.

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?
 - 4a. Based on the data, our ELL students are behind grade level in Reading and writing. These modalities are the key area of emphasis for this year's ESL and ELA curricula programming. Even including our newcomers and 2nd year beginners, our ELLs are moving steadily ahead in their acquisition of English Listening and Speaking skills. Their Reading and writing skills do not develop as rapidly. Many of our ELLs are reading only slightly below grade level in their native language.
 - 4b The ELL periodic assessments have been used and we continue to use the data from the periodic assessments which are duplicative after the large amount of testing that all of our students undergo. We use this robust combination of data to drive our instructional decisions. The Periodic assessments will be judged to assess it's viability to enhance the data already on hand and will be analyzed by our grade level teams to continue to drive instruction.
 - 4c. The school is learning very little new about our student's needs from these tests for our ELLs. There is already an overwhelming amount of testing and assessments that are being administered to our students.
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.](#)] N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?

The scores, educational background (SIFE, SWD status, etc.) and cultural background of our ELLs is shared and communicated regularly among all teachers on each grade level. Our ELLs and their backgrounds (language and culture) are shared and clearly known to all teachers, through the efforts of our ESL Dept. and via grade level and subject area meetings. ESL strategies are incorporated across all subject area classrooms.
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?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

Major determinants of success for our ESL Programs include passing rates of State Exams and promotion/graduation rates for our students, and additional Federal and State criteria including meeting AYP and analysis of AMAO. Other key criteria for evaluating our programs is our success in guiding our young adults through this key period of their lives as they negotiate new living accommodations, a new country and culture and a new language. Our ELLs are viewed as individuals, and as such are also closely watched, guided and assisted by our entire staff and their social success, self confidence and maturation as young adults is the major criteria for the success of our programs for our ELLs.

Part IV: ELL Identification Process

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

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

The parent or guardian of every newly enrolled student completes the HLIS at registration with the assistance of a pedagogue, who are scheduled on a daily rotating basis. English language learners are identified by James Knox, the ESL Coordinator, a licensed pedagogue and ESL teacher, who reviews parent responses on the HLIS. Mr. Knox also interviews the student. A native speaker serves as a translator. A plan has recently been developed so that an ESL teacher or instructional coach, who is available during registration, will interview and assist the parent with a translator. The NYSITELL is administered within 10 days of the student's admission date. If a student's home language is Spanish, the Spanish LAB is administered within the ten day period by a Spanish speaking pedagogue. This is used to inform the school about the student's literacy in Spanish. The ESL Coordinator also receives

admission/school transfer/interclass transfer notifications from the pupil accounting secretary, as well as from the guidance counselors, on an ongoing basis.. The ESL coordinator also runs ATS reports throughout the year to screen for transfer ELL's and new admits, such as the RLER, RLAT, RNMR and RADP. Each student's LAB-R, NYSITELL and NYSESLAT scores are used to determine the required minutes of service per week according to CR-154. ELL's are provided with appropriate units of study within the ESL instructional program based on their scores. Adjustments to class placements or schedules are made so that newcomers are placed in a class with classmates who speak their language. All ELL's are tested annually with the NYSESLAT. The ESL Coordinator closely monitors all ELL's, including those who were previously X-coded, to insure that all students are tested. Careful analysis of appropriate ATS reports, such as the AMAO, the RLER for the LAB-R and NYSITELL and the NYSESLAT, insures that all ELL's are tested annually.

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 initial enrollment and in subsequent interviews with the student and parents/guardians, staff utilizes the SIFE questionnaire to assess each student's prior educational background. The SIFE Questionnaire is used in conjunction with a conversation/interview with the parents/guardians to determine overall educational status and to identify SIFE status. On an ongoing basis our teachers monitor our ELL student's work and their progress to ascertain each student's ability to continue to handle their work on each grade level.

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).

In accordance with the ELL Policy and Reference Guide, led by Mr. Roberts, our Special Education coordinator and Mr. Knox our ELL coordinator, initial interviews are conducted with the parents/guardians of all new students with disabilities. The Special Education Department works closely with our ESL staff during and after the initial enrollment. Student's SIFE status, language ability, and IEP requirements are taken into account as student's IEPs are reviewed to determine how each ELL student with an IEP will be served. This is done upon admission (and within 20 days of admission), to the school as placement (in both special Ed and ESL) is determined (i.e. 12 to 1 class, CTT class, etc.). Translation is made available in this interview process when needed.

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.

Upon completion of testing and scanning of NYSITELL exam documents, the parent notification letters are distributed by the ESL coordinator. Duplicate letters are sent home both by regular mail and with the student. Letters are sent in English and in the parent's preferred language.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents right to initially select or subsequently appeal their child's ELL status is explained in the entitlement letter and further reviewed with parents upon completion of program selection. The Parent Coordinator and ESL Coordinator will also call the home of any student who does not return the program selection form. A staff member who speaks the home language (or the translation Unit) will be enlisted to ensure that the parent understands all aspects of the Program. Once the forms are received, parent choices are screened by the ESL Coordinator. The trend for the choice of Program over past few years has been overwhelmingly for the ESL program. If a parent should request a dual language program, a record of parent requests for such programs is kept and referrals are made. Bilingual Program requests will be honored by referral to our neighbor school, Entrada Academy, co-located in our building, should there be a request for a bilingual Spanish class. Parent letters are maintained in the students cumulative file as well as with the ESL department.

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.

Parents of newly identified ELL students attend an orientation within 10 days of ELL entitlement and translators are made available if necessary. Parent Orientations are offered on a monthly basis for ELL parents of newly enrolled students. Parents view the Parent Orientation Video in their native language, where available. The Translation/Interpretation Unit is used when needed. The Parent Coordinator, Ms. Ortiz, who is a native Spanish speaker, attends this orientation, as well as any other parent meetings held for parents of English language learners, such as a meeting in the spring prior to the NYSESLAT to inform parents about this assessment. School staff members, who are speakers of languages represented at the orientation meeting, are available to translate at the orientation and any other meetings held by the ESL Coordinator for parents. Parents have ample opportunity for questions after viewing the video at the orientation. Parents fill out the Parent Survey and Selection form in their home language after viewing the video and having their questions answered. These Parent meetings and direct mailings to parents will also be used to continue to inform parents who may desire a TBE or DL program.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Duplicate Parent Survey and Selection forms are sent to the parents of new students who do not return them by the ESL Coordinator. The ESL Coordinator or the Parent Coordinator will also call the home of any student who does not return the program selection form.

A staff member who speaks the home language (or the translation Unit) will be enlisted to ensure that the parent understands all aspects of the Programs available for their child. Once the forms are received, parent choices are screened by the ESL Coordinator. The trend for the choice of Program over past few years has been overwhelmingly for the ESL program. If a parent should request a dual language program, a record of parent requests for such program is kept and referrals are made. Requests for a Bilingual Program will be honored via referral to Entrada Academy's bilingual Program should there be any requests. Entrada is colocated in our building and has a bilingual Spanish-English program.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Parent Survey and Selection forms are sent to the parents of new students. Any forms that are not returned to the ESL Coordinator are tracked by the ESL Coordinator, who calls the home of any student who does not return the program selection form. A staff member who speaks the home language (or the translation Unit) will be enlisted to ensure that the parent understands all aspects of the Programs offered in NYC and at IS 217. Once the forms are received, parent choices are screened by the ESL Coordinator.
9. Describe how your school ensures that placement parent notification letters are distributed. Upon completion of testing and scanning of NYSITELL exam documents, the parent notification letters are distributed by the ESL coordinator. Duplicate letters are sent home both by regular mail and with the student. All such letters are sent in English and in the parent's preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL documentation by student is kept by the ELL Coordinator and in the student's permanent cumulative file.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year. Our ESL coordinator administers the NYSESLAT testing program and using various ATS reports, maintains a detailed master listing of all ESL students. This is then used to monitor the administration of the four sections of the NYSESLAT test, as it is taken by student and by date. A master list of ELL students and the four components of the NYSESLAT Exam is updated daily as the exam components are administered. ATS Reports including the RLAT, RELC and RMNR are all used to cross reference the students who are eligible for the NYSESLAT Exam. Absentee students are tested separately when and if they return to school.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Upon completion of testing and scanning of NYSITELL exam documents, the continued entitlement and transitional support parent notification letters to newly eligible students are distributed by the ESL coordinator. Parents/Guardians of continued eligible students are notified in the same way. Their continued eligibility is based upon the results of the NYSESLAT Exam of the previous year. Continued services to students who have reached proficiency is also indicated. Duplicate letters are sent home both by regular mail and with the student.
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).
Based on a review of the Parent Program Survey and Program Selection Form, (historically, approximately 5-7 newcomer students per year), the trend for the past few years, which has also seen an influx in non-Spanish immigrants, has been overwhelmingly the choice of the ESL program. When or if parents request bi-lingual or dual language programs, parents are informed that IS 217 does not currently offer that program. We will make an immediate referral to the Entrada Academy bilingual program if requested. Parents are also informed of schools that offer dual language programs.

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.

In all grades, the school groups our ELL students into the '04 class, (except for the SPED students). The ESL/ENL program utilizes both push-in and pull-out integrated ESL program model. IS 217 does not provide a stand alone program for our ELLs. All ELL students are grouped into classes with non-ELL students. Our ESL teacher, Mr. Knox provides additional pull-out to the beginner ESL students for 2 periods per week, as well as push-in instruction for beginner, intermediate and advanced students (in their ELA, Math, and Social studies classes). This model allows the ESL teachers to facilitate academic language development, reading comprehension skills, and writing skills within the grade level ELA class. In addition, it allows the ESL teachers to identify areas for growth to target during their small group pull-out instruction. It also allows the ESL teachers to use pull out instruction to build background knowledge that can then be used in the content area classes to enhance student understanding. The ESL teachers meet weekly with the grade level content area teachers that they push in with in order to coordinate the plans for the upcoming week, align curriculum maps, and share student assessment information.

The ESL pull-out programs are ungraded and heterogeneous. The two ESL teachers divide the ELL's into groups based on proficiency levels: Beginner/Low Intermediate and High Intermediate/Advanced. The students are then programmed for the required periods of ESL instruction in accordance with the English language requirements outlined in the Commissioner's Regulations Part 154. In the ESL classroom all instruction is in English; however, the student's use of the native language during activities that pair advanced students with beginners is not discouraged. Moreover, students are encouraged to build literacy skills in their native language. In addition to English books found in the leveled multicultural classroom library, books in other languages are available. A rich text environment complete with changing word walls, vocabulary charts and comprehension strategy charts with teaching points promotes the skills included in the ELA balanced literacy units of study.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Each ELL student's program is reviewed carefully by the ESL Coordinator to ensure that the mandated number of instructional minutes are met in accordance with CR Part 154. ELL student's program's are recorded including the precise days and periods that ESL instruction will take place. Each ESL teacher's schedule is also reviewed by the school's administration to assure that the maximum number of minutes are dedicated to the teaching of our ELL students. Entering and emerging level students receive 360 minutes of mandated instruction each week while transitioning and expanding students receive 180 minutes and commanding students receive 90 minutes of study. In addition, all ELL students receive targeted instruction up to 4 times a week during our one and 1/4 hour long extended day program. All classes are taught in English with necessary native language supports and scaffolds.
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.

Content area instruction is delivered in English using ESL researched based strategies that are rigorous and serve to scaffold and differentiate learning among ELL students. IS 217 considers all teachers to be instructors of ELLs and to that end all teachers utilize the Sheltered Instruction Observation Protocol (SIOP) to inform classroom instruction. This model helps teachers plan and execute lessons that help students acquire academic language and content while becoming proficient in English. Teachers use a variety of Sheltered English Instructional strategies, including using graphic organizers, modifying speech rate and tone, visuals, and relating content to students background experience.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Since we have a freestanding ESL program, all assessments and evaluations are in English. The Spanish LAB is used to assess literacy in Spanish for new ELL's.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Lessons and assessments cover all 4 modalities of English acquisition throughout the year. This is reflected in assessment practices; for example, if a lesson or unit focuses on writing -the assessment will be a writing assessment. We utilize debates to foster critical thinking skills and student's speaking ability.
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
- 6a. SIFE students are included in all intervention services through pull out and after school programs to address their specific needs. When needed they are provided with family counseling by the school social worker. SIFE students also meet regularly with the guidance counselor and are monitored by the RTI team.
- 6b. Newcomers are given targeted instruction in the afternoon tutorial program that occurs during our extended day program.

6c, d: For all such students standards-aligned texts are used to prepare students for success in their content area classes. Differentiated activities are provided to individualize instruction based on proficiency level, to develop literacy skills through the use of comprehension strategies and higher order thinking. All teacher made materials (unit plans, lesson plans, readings and assignments) are within the framework of Content Based Instruction. These ELL students are required to take the ELA exam and are provided with the same rigorous common-core aligned instruction as non-ELL students. Instruction is differentiated and scaffolded to ensure that students are able to meet the required standards. Students are given quarterly interim assessments and the data is used to target the reading comprehension, writing, and listening skills that the students need to develop. This data is utilized to design interventions and instructions both during the regular school day as well as during small group instruction during the morning tutorial program and afterschool program. Accommodations are provided to all based on their status as ELLs or former ELLs.

6e. Our former ELL population is mainstreamed into our schoolwide programs. At the same time, all such students are provided with added services (90 minutes), and support as noted above. In addition, all former ELLs continue to receive testing accommodations for 1-2 years.

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.

Continued review with all content area teachers is assured through the grade level team meetings where student performance is discussed. The ESL coordinator maintains open communication with grade level teachers to assure that the academic progress of our ELL students is maintained. Parent/guardians are advised as to the availability of an appeal if the students ELL status.

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?

ELL-SWD are mainstreamed for ESL services and are seen via a push-in pull-out model. All materials and curricula available to gen-ed teachers is available and used by SWD teachers. Common planning (ELL-SPED) is done regularly. IEPs are monitored and data is annually aggregated and analyzed to assure that ELL-SWDs whose IEP mandates ESL instruction receive appropriate instruction. IEPs are reviewed by our Special Ed Dept and ESL coordinator to assure that the requirements of the IEP are adhered to. Technology continues to be an integral part of the classroom. iPads and laptops are used to provide many academic programs for our students.

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?

ESL teachers as well as SWD teachers facilitate academic language development, reading comprehension skills, and writing skills within the SWD classes. In addition, the ESL teachers identify areas for growth to target during any small group pull-out instruction. It also allows the ESL and SWD teachers to use pull out instruction to build background knowledge that can then be used in the content area classes to enhance student understanding. This year the ESL teachers are meeting weekly with the grade level SWD teachers that they push in with in order to coordinate the plans for the upcoming week, align curriculum maps, and share student assessment information.

With regards to least restrictive environment, all of our ELL students are placed in gen-ed classes unless specified otherwise by IEPs. Where necessary, in accordance with their IEP's, ELL-SWDs are placed in ICT classes based on grade level and ability.

Chart

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

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

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

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



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

Chart

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

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

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

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

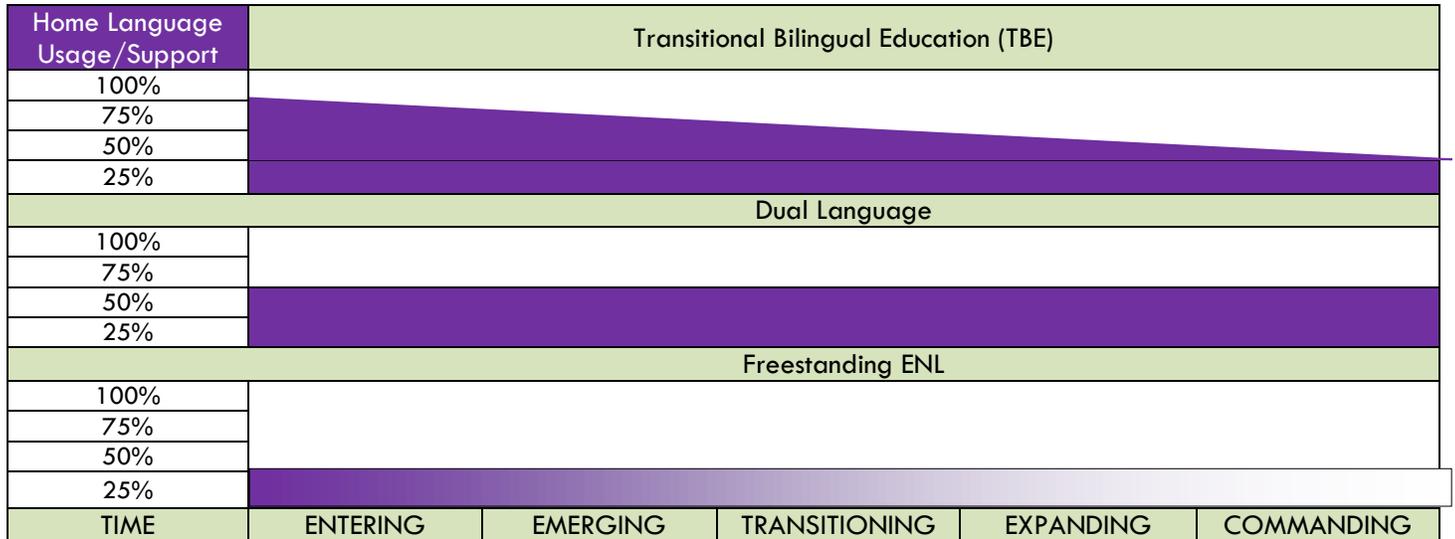


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Certain targeted intervention programs are on the classroom's computers, such as Rosetta Stone English programs and iReady along with vetted websites that are specifically for our ELLs. In addition, other programs including Word Generation and MSQI Reading are utilized for building vocabulary, advancing language skills, and enhancing prior knowledge. ELA Classrooms have leveled bilingual libraries and use of Smartboards with access to the Internet to expose our students to prior knowledge needed and visual support as well. iPad and Laptop carts are available for all ELA teachers to aid in instruction. In addition, The Spanish LAB-R is used to assess ELLs in their native language. That assessment provides ESL teachers with an understanding of our Spanish students' prior knowledge and abilities in their native language.
The Extended Day program at IS 217 is dedicated to Math and ELA instruction and the ELLs are grouped (by grade and level) for focused instruction in these areas.
For Social Studies and Science, use of the Push-in model has enabled the ESL Department to target these subject areas for intervention and focused instruction.
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 instructional programs are providing a rich and varied and targeted instruction to our ELLs. Major determinants of our effectiveness include our student's passing their State Exams and obtaining promotion/graduation. Our ELLs are very closely watched, guided and assisted and their social success and maturation as young adults is a major criteria for effectiveness and success of our programs. Certainly Federal and State criteria such as meeting AYP or AMAO is a part of our criteria for evaluating our programs and our success in guiding our young adults through a key period of their lives.
12. What new programs or improvements will be considered for the upcoming school year?
We have begun to implement the Word Generation, iReady reading program and the Kagan Cooperative Learning Program across content areas. Additional programs are also being integrated into the school day through our SIF grant. We continue to evolve our Extended Day to provide programs and services to our ELLs.
13. What programs/services for ELLs will be discontinued and why?
Due to cost we have discontinued the Achieve 3000 and System 44 Programs.
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 an even greater access to all school programs. They have unlimited access to all afterschool programs, Dance and acting which have recently been added to our school's curriculum and music classes. But in addition, our ELLs have additional programs that are targeted to their needs. These include Extended Day and Sports and Arts programs, Saturday Academy, as well as various after-school programs available at the school.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
The instructional materials that we utilize are the following: Computer programs include iReady, and specifically vetted ESL and ELA online websites; in class materials include Word Generation, Kagan, Rosetta Stone, and the MSQI Reading Program. iPads are used by the ESL Dept. in conjunction with the pull out portion of the ESL Program. Classroom Libraries (for ELA & other subject areas) have been updated to include a separate section of books in the student's native language. Native language textbooks in Math Science and Social Studies are on hand for use in each content area.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Our 7th and 8th grade ESL students are also enrolled in our Spanish Language classes. In addition, scaffold in native languages, mostly in Spanish, is being utilized across content areas.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
As stated above and in the charts, our ELL students are provided services in excess of requirements. Services are provided based upon student's age and level and grade. Our ESL staff and subject area teachers work closely to provide targeted and differentiated instructional services to our ELLs.
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).
While many of our ELLs are enrolled over the counter as they arrive in the country. In order to assist newly enrolled ELL students before the beginning of the year, parents are invited to attend a school tour and an orientation on the educational and recreational services available for students as well as for the parents. During this time there is a discussion with parents on the instructional strategies, activities and programs being implemented to ensure that our ELL population meet the standards and pass all required city and state assessments.
19. What language electives are offered to ELLs?
Spanish language courses are provided to our students in 7th and 8th grades.

20. For schools with dual language programs:

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

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.)
 1. Professional development is provided on and off site for teachers that serve the ELLs. The faculty will attend workshops to fulfill the required hours of ELL training. In addition, strategies for working with ELLs are discussed during weekly Instructional Department Meetings. Through the workshops, the faculty have learned and will continue to learn how to develop strategies that support ELLs to enhance their oral and written communication skills. In addition, the strategies will be aligned to content area standards. In collaboration with the school's network personnel, the faculty will receive professional workshops that include topics such as: Implementing SLOP, Differentiation of Instruction, Aligning ESL instruction to content areas and Common Core, incorporating technology into instruction, and Use of Data to plan instruction. ESL teachers also participate in professional learning team meetings to discuss student work and best practices, as well as discuss ESL methodologies. ELL Coordinator meets with the coaches and non-ESL teachers to providing instruction to the ELLs, and ESL strategies. ESL teachers will also attend BETAC workshops which focus on ELL instruction and development, this will enhance the professional development of staff. We also support our staff with information on which high schools most of our students are interested in and are usually sent to so that they can take their students and visit these schools. In addition, we provide our staff with information about our feeder schools' instructional program, approximately how many ELLs we expect from these elementary schools as well as access to the students' records.
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?

Regularly scheduled and ongoing (Monthly) PDs are offered for all staff in school and outside which focus on our ELL population including CCLS issues, best practices and various aspects of ESL instruction for our regular (non-ESL Licensed) teachers. Approaches and strategies that support ELLs are studied, discussed and implemented and later evaluated. Both ESL teachers provide the staff training which include strategies, intervisitations, activities and the elements of a balanced literacy program with an emphasis on adapting it to the needs of ELLs. Both ESL teachers and key content area teachers have either attended QTEL training or are scheduled to attend. QTEL is a unique professional development initiative. Instead of simplying the curriculum and lowering expectations for ELLs, through QTEL teachers learn to further intellectually challenge ELLs with high levels of support. Content area instruction is done in consultation with both ESL teachers. The ESL pull out teachers confer with subject area teachers about their common students and share pertinent information in regards to their social and academic development and progress.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

In order to assist ELL students as they transition from middle school to high school, the guidance counselors articulate to the staff and students any pertinent information for ELL students in grade 8 who will transition to high school, such as orientations, placement assessments, language instructional models at particular high schools. ELL students are also informed of the process for applying to specialized high schools in New York City and assisted with the process by the guidance counselors and the ESL specialists. The Guidance Counselor at IS 217 is a Bilingual Counselor and has received numerous training and PD to assist her in providing guidance services to our ELL population as they transition to High School.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

A record of ESL professional development attendance is kept by the ESL coordinator and the Assisant Principal. Agendas, and attendance records are kept by teachers and administration. PD topics are rotated throughout the year and include ELL specific topics as required.

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?

Parents are offered multiple opportunities to meet about ELL programs, students status, and needs. Translation services are always offered, Spanish is easily provided and the other languages are provided as needed with staff or the translation Team. Through the Parent coordinator, additional meetings are scheduled and held with content area teachers and the ESL Teacher.

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.

Records including sign-in sheets, agendas and handouts of all meetings are kept by the ESL Dept and or the Parent coordinator. Individual records are also recorded in Skedula our radinfg and tracking program. Translation services are made available as needed. one on one meetings are also held to accopmodate any parents who may need additional information or additional

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of ELL's are included in all parent activities, including Breakfast with the Principal, High School Information nights, Incoming Grade 6 Parent Information Night, Citizenship classes, Parent Support Groups and monthly meetings with the Parent Coordinator. A survey is conducted every three months to screen parental needs and align workshops and activities to them. Staff is able to contact and work with the Translation and Interpretation Unit of the NYC Department of Education. Our ESL Coordinator has also received recent training and updated information from Mr. Kleber Palma, Director of the Translation and Interpretation Unit.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We have begun to utilize the services of Leake and Watts and Engaging Schools as well as long standing CBO partners SISDA and Sports and Arts Foundation in the Schools. These organizations offer direct services to our students and parents via workshops, after school programs and activities and for example provide parenting skills workshops, ESL classes and parent child activities. Additional services are currently being planned for this school year. In addition these community based organizations are long standing community partners and provide translation services for our parents when needed.
5. How do you evaluate the needs of the parents? A survey is conducted every three months to screen parental needs and align workshops and activities to them. Our Parent Coordinantor takes an active role in all ESL activities as well as being responsible for holding regular Parent Meetings. He works closely with the ESL coordintor to monitor parent and student needs - both in terms of language as well as services required or desired. Through the ESL Coordinator and the Parent Coordinator, staff is able to contact and work with the Translation and Interpretation Unit of the NYC Department of Education. Our ESL Coordinantor has also received recent training and updated information from Mr. Kleber Palma, Director of the Translation and Interpretation Unit.
6. How do your parental involvement activities address the needs of the parents? The Parent Coordinator keeps a record of parent requests for informational workshops and response to parent surveys. Based on these requests he coordinates and holds various workshops and activities for parents. In addition, translation services are made available to our parents during parent meetings, in written correspondance and in any other meetings that are held.

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.

IS 217 has teamed with Entrada Academy, a NYC Public Middle School co-located in our building to offer a bilingual Program. This new program is now being offered by Entrada Academy.

Part VI: LAP Assurances

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

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **12X217** School Name: **I.S. 217 S**
Superintendent: **R**

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.

Language and interpretation guides are placed in public areas of the school including the main entrance, main office and other areas where parents meet with staff. Language I.D. guides are used to determine which language the parent speaks, followed by a phone call to the language and interpretation unit that will assist in effective communication with all families. All staff in the main office, including the parent coordinator are bilingual English/Spanish. Most of our parent population is bilingual English/Spanish. The parent coordinator also provides parents with the Chancellor's Regulations A-663 and Parents' Bill of Rights during back to school orientation. Parents sign and confirm receipt of said documents.

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.

Parents' preferred language at I.S. 217 both written and oral communication is Spanish/English. We also service sign language interpretation services via translation and interpretation unit.

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.)

Calendar / bilingual English-Spanish, parent-teachers conferences, after-school programs, parent association and school leadership team meetings, special education and iep meetings. Parents also receive personalized English/Spanish phone messages from the parent coordinator via phone messenger with upcoming meetings/notices/school closures etc.

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.

Face-to face and formal meetings at I.S. 217 will typically occur during family & curriculum nights. Anticipated informal interactions include family visits with attendance office, guidance counselor, climate and culture director and occasionally meetings with the principal and assistant principal.

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.

Translated documents are translated by the parent coordinator and downloaded from the intranet under translated documents.

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.

Interpretation services will be provided by over-the-phone interpreters via the Language and Interpretation Unit and school staff.

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.)

Staff members are provided with T&I brochures, Language ID Guides, Language Palm Cards distributed during the school year.

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

Parents are provided with all the above as part of the school culture. In addition, parents are given their rights and language access chancellor's regulation during back to school orientation.

Part F: Monitoring and Quality Control

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

Parent surveys and meetings are mechanisms used at I.S. 217 to gather feedback from parents on the quality and availability of services. Another mechanism used to gather feedback is during family visits to the school and phone calls.