



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):

11X272

School Name:

GLOBE SCHOOL FOR ENVIRONMENTAL RESEARCH

Principal:

STEVEN COBB

Renewal School Comprehensive Educational Plan (RSCEP) Outline

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Section 1: School Information Page

School Information

School Name: The Globe School for Environmental Research School Number (DBN): 11X272
Grades Served: 6, 7, 8
School Address: 3710 Barnes Avenue, Bronx NY, 10467
Phone Number: (718) 994-1395 Fax: (718) 994-1316
School Contact Person: Mr. Dayne McLean Email Address: DMclean32@schools.nyc.gov
Principal: Marlon Williams (IA)
UFT Chapter Leader: Mr. Viktor Vorfi
Parents' Association President: Ms. Judy Anne Welch
SLT Chairperson: Mr. Dayne McLean
Title I Parent Representative (or Parent Advisory Council Chairperson): _____
Student Representative(s): _____
CBO Representative: Jeremy Kaplan

District Information

District: 11 Superintendent: Meisha Ross Porter
Superintendent's Office Address: 1205 Arnow Avenue, Suite 120B, Bronx, NY 10457
Superintendent's Email Address: mross@schools.nyc.gov
Phone Number: 917-678-6460 Fax: (718) 519-2626

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Mr. Jose Ruiz
Director's Office Address: 1 Fordham Plaza, Bronx, NY 10458
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: (718) 828-7776 Fax: (718) 828-6280

Section 2: Executive Summary and Organizing Principles

The Objective

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

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

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

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

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

The arc of the School Renewal Program strategy:

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

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

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

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

Information on the Framework for Great Schools and the DTSDE

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and RSCEP Development



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

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

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

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

Accountability Tools and the Framework for Great Schools

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

NYSED’s Six DTSDE Tenets

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

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

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for RSCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 3: School Leadership Team (SLT) Signature Page

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

On the chart below:

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

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Marlon Williams (IA)	*Principal or Designee	
X	Mr. Viktor Vorfi	*UFT Chapter Leader or Designee	
X	Ms. Antonette Levy-Haslam	*PA/PTA President or Designated Co-President	
X	Mr. Clyde Parker	DC 37 Representative (staff), if applicable	
		Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Joel Sanchez	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>	
X	Ms. Patricia Talbert	Parent	
X	Ms. Jasmine Savoury	Parent	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Ms. Savitre Mangru	Parent	
X	Ms. Antonette Levy-Haslam	Parent	
X	Ms. Kelli Dallas	Staff	
X	Ms. Delrose McGregor	Staff	
X	Ms. Myrna Wright	Staff	
X	Ms. Shereese Bobbitt	Staff	
	Ms. Gillian Pemberton-Smith	Staff/Parent/Other Contributor	
		Staff/Parent/Other Contributor	
		Staff/Parent/Other Contributor	
		Staff/Parent/Other Contributor	

Section 4: Renewal School Narrative

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

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

The Globe School for Environmental Research is a small middle school located in the Wakefield section of the northeast Bronx. Our mission is to prepare scholars for leadership in high school, college and career. Specifically, we strive to prepare students to engage in the work of scientists, engineers, architects, mathematicians and technology professionals. We work to ensure that our students gain valuable experiences and insight that will enable them to positively impact their local and global communities.

Globe serves 236 students in grades 6-8. The student population is comprised of 70% Black, 24% Hispanic, 3% Asian/American Indian/Pacific Islander and 1% White. Boys account for 61% of the student body and girls account for 38%. As part of our demographics our student body also includes 9% English Language Learners (ELLs) and 32% of our population are Students with Disabilities (SWDs). Globe's average daily attendance for the 2014-2015 school year is 90%.

At Globe we believe students learn best when school leaders maintain a clear, explicit vision for providing scholars holistic, social-emotional supports coupled with a student-centered curriculum and engaging instructional approach that uses technology to immerse students in real world, relevant learning experiences. We believe this will support our students in developing the critical thinking strategies and personal behaviors that will empower them to be successful in high school, college, and career readiness.

Globe is committed to meeting the diverse social, emotional, and academic needs of all scholars. One hundred percent of our students qualify for free or reduced lunch. Thirty-two percent of students have an Individualized Education Plan (IEP) necessitating specialized academic and/or social-emotional supports. Over twenty-five percent of our students live in temporary housing. Ensuring that the diverse, and often times urgent, needs of our diverse student population is a key priority for Globe.

During the 2014-2015, Globe made improvements in the area of creating a Supportive Environment. Due to the efforts of our attendance team and PBIS initiative, student attendance improved from 86.5% to 89.7%. Systems for improving students support services have been put into place to further our efforts to create a school environment that is supportive for all our scholars. To further this work, Globe must deepen its understanding of PBIS, restorative justice practices, and social-emotional learning.

Ensuring Rigorous Instruction has been a challenge at Globe due, in part, to inconsistent leadership and high teacher turnover (26% in 2013-2014) in recent years. Currently, Globe is working to identify teacher leaders and instructional coaches to support the collaborative process of improving curriculum, teaching, and learning in all content areas. Further, Globe is working to leverage the instructional expertise of the assistant principals to improve pedagogy and curriculum.

We have also made strides in creating Strong Family and Community Ties in part through our 21st Century partnership. Parents have been afforded increased opportunities to engage with school staff and one another throughout the year at

events such as Math Night, Saturday Family Days, Open School Nights, and parent teacher conferences. Parents were given an opportunity to learn about the school website by having teachers help log onto Skedula to closely monitor student grades throughout the day. Moving forward, Globe must identify ways of engaging and supporting parents that are respectful of their busy schedules and inability to physically be present on school premises for traditional meetings.

To further our mission, Globe partners with several community based organizations that provide direct support to students, staff, and families. Our partnerships include:

- OmniLearn which provides in-class science labs and demonstrations connected to our units of study.
- Stella Adler provides students with performance arts access and learning opportunities.
- 21st Century provides afterschool enrichment activities in dance, personal finance, visual arts, leadership development and athletics
- Generation Ready provides instructional support to teachers in ELA and Math
- Expeditionary Learning provides teacher support in leading literacy instruction
- Hunter College provides math teachers and school leadership with ongoing professional development as part of the MSP Title IIB Math Grant.
- Hunter College provides counseling interns that provide students with individual and group counseling services, mediation, and social-emotional support.

Students and families have taken advantage of ELT opportunities provided by our school as well as in collaboration with our partner 21st Century and campus partners Beacon and BELL. ELT options included, but were not limited to:

- Saturday Academy
- Winter Recess Academy
- Entrepreneurship Club
- Girls Group
- Boys Group
- Step Team
- Dance Team
- Double Dutch Team
- Basketball Team

For the 2015-2016 school year, Globe plans to deepen our existing partnerships as well as implement a community schools plan with a new CBO partner, Phipps . Our school also looks forward to working collaboratively with the three

other schools within our campus to share resources and to create a more welcome and inclusive environment for all members of our community.

The Globe School's 2015-2016 Instructional Focus:

" If we create a learning community that plans and implements well designed learning tasks that include differentiated, student-centered and high level cognitive activities that challenge students towards complex thinking, then we will be able to improve the pedagogical practices that support increased student engagement and achievement. "

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.	I
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>According to the recommendations and findings from our 2014-2015 School Renewal assessment conducted by the American Institutes for Research (AIR), the Globe school respondents reported implementing Common Core State Standards (CCSS); but the lack of formal CCSS-aligned curriculum was identified as a key challenge. Reports of insufficient professional development to support CCSS and persistent school staffing instability, among school leadership and teachers, present negative implications for the school’s ability to institutionalize instructional rigor, according to respondents.</p> <p>The GLOBE School has received recommendations from the Deputy Chancellor and Superintendent that indicate a need to make major adjustments to our curriculum and units of study in the core subject areas, so that teachers cover fewer standards and given more time to go deeper with higher leverage Common Core standards. Teacher will be given the opportunity to collaborate in redesigning and updating their curriculum to align to the selected focus standards, and will highlight the focused units and components of Expeditionary Learning, CMP3, and Glencoe that they will use for school year 2015 -2016. The focus is to develop fewer units that are more engaging and will cover the selected focus standards, ensuring that students have more time to produce work with rigor.</p> <p>According to the recommendation and finding from our April 2014 DTSDE, many staff members use a common lesson plan template, staff has not developed and implemented a systematic plan for comprehensive curricula that aligns to</p>		

CCLS incorporating targeted goals, DDI, reflection , and revision, across all content areas. As a result, students have minimal opportunities to benefit from rigorous and coherent curricula and assessments, which limit students' achievement.

Due to our high percentage of English Language Learners (ELLs), Students with Disabilities, and chronically absent students, there is a need for additional review of curriculum maps to include scaffolds for these subgroups. There is also an additional need for tracking the attendance of these students by the school in collaboration with our Community Based Organization (CBO) Phipps Neighborhoods to target chronically absent students and students with poor attendance rates.

The above recommendations and findings have informed our development of the vision, goal and action plan below for the Rigorous Instruction element of the Framework for Great Schools.

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 GLOBE School curricula for school year 2015- 2016 will incorporate focus standards that are Common Core Learning Standards (CCLS) aligned. Units from Expeditionary Learning, CMP 3, Engage NY resources, novel study units , interdisciplinary units, MyOn, Teachers College Writing Units, Great Leaps, Wilson and Phonics Boost and instructional shifts are some of the elements that will be used to enhance best practice. DEAR (Drop Everything and Read) and writing periods will be embedded in the school schedule to promote time for additional reading and writing specifically in the core subject areas. There will be an amalgamation between Social Studies and Science with regards to the alignment to the NYC Science and Social Studies Scope and Sequence. Selected focus literacy standards will be selected by school leaders and teachers based on our School Enacted Curriculum Survey (SEC) findings. All other subjects will focus on the combination of the content standards and the CCLS literacy focus standards. CCLS aligned rubrics will be used to track progress on CCLS learning focus standards across grades and subjects. Contents standards will be used as well to check for rigor. The additional 'Renewal School Hour' will be embedded in the schools' regular schedule from Monday to Friday. Our 'Renewal School Hour' will focus on Response to Intervention (RTI) and Academic Intervention Services programs, and this will also be available during our Saturday Academy. All activities will be opened to all students.

There will be collaboration between school leaders, staff and our Community Based Organization (CBO), Phipps Neighborhoods, to integrate reading and writing across subject areas in order to enhance student engagement and learning. Learning opportunities and workshops such as Math and ELA nights and Family Saturdays will be provided to

support parents. Additionally, Phipps Neighborhoods will provide a schedule of activities that addresses the academic and social and emotional needs of the students. Since most students are performing well below proficiency level on state exams in ELA, math and science, we will provide STEM and literacy-based activities that allow students to apply skills they have learned in a recreational environment, such as Robotics, Brain Games, PLUS (Positive Learning Using Sports), and Spoken Word. In order to promote social and emotional learning after school, activities that allow students to discuss real issues that affect their lives, such as bullying, peer pressure, drugs, and alcohol, in a safe environment with their peers will be offered in order to promote healthy social/emotional development and provide students with the skills to deal with conflict, build resilience, and make good choices with guidance from a caring, skilled adult in offerings including Brotherhood/Sisterhood Circles, Teambuilding, and Peer Mediation and Mentoring. To address gaps in arts programming the ELT program will provide opportunities for learning through Drama, Music, Dance, and Visual and/or Performing Arts. Additionally, Phipps Neighborhoods staff is trained to provide Project-Based Learning (PBL) activities with the voice and choice of students driving the content and product of the project, so our staff can support content-area learning by exploring topics of high interest while incorporating literacy, math, science and technology, as well as arts and community engagement.

The main focus of our pedagogical practices will emphasize teacher teams, working collaboratively, lesson planning- focusing on rigorous planning, instruction and assessments, incorporation of CCLS writing standards in all subject areas and independent reading and discussion opportunities for all students. Teachers will be focusing on rigorous lesson planning, rigorous instruction and rigorous assessments to help students succeed academically. The utilization of Universal Design for Learning (UDL), multiple entry points, Think Pair-Share, the RICE strategy and use of higher level questions aligned to Depth of Knowledge (DOK) will be used throughout the school to enhance instruction.

Administrators, Team Leads and coaches will follow a well-structured protocol where teachers are provided with actionable feedback in a timely manner. Teachers will also be provided with resources aligned to the school's instructional focus and the evaluation components of the Danielson Framework.

A common assessment system will be implemented (i-Ready and Fountas & Pinnell, specifically for ELA and Math) to analyze data and make recommendations for RTI in order to make changes to instruction and planning. I-Ready will serve as a benchmark assessment and will be administered every ten weeks. Teachers will meet with administration and team leads to make changes on an ongoing basis, based on student needs. By the end of year 2, we anticipate 80% of our students will show measurable growth in ELA and Math.

Chronically absent students will also be tracked by school leaders in partnership with our Community Based Organization's (CBO) AmeriCorp staff member and interventions will be put in place to help improve the attendance of these students.

Part 3 – Annual Goal

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

During the 2015-2016 school year, school leaders and teachers will collaborate to enhance the existing Common Core Aligned curricula for all scholars, as evidenced by meeting our average student proficiency rate target of 2.16 in ELA and 2.14 in Math on the New York State English Language Arts and Mathematics exams.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>A coherent curricula, which will be Common Core aligned and focused mainly on the instructional shifts, will be developed by administration and teachers. These curricula will be done on a vertical and horizontal level with the focus on literacy standards and Common Core rubrics across subject areas. Curriculum maps will be updated and modified by teachers. Teacher College Writing Units, Great Leaps, Wilson, MyOn, and Phonics Boost will be used to enhance the curriculum. SWDs and ELLs will have access to WRAP, Great Leaps, Phonic Boost, MyOn, and Wilson to enhance their learning.</p>	<p>All students including ELLs and SWDs</p>	<p>August 2015 to June 2016</p>	<ul style="list-style-type: none"> • School Leaders • Lead teachers • Teacher teams • External consultants
<p>School leaders will create their school's 2015-2016 Professional Development Plan for teachers in alignment to teachers' needs identified during classroom observation findings. Administrators, teachers, and parents will work collaboratively to ensure that instructional rigor is integrated into lesson planning, instruction and assessments. Based on rigorous planning, questions will be asked at levels 3 and 4 from the Depth of Knowledge (DOK) chart to enhance students' engagement during instruction. Evidence will be seen on classroom and hallway bulletin boards, student promotional portfolios and students' notebooks.</p>	<p>All students including ELLs and SWDs</p>	<p>August 2015 to June 2016</p>	<ul style="list-style-type: none"> • School Leaders • Lead teachers • Teacher teams • External consultants
<p>School leaders will develop and integrate a 2015-2016 Assessment Plan that includes formative, summative, and benchmark assessments. Administration and staff will select and used an inquiry protocol to analyze student data and portfolio work. Based on the information from the common assessment (Benchmark), adjustments will be made in instruction to highlight differentiation and to make</p>	<p>All students including ELLs and SWDs</p>	<p>August 2015 to June 2016</p>	<ul style="list-style-type: none"> • School Leaders • Lead teachers • Teacher teams • External consultants

audio/visual equipment). A paraprofessional will also be hired for additional support services. Saturday Academy and winter-session for Response to Intervention-RTI for students, per-session for teachers.

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, modifications and enhancements to the ELA and math curriculum maps for grades 6-8 will show evidence of all of the following: emphasis on focus Common Core standards for ELA and math {as per School Enacted Curriculum (SEC) findings}; scaffolds included for ELLs and SWDs; integration of Teacher's College writing units; embedded strategic independent reading time; and Depth of Knowledge (DOK) level 3/4 end of unit performance tasks.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	I
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	I
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	I
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>According to the findings from our 2014-2015 School Renewal assessment conducted by the American Institutes for Research (AIR), the Globe school the majority of respondents described a supportive learning environment for students and staff, but expressed concern for the lack of safety in the surrounding community. Respondents reported that additional supports are needed for social-emotional learning, struggling students, and students with IEPs.</p> <p>According to the April 2014 DTSDE, Globe is in the beginning stages of creating a more positive environment to address social and emotional developmental health needs. However, the staff does not uniformly provide interventions and supports within the classrooms. There is limited data-driven dialogue to respond to students’ social and emotional developmental health.</p> <p>The above recommendations and findings have informed our development of the vision, goal and action plan below for the Supportive Environment element of the Framework for Great Schools.</p>		

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?

Stakeholders should describe Globe as a school that maintains a clear, explicit vision for providing scholars holistic, social-emotional supports coupled with a student-centered curriculum and engaging instructional approach that uses technology to immerse students in real world, relevant learning experiences. Students are developing the critical thinking strategies and personal behaviors that will empower them to be successful in high school, college, and career readiness.

Globe's CBO partnerships are deepening. CBOs work with students during the school day as well as after school and on weekends. These programs and activities provide students with increased opportunities to work with peers and caring adults in diverse contexts. These experiences provide invaluable exposure to and curiosity of the world in which they live. Deepening our partnerships has increased opportunities to support the social and emotional growth and health of our students, as evidenced by the decrease in disciplinary infractions and suspensions over the course of the year.

Globe has elected student representatives that work to ensure teachers and administrators hear student concerns. Further, Globe is developing a student newspaper that will allow students to showcase their talents as well as voice their concerns regarding the school, community, and world. Through our partnership with 21st Century, every student has engaged in an age-appropriate leadership curriculum that provides opportunities for students to learn and practice leadership skill and strategies that will enable them to be successful inside and outside of school.

Next year, Globe will continue to extend and deepen its work with PBIS. As part of this initiative, Globe will universally screen students for atypical social-emotional functioning. The guidance staff using research-validated inventories will screen students of concern. Students in need of support will be programmed for a ten-week cycle of targeted, social-emotional intervention services. At ten weeks, students will be re-assessed to determine the need for continuing service, termination of service, or referral for a special education services review.

Social and emotional development will be measured using research-validated inventories as well as teacher and self-evaluations using an in-house assessment tool connected to our PBIS focus behaviors and the Academic and Personal Behaviors targeted by the Department of Education. These assessments will take place as a routine part of our course curriculum or will be embedded into a small-group advisory program.

By proactively addressing the social-emotional needs of students and aggressively supporting the needs of students with a history of chronic absenteeism and/or lateness we intend to improve our daily attendance rate. The Attendance Team, in partnership with the PBIS Team, have created clear protocols for identifying students with questionable attendance patterns for attendance intervention measures as well as acknowledging and praising students for good, perfect, and improving attendance patterns.

There is also a needed focus on our high percentage of Students with Disabilities (SWDs), English Language Learners (ELLs). Teachers will be making adjustments to the curricula throughout the school year to include scaffolds for these subgroups. Our chronically absent students and students in temporary housing will also be targeted for interventions to

improve their attendance rates and loss of instructional time in collaboration with our Community Based Organization's (CBO) AmeriCorp support staff member.

Part 3 – Annual Goal

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

During the 2015-2016 school year, Globe’s PBIS team, in collaboration with our Community Based Organization (CBO), will develop positive behavioral interventions and supports, resulting in an increase from an 86.5% attendance rate to an 89.7% attendance rate.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engage families and expand their understanding of a supportive environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>School leaders and our CBO will coordinate personalized attendance, guidance, discipline, advisement and case-management support for students/families at risk. School leaders and CBO will use the New Visions-Student Sorter to monitor at risk and chronically absent students and will include the interventions provided within the tool. (QR 3.4)</p>	<p>Chronically absent and/or late students</p>	<p>August 2015 to June 2016</p>	<ul style="list-style-type: none"> • Principal • Social Worker • Attendance Teacher - CBO support staff (AmeriCorps)
<p>The school in collaboration with our CBO will provide family-focused services including college and career guidance and outreach to engage families in supporting student attendance and growth, specifically targeting overage, SIFE, and STH students/families.</p>	<p>Overage and chronically absent students</p>	<p>August 2015 to June 2016</p>	<ul style="list-style-type: none"> • Principal • Guidance Counselor • Attendance • Teacher

			<ul style="list-style-type: none"> • Parent Coordinator
Our PBIS team will maintain, monitor, and improve PBIS systems and practices regarding social skills development, emotional support, and personal accountability inclusive of an advisory program that connects every child/family with a concerned staff member.	Students consistently not meeting conduct expectations	August 2015 to June 2016	<ul style="list-style-type: none"> • Principal • Guidance • Counselor • Social Worker
Expanded Learning Time and after school clubs/activities will be open to students for additional academic support and enrichment activities (basketball club, homework help, dance, music, art, tutoring, and enrichment activities provided by CBO partnerships)	All students	September 2015-June 2016	<ul style="list-style-type: none"> • School leaders • CBOs • teachers

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
PBIS team, CBO Director, budget/schedule adjustments, teachers, students, PBIS team and incentives for students, CBO support staff, student clubs-activities-enrichments, school PBIS bulletin board											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
February 2016, our SLT will meet with our Director of School Renewal (DSR) to do a mid-point benchmark review of progress towards meeting our RSCEP benchmark target for the Supportive Environment goal. The New Visions-Student Sorter will be reviewed to see how the school and CBO are using it to help monitor at risk and chronically absent students.
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>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>According to the Findings from our 2014-2015 School Renewal assessment conducted by the American Institutes for Research (AIR), the Globe school respondents reported that teacher collaboration occurs, but time and scheduling are significant barriers. Responses also varied regarding the level of respect among staff and its impact on teacher collaboration. The aforementioned recommendations and findings have informed our development of the vision, goal and action plan below for the Collaborative Teachers element of the Framework for Great Schools. Further, according to the April 2014 DTSDE, although teachers meet in teams, and have participated in some targeted professional development, their instructional practices insufficiently address all students’ academic needs. The CCLS instructional shifts have not been sufficiently internalized and implemented. Teachers have not consistently implemented the instruction shifts or data protocols, which hinders student academic achievement.</p> <p>There is also a needed focus on our high percentage of Students with Disabilities (SWDs), English Language Learners (ELLs). Teachers will be making adjustments to the curricula throughout the school year to include scaffolds for these subgroups. Our chronically absent students will also be targeted for interventions to improve their attendance rates and loss of instructional time in collaboration with our Community Based Organization's (CBO) AmeriCorp support staff member.</p> <p>The above recommendations and findings have informed our development of the vision, goal and action plan below for the Collaborative Teachers element of the Framework for Great Schools.</p>		

Part 2 – Summative Vision for Collaborative Teachers

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Questions to consider:

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

At The GLOBE School, we believe teacher collaboration is an essential part of an every teacher’s job. The end result is a rise in student achievement. Our teachers will continue to be scheduled to meet three times each week. Teachers will continue to meet every Monday afternoon for professional learning sessions. On Tuesday afternoons, our teachers meet to discuss students’ progress and strategies for improving instruction and to contact families to include them in the data review and planning process.

Additionally, our teachers will continue to meet one period each week with their department for common planning. This meeting time is scheduled in their programs. Teachers will continue to use this time to implement protocols for examining student work. Collaborative teacher teams will continue to review students’ work, data, current curriculum maps, to ascertain the need for adaptations to our curriculum maps, units of study, assessments, student evaluation and student work (promotional) portfolios. The curriculum revisions will ensure that all students can access the learning targets irrespective of their low performance or their high achievements. The higher achieving students will be grouped for more rigorous and challenging curriculum, while the lower performing students’ needs will be addressed through RTI, AIS, and our ELT.

Assistant Principals will coordinate inter-visitations for teachers within the school and with the other co-located schools within the campus. Our Community Based Organization (CBO) Phipps Neighborhoods support staff will help to reduce teacher to student ratios during our Expanded Learning Time (ELT). Attendance tracking of chronically absent students will be a focus this year to make sure students are improving their attendance rates so that they lose less instructional time.

English Language Arts, Science, and Social Studies teachers will meet as literacy teachers to review student Lexile level growth and performance on writing pieces on a regular basis to ensure they incorporate in their strategic plan to address individual student’s needs in literacy.

Part 3 – Annual Goal

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

During the 2015-2016 school year, all teachers will collaborate within teacher teams to complete a minimum of two inquiry team cycles aligned to one of the school’s Danielson Framework focus components (1e-Designing Coherent Instruction, 3b-Effective Questioning & Discussion, 3c-Engaging Students, or 3d-Assessment).

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>Teachers will be engaged in regular and frequent team meetings using an inquiry approach and protocol (aligned to Data Wise). Teacher teamwork will consist of review of authentic student work aligned to school-wide instructional priorities and goals that improve student outcomes. Team analysis of student work will result in agreed upon instructional shifts in unit, lessons, and pedagogy to improve student outcomes. Teacher teams will present their inquiry work and findings. School leaders, central team, DSR, PLF, and superintendent will conduct progress monitoring throughout the 2015-2016 school year.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<ul style="list-style-type: none"> • DSR • School Leaders • Teachers
<p>Clear expectations for leadership structures will be in place so that teacher teams will have a process for data driven decision-making and implementation of a plan that holds everyone accountable for students’ learning.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<ul style="list-style-type: none"> • School Leaders • Lead Teachers • Content Coaches
<p>Provisions will be made for job-embedded professional learning for school and teacher leaders, principals, APs, mentor teachers and content coaches.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<ul style="list-style-type: none"> • School Leaders • Lead Teachers • Content Coaches
<p>The Professional Learning Committee will continue to work on the 2015-2016 Professional Learning Plan. School leaders, UFT chapter leader, and teaching staff will collaborate to establish the best approach to schedule professional learning time.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<ul style="list-style-type: none"> • UFT Chapter Leader • Teachers • School Leaders • DSR

Part 5 – Budget and Resource Alignment

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

Professional Development Planning Team, UFT chapter leader support, Assistant Principals to sit in on teacher teams, schedule/programming adjustments, SBO, per-session opportunities for teams to meet after school and/or over the summer.

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	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant	X	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, a minimum of one inquiry team cycle will be completed by each teacher team, as evidenced through presentations developed and shared by each teacher team on their inquiry work and findings.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>According to the recommendations and findings from our 2014-2015 School Renewal assessment conducted by the American Institutes for Research (AIR), the Globe school respondents indicated that an important issue at the school is a lack of stable leadership. At the same time, most respondents indicated that they felt supported academically by the acting principal and had constructive interactions with other school leaders. The aforementioned recommendations and findings have informed our development of the vision, goal and action plan below for the Effective School Leadership element of the Framework for Great Schools.</p> <p>According to the April 2014 DTSDE, in her brief tenure at the school, the school leader has begun to develop a positive school culture and is in the initial stages of improving teaching and learning. The school has yet to collaboratively identify and articulate a unified school vision and mission. The school leader has deployed available resources to improve instruction, and increase opportunities for enrichment. An overarching plan to address students' social and emotional developmental health has yet to be formulated. Further, many students are not academically challenged and a system for increasing community collaborations has not been realized.</p> <p>A new principal has been put in place for the 2015-2016 school year to help address the 'Developing' ratings acquired by the former administration. The new principal will provide the stability needed to move the school forward in</p>		

concentrating on student progress and achievement. The new principal in collaboration with his APs, staff, and CBO will focus on improving the learning environment so that school leaders and teachers can concentrate on student work and student progress, as needed.

The above recommendations and findings have informed our development of the vision, goal and action plan below for the Effective School Leadership element of the Framework for Great Schools.

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?

School leaders will collaborate with staff, families, students, and community partners to revise the school’s vision and mission. The principal will ensure the CBO aligns to the school’s vision and mission in order to maintain a strong and inclusive partnership with the CBO Director. The CBO will collaborate with school staff to ensure that students’ academic and social-emotional needs are being met through the school’s ELT and PBIS initiatives.

School leaders will meet monthly with the School Leadership Team (SLT) to monitor and ensure that the school and individuals continue to improve and work towards meeting the school’s targets set forth within the school’s RSCEP. The school leader and SLT will work closely with the CBOS Director to support the school’s Renewal School Comprehensive Education Plan (RSCEP). The school leaders and CBO Director will organize student and teacher programs to ensure students’ needs are met based on students' academic data, attendance, socio-emotional and mental-health needs. Fiscal capital will be monitored and discussed between the SLT and CBO Director.

School leaders will continue to conduct teacher observations and informal observations during ELT to ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback. School leaders will progressively monitor teachers after feedback sessions to support a shared accountability.

At the start of the 2015-2016 school year, the principal will delegate specific responsibilities to Assistant Principals and the Community School Director, and will hold them accountable for developing systems to share academic, Social Emotional Learning (SEL), and attendance data with staff, so that strategies can be created and assessed to support growth throughout the school year.

Part 3 – Annual Goal

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

By October 2015-16, school leaders will have collaborated with teachers in the development and integration of school-wide student promotional portfolios that will include Depth of Knowledge (DOK) level 3/4 student learning products, supporting our school's movement towards meeting our benchmark performance index metric target of 58 for ELA and 55 for math.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>School leaders and staff will collaborate to identify students with special needs and those at risk of failure early so that tiered interventions meet the needs of students in an appropriate and timely manner. The New Visions-Student Sorter, ATS reports, and multiple formative and summative assessment data will be used by school leaders, CBO, and staff to identify students at risk and to align interventions to the students as needed. (QR 1.3)</p>	<p>Tier 2 and Tier 3 students</p>	<p>August 2015 to September 2015</p>	<p>- Students - Teachers - School Community</p>
<p>School leaders will delegate responsibility, clarify decision-making authority, and will build organizational and instructional capacity and internal accountability for all staff members. School leaders including the principal, Assistant Principal, Leadership Consultant, Peer Collaborative and Model teachers, and other external coaches will provide feedback aligned coaching through actionable and resourced feedback, collaborative lesson/unit planning, focused teacher inter-visitations and/or other forms of individualized supports. (QR 4.1)</p>	<p>Teachers</p>	<p>August 2015 to June 2016</p>	<p>- School leaders - Teacher leaders/coaches</p>
<p>The schedule will be created to support:</p> <ul style="list-style-type: none"> • Student interventions and tiered support (Rtl)and enrichment embedded in the regular school day 	<p>All students and teachers</p>	<p>August 2015 to September 2016</p>	<p>- School Leaders</p>

<ul style="list-style-type: none"> • Remediation and enrichment programs afterschool and Saturdays • Common/collaboration planning periods for teachers • Professional learning for teachers • Regents classes for some students 			
The school leaders and SLT in collaboration with the DSR will develop five focused school-wide goals and action plans that will be shared with the entire school community to improve current practices and student achievement.	Students, Staff, Parents and Community	September 2015 to June 2016	<ul style="list-style-type: none"> - School leaders - Teachers - CBO Director - SLT

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.											
Principal, Assistant Principals, teacher leaders, coaches, DSR, Generation Ready Consultants, Borough Field Support Center, student promotional portfolio supplies, SLT, NYC data tools, professional learning plans, Parent Association, and CBO.											
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.
A quarterly review of student promotional portfolios will be conducted by the principal and APs during the 2015-2016 school year. Two of the four portfolio checks should be completed by the February progress monitoring check-in. School leaders must include feedback to teachers regarding their student portfolio progress within their observation feedback. Feedback given to teachers regarding their portfolio progress, as well as sample ELA and math portfolios from each grade, will be collected and reviewed by the school leaders and DSR during the February progress monitoring period.
Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>According to the recommendations and findings from our 2014-2015 School Renewal Assessment (SRA) conducted by the American Institutes for Research (AIR), the Globe school respondents described outreach and other activities offered by the school to enhance parental involvement. However, parent engagement has remained low, according to the majority of respondents. In addition, only one community partner was mentioned by respondents.</p> <p>Creating strong family and community ties has been a major challenge for Globe over the past several years. Our school uses Skedula, SchoolMessenger, and a school website to communicate more effectively with families and community partners. For the 2015-2016 school year, we will partner with our selected Community Based Organization to make this a focus area of support during our school’s transition into a Community School model.</p> <p>Globe maintains an open door policy for families to maintain a feeling of availability to always address their needs. Globe also uses a variety of resources to communicate with parents on a daily, weekly, and monthly basis utilizing both technology and backpacking information home to students. In order to promote our home-school connection, parents have access to students’ grades and assignments via our online grade book Jupiter Grades. Next year the school will be using Skedula. Students also receive monthly progress reports. Parent newsletters are sent out and student homework and student progress is posted on Skedula. Families are informed of student attendance including absences and lateness through SchoolMessenger. We are always seeking to bring dynamic new partnerships and learning opportunities to our school community. The school will be looking into creating a school App through WhizFish in order to incorporate an additional way to communicate with students and families during the upcoming school year.</p>		

In partnership with our CBO, Globe will provide parents with a menu of workshops and activities in which to engage throughout the year. Workshops will be provided at a variety of times and given in a variety of formats in an effort to match our offerings to the learning styles of our families and community partners.

Informed by Capacity Framework Element – Strong Family and Community Ties and the school’s current data, there is a need to continue to teach parents ways to support student learning by establishing a strong and focused home-school connection.

According to the April 2014 DTSDE, while the school community has made attempts to create a school culture of reciprocal communication with families, partnerships that result in shared responsibilities to improve student academic progress and social and emotional growth have not yet been fully realized.

The above recommendations and findings have informed our development of the vision, goal and action plan below for the Strong Family and Community Ties element of the Framework for Great Schools

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?

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

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

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

We will utilize Skedula, an online grade book and student information system, to provide students and parents up-to-date student data. We will also provide access and training opportunities for students and parents in understanding and using Skedula as well as how to create action plans to drive student success both at school and at home.

Part 3 – Annual Goal

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

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

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>The school leaders will convey high expectations to staff and families and will provide professional development and learning opportunities, and will hold staff accountable for those expectations.</p>	<p>Families and Staff</p>	<p>August 2015 to June 2016</p>	<ul style="list-style-type: none"> • Administrator • Parent Coordinator • CBO
<p>Teachers and families will have high expectations for learning, student work, and behavior. Actionable feedback and individualized supports, provided by the teacher, will enable student's progress towards the next level. School leaders will help to monitor this progress through student portfolio checks, progress report and report card checks and progressive monitoring of work produced by teacher teams.</p>	<p>Families and Staff</p>	<p>August 2015 to June 2016</p>	<ul style="list-style-type: none"> • Administrator • Parent Coordinator • CBO • Teachers
<p>Early warning systems will be established that include attendance, academic perform, and behavior monitoring to identify students and to notify the families of at-risk students not moving to the next grade. The school will provide appropriate and timely interventions, in collaboration with our CBO.</p>	<p>Families and Staff</p>	<p>August 2015 to June 2016</p>	<ul style="list-style-type: none"> • Administrator • Parent Coordinator • CBO • Teachers

SchoolMessenger, online grade book (Skedula), NYC school accounts, parent newsletters, parent surveys, school website, Globe School App, phone calls from teachers, and Report Cards/student progress reports will be used to communicate with families.	Families and Students	September 2015 -June 2016	<ul style="list-style-type: none"> • Administrator • Parent Coordinator • CBO • Teachers
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Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
CBO Director, Datacation/Skedula, SchoolMessenger, NYC data tools, Parent Coordinator, parent newsletters, WhizFish school app, parent workshops and/or programs, budget allocations for ‘school beautification’ initiatives											
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	X	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.											
February 2016, school leaders, Parent Coordinator, and the CBO Director will present the multiple means by which the school has worked to increase parent involvement for the 2015-2016 school year (Examples: School Messenger, Jupiter Grades/Skedula, NYC Schools Account access, interest surveys, parent workshops, CBO services, school events, Family Nights, informationals, etc...) and will provide documentation of parent outreach and parent participation for the September 2015-February 2016 time period.											
Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 6: Expanded Learning Time (ELT) Program Description

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

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

- During the 2015-2016 school year, 75% of students who participate in academic support, homework help, and or tutoring for 90 minutes after school three days per week for 36 weeks during the course of the school year will show improvement in their core subject areas as measured by increased quarterly grades in ELA, math, science and social studies.

- During the 2015-2016 school year, at least 50% of students at the school will participate in additional 90 minutes of club based activities and/or academic support for a total of 180 minutes at least two days per week, after school, for 28 weeks during the course of the school year.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?	X	Voluntary		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.				
<p>Participation in 90 minutes of academic support / homework help/tutoring four days per week will be compulsory for all students at the school. Participation in the additional 90 minutes of club based activities and/or academic support will be voluntary- and the target will be 50% of the school. The voluntary portion of the ELT program will actively encourage participation by providing students voice and choice with respect to the content and types of activities that will occur. Student interests will be surveyed before determining the nature of after school activities including arts-based, recreational, and sports related options. Academic support beyond the initial mandatory 90 minutes will utilize project based learning, which will further increase student engagement and interest of students attending. Lastly, the community school contract will provide group and individual incentives including field trips, group celebrations, and other celebratory recognition of achievement.</p>				

Part 3 – ELT Program Description

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

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

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

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

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

Phipps Neighborhoods and School staff will craft a schedule of activities that will provide high-interest programming for a minimum of 4 days/week, 2.5 hours/day (360 hours/year), with a 5th day open for scheduled special initiatives such as student showcases, family engagement activities, community meetings, and college and career readiness events. The first hour of ELT will be compulsory for all students at the school and focus on specific academic skill building, review, remediation and acceleration. Programming in the first hour will be provided in conjunction between the school's teaching staff and Phipps Neighborhoods group leaders and academic specialists. The time will include small group instruction, homework help and academic tutoring. Phipps Neighborhoods staff will participate in the school teacher's weekly grade team meetings and planning sessions in order to align the after school content with the school's curriculum and individual student needs. We will also provide opportunities for students to work with Phipps Neighborhoods and school staff in preparation for state tests and college entrance exams.

The second portion of the after school program will center around project based learning and be structured with club-based, cohort-based, or gender-based groupings. Offerings will be decided in tandem with the school community. Activities may include Music Production, Dance, Leadership, Basketball, Entrepreneurship, Robotics, Brotherhood/Sisterhood Circles, Cooking, and Spoken Word. These activities will be planned with connections to day-school learning and/or life skills development with a Connected Learning approach, specifically around 21st Century skills of communication, collaboration, and critical thinking.

Phipps Neighborhoods will provide a schedule of activities that addresses the academic and social and emotional needs of the students. Since most students are performing well below proficiency level on state exams in ELA, math and science, we will provide STEM and literacy-based activities that allow students to apply skills they have learned in a recreational environment, such as Robotics, Brain Games, PLUS (Positive Learning Using Sports), and Spoken Word. In order to promote social and emotional learning after school, activities that allow students to discuss real issues that affect their lives, such as bullying, peer pressure, drugs, and alcohol, in a safe environment with their peers will be offered in order to promote healthy social/emotional development and provide students with the skills to deal with conflict, build resilience, and make good choices with guidance from a caring, skilled adult in offerings including Brotherhood/Sisterhood Circles, Teambuilding, and Peer Mediation and Mentoring. To address gaps in arts programming the ELT program will provide opportunities for learning through Drama, Music, Dance, and Visual and/or Performing Arts. Additionally, Phipps Neighborhoods staff is trained to provide Project-Based Learning (PBL) activities with the voice and choice of students driving the content and product of the project, so our staff can support content-area learning by exploring topics of high interest while incorporating literacy, math, science and technology, as well as arts and community engagement.

School leaders will ensure that instruction in the core academic subjects will be delivered under the supervision of teachers who are NYS certified in that particular content area. Parents will also receive information regarding the mandated ELT time and schedule adjustments made to their child's school schedule.

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.

There will be a full time ELT coordinator who will oversee the program. In addition to the full time coordinator the school will identify a staff member (to be determined at an upcoming strategy meeting) to work closely with the coordinator to ensure the ELT program is structurally aligned to the academic needs of the school. Phipps Neighborhoods may subcontract a portion of the ELT service provisions to well qualified providers when appropriate and deemed necessary though the needs assessment which will be conducted in tandem with the school. The ELT program's impact will be evaluated both qualitatively and quantitative through measuring student attendance afterschool (students vote with their feet!) and conducting subgroup analysis (grade gains and promotion rates) of the students who participate in voluntary ELT programming.

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

Compulsory ELT: September 14 2015 – June 17 2016

Voluntary ELT: October 5th 2015 – June 3rd 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.

This section cannot be completed until more information is provided as to the involvement of school teachers in ELT services. That being said Phipps Neighborhoods and the school agree to collaborate with one another to appropriately staff and budget for the above described ELT program. Ideally, the school's teachers will be the primary instructors for the compulsory portion of ELT with Phipps Neighborhoods staff providing supplemental support (push in and pull out during that time) and Phipps Neighborhoods staff or subcontractors will be the primary service providers for the voluntary portion of 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.

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

Part 6 – ELT Progress Monitoring

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

In January 2016 at least 60% of students who have 90% attendance in the compulsory portion of ELT will show improvement in their core academic subject areas.

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 October 2016, the Phipps Neighborhoods Community Schools at Globe will have employed the four components of the community school model (family engagement, mental and physical health services, extended learning and academic enrichment, and community engagement) to promote academic achievement for all students.

By July 2016, the school in collaboration with Community Based Organization (CBO) will have conducted ten (10) family engagement activities that will increase parental awareness and understanding of the school’s curriculum and how parents can support their children’s education.

Throughout the 2015-2016 school year, the Community School will provide mental health services specific to the needs of students utilizing a combination of community partners and community school personnel.

During the 2015-2016 school year, the Community School will engage a medical provider to provide annual screenings and preventative services to students, using needs assessment data.

Throughout the 2015-2016 school year, the Community School will provide academic enrichment to all students in the school, as measured by program attendance.

By November 2015, the Community School will have a fully operational leadership team comprised of local CBO support staff, parents, local business partners, and community members.

Part 2 – Community School Program Description

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

The Phipps Neighborhoods Community School at Globe will serve the entire student body. Services to be provided will include mental health services, physical health services coordination, family literacy activities, extended learning, and academic enrichment.

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.

Globe has partnered with Phipps Neighborhoods to meet the requirements for a Community School in the School Renewal program. The principal, members of the School Leadership Teams, and Phipps Neighborhoods staff members will work collaboratively to hire a Community School Director through a joint interview/screening process. The Community Director will coordinate the needs assessment process of Globe by reviewing relevant school data, interviewing school leadership, and conducting student, teacher, and parent surveys. Collectively, the community school leadership team will analyze the data and develop a strategy for goal achievement. The strategy will include extended learning and mental health services, as well as other elements illuminated from the needs assessment.

The community school leadership team will provide guidance and oversight for the work that at the Community School. This team will be integrally involved in strategy decisions and program delivery. Parents, students, community members, instructional staff, the principal, and the community school director will comprise the leadership team. The team will meet monthly to discuss strategy and programming.

The community school director will participate in weekly student support and attendance meetings with school personnel to review attendance and student concerns. Using the New Visions/Student Sorter to extrapolate attendance, testing, and behavioral data, and these meetings will serve to focus on trends and develop intervention strategies to address troubling trends as they arise. The director and school principal will also meet regularly to review progress of the work and implementation.

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.

Implementation of the Community School will be the responsibility of the Community School Director. The director will work in tandem with the school principal to oversee the work as prescribed by the community school strategy. The director will be supervised by the Community Schools Managing Director at Phipps Neighborhoods. Weekly supervision sessions will provide guidance support to the work. Additional personnel, both school and community partners will be determined by the strategy informed by the needs assessment. Phipps Neighborhoods will work alongside the school personnel to design the ELT program to provided academic support. Impact on student achievement will be measured by standardized test scores and report card data.

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

Resources needed include a Community School Director and office space for community program personnel. Additionally, personnel to deliver ELT, academic enrichment, mental health, and parent engagement activities are needed. Professional development for program and school staff that reinforces the new community school model is needed, as well. An extension of the school day to include the additional hour for ELT would be ideal to ensure maximum participation. Instructional needs will be determined upon completion of the needs assessment.

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

July 2015-July 2016.

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Bottom quartile of grade on i-Ready assessment	<ul style="list-style-type: none"> • Small group guided reading and writing instruction. 	<ul style="list-style-type: none"> • Small group • One-to-one 	During the school day
Mathematics	Bottom quartile of grade on i-Ready assessment	<ul style="list-style-type: none"> • Small group guided reading and writing instruction. 	<ul style="list-style-type: none"> • Small group • One-to-one 	During the school day
Science	Bottom quartile of grade on on-demand science performance task	<ul style="list-style-type: none"> • Small group guided reading and writing instruction. 	<ul style="list-style-type: none"> • Small group • One-to-one 	After school
Social Studies	Bottom quartile of grade on on-demand Social Studies performance task	<ul style="list-style-type: none"> • Small group guided reading and writing instruction. 	<ul style="list-style-type: none"> • Small group • One-to-one 	After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Identified as at risk using a research validated inventory such as the Student Risk Screening Scale	<ul style="list-style-type: none"> • Group counseling • One-to-one counseling • Mentoring • Explicit social skills instruction • Anger management • Executive functioning support 	<ul style="list-style-type: none"> • One-to-one • Small group • Large group 	<ul style="list-style-type: none"> • During the school day • After school

Section 9: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Administrators will identify all non-HQT in the school and will work closely with the Borough Support Center to ensure that non-HQT meet all required documentation and assessment deadlines. • Struggling and non-HQT will be paired with HQT and/or assigned mentors. • Administrators will use hiring fairs, open hire, and Borough Support Center to seek out and hire HQT teachers when positions are available. • Differentiated professional development is afforded to teachers to encourage professional growth and to be kept informed of up-to-date practices. • Teachers work in grade teams and department teams foster collaboration and a positive school culture. Reducing isolation helps to retain Highly Qualified Teachers.

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).
Administrators, school-based Professional Learning Team, and instructional consultants from Expeditionary Learning will sponsor strategies and activities for high quality professional development for teachers, principals, and paraprofessionals aligned to CCSS. Math teachers will continue receiving ongoing professional development from Hunter College. All teachers will create a Professional Learning plan for the year that will direct professional learning activities and growth.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
Not Applicable

3b. TA Coordination with the Regular Program

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

Not Applicable

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.

Assessment measures and the professional development necessary to effectively employ selected assessments are selected by teacher teams and approved by the principal.

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	265,425.00	X	15, 18, 22, 25, 29, 33
Title I School Improvement 1003(a)	Federal	0		
Title I Priority and Focus School Improvement Funds	Federal	52,828	X	15, 18, 22, 25, 29, 33
Title II, Part A	Federal	0	X	
Title III, Part A	Federal	0		

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,613,870.00	X	15, 18, 22, 25, 29, 33

¹Explanation/Background:

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

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

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

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

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

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

participation of parents and communities of limited English proficient children in English language instruction programs.

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

The Globe School: Parent Involvement Policy (PIP)

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

The Globe School School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

Application for Immigrant Funding

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

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

Funding follows similar guidelines for Title III funds established by the Office of English Language Learners (OELL) and can only be used to provide supplementary services to English language learners (ELLs) and immigrant students. Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

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

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist.

Directions: Please complete the Title III - Part A, Immigrant Program application below. Completed applications must be submitted by October 26, 2012 via email to TitleIIIImmigrantPlans@schools.nyc.gov.

Part A: School Information	
Name of School: <u>The Globe School for Environmental Research</u>	DBN: <u>11X272</u>
Cluster Leader: _____	Network Leader: <u>Charles Amundsen</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	
Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply):	
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:	
Total # of immigrant students (including ELLs) to be served: 22	
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: 1	
Describe the direct instruction supplemental program in the space provided below. Description should include:	
<ul style="list-style-type: none"> • Rationale • Subgroups and grade levels of students to be served • Schedule and duration • Language of instruction • Number and types of certified teachers • Types of materials 	
Begin description here:	
<p>Rationale</p> <p>Based on an analysis of the scores for our ELL population on the 2014' NYSESLAT, and the scores of non-ELLs for ELA and mathematics assessments, deficiencies in reading and writing are noticed. Through the Title III grant, our action plan for this population includes:</p> <ul style="list-style-type: none"> • Differentiating instruction for literacy needs. • Encourage ELL's participation in an afterschool and Saturday program, to improve their language and academic skills. • Communicate closely with the parents to monitor their children's progress. <p>This program will assist students in achieving English Language proficiency within three years and/or show improvement on the ELA State test. It will also intensify the literacy and academic skills of ELL's who participate in this program and will incorporate recognized research based ESL and other ELA instructional strategies across content subject areas. We expect to give students the skills to perform at city and state grade level in all subject areas. Our school provides or makes referrals to appropriate support services that may be needed by ELL students in order to achieve and maintain satisfactory level of academic performance.</p> <p>The ESL after school and Saturday program will also assist ESL newcomers, emerge and integrate faster in the daily classroom practices. The program will also help the ESL newcomers receive academic help in English language learning as well as subject areas of need.</p>	
Afterschool program	

Part A: School Information

The students will have an opportunity to receive help with content subject area work. The students will also do research and visit cultural settings of New York City, such as, museums. The students will do research on the sites selected for visitation. They will produce reports, in the format of a PowerPoint presentation, display boards or essays. After the visits, they will write reports based on what they have seen or experienced. The focus will be on their reading and writing skills as well as their practice of English Language listening and speaking skills. The focus of their written report as well as their oral presentation, will improve their written language, as well as their English listening and speaking skills.

Saturday Program

The students will have an opportunity to visit the cultural settings, which have been selected for their reports and presentations. These visits will occur after the appropriate research has been done.

The targeted students will be the current ELL's that through examination of the NYSESLAT data have shown the need to strengthen their reading, writing, listening and speaking skills. These students are sixth, seventh and eighth grade intermediate and advanced ELLs, as all as newcomers.

Schedule

The program will take place from 2:30pm – 4:00pm on Wednesdays and Thursdays and on Saturdays from 9:00am – 12:00pm. One Saturday a month the students will visit a museum and other cultural institutions. The program will run from January 2015 – May 2015.

Language of instruction

The language of instruction will be English. There will be one certified ESL teacher providing instruction and guidance. The ESL teacher will collaborate with the content area teachers on the necessary skills and strategies.

Types of materials

We are going to provide each student with reading materials related to the sites they are going to visit. Other materials will include computers, notebooks, display boards, flash drives, books, flyers and cameras. Basic school supplies such as notebooks, binders, paper and writing implements will be provided for teacher and student use.

Part C: Professional Development

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

Description should include:

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

Begin description here:

- We plan to also provide professional development to ensure that the schools' staff knows the content and process, as well as, skills, dispositions and accountability to help all students achieve

Part A: School Information

high success. Professional development will help enhance the teacher's ability to facilitate organizational change for ELL instruction. On-going professional development opportunities are offered to our teachers provided by an ELL vendor in an effort to impact on their instruction.

The training will be continuous from January until May concentrating on ESL strategies to enhance ELL's students listening, reading, writing, and speaking abilities. All of our teachers receive these training opportunities. Professional Development occurs during our Staff Development sessions, which take place every Monday and Tuesday from 2:20 p.m. until 3:40 p.m. Additional opportunities occur during our monthly departmental meetings. Coaching services will also be provided to the ELL educator to strengthen instructional practices for ELL students. Training is facilitated by the school coaches, administration, instructional leaders, staff developers from Expeditionary Learning, and other Independent Consultant Staff developer from the City/State of New York.

Part D: Parental Engagement Activities

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

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

Begin description here:

The cultivation of strong family-school partnerships is widely viewed as an essential component of strategies to improve students' educational outcomes. Parent involvement plays an important role in improving students' success in school. Therefore the parents will be invited to the monthly trips; each for one and a half hour. The participating teachers will communicate with the parents by letters and telephone calls. The parents will attend an Orientation Meeting to describe the program and answer any questions. Meetings are scheduled to explain the High School application process to the parents and students. Parents will spend time with their child in consultation with the Guidance Counselor to fill out their High School applications. Other topics will include:

Expectations for success at 11X272 – January 2015

Helping your child get the most out of homework – February 2015

Promoting reading at home – March 2015

What questions to ask during Parent-Teacher meetings – March 2015

Involvement in our Parent-Teacher Association. – April 2015

In order to notify parents of such activities, we will notify parents through phone calls. Furthermore, letters and flyers will be sent to the parents, in their own home language. Students will also notify their parents of such activities and parent consent forms will be distributed and collected.

Part D: Parental Engagement Activities

Part E: Budget

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

Allocation Amount: \$ __11,000.00_____

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 	60% \$6,600	Teacher for afterschool & Saturday Academy
Purchased services <ul style="list-style-type: none"> • High-quality staff and curriculum development contracts 	10% \$1,100	Translation
Supplies and materials <ul style="list-style-type: none"> • Must be: <ul style="list-style-type: none"> – supplemental – additional curricula, instructional materials – clearly listed 	20% \$2,200 10% \$1,100	Books, books on tape, glossaries Workshop, literacy libraries
Educational software (Object Code 199)		
Travel		
Other		
TOTAL	\$11,000	

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District	Borough select one	School Number
School Name		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

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

C. Teacher Qualifications

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

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

D. Student Demographics

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

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs		Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE		Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more years)

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages):	Number of students who speak three or more languages:
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]
- How do you make sure that a student's new language development is considered in instructional decisions?
- For dual language programs, answer the following:
 - How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?

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

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
9. Describe how your school ensures that placement parent notification letters are distributed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
 - b. TBE program. *If applicable.*
 - c. DL program. *If applicable.*
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Chart

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

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

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

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



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

Chart

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

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

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

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

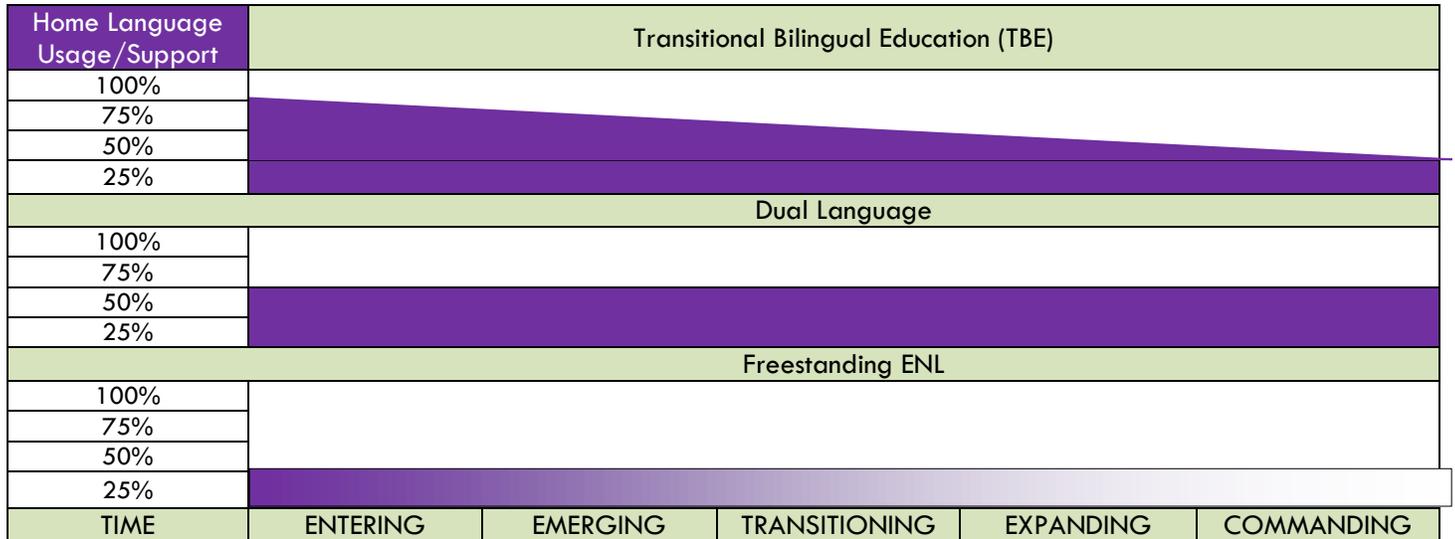


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
12. What new programs or improvements will be considered for the upcoming school year?
13. What programs/services for ELLs will be discontinued and why?
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
19. What language electives are offered to ELLs?
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

B. Professional Development and Support for School Staff

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

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to *ELL Policy Reference Guide, Parent Selection and Program Placement* section.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
5. How do you evaluate the needs of the parents?
6. How do your parental involvement activities address the needs of the parents?

D. Additional Information

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

Part VI: LAP Assurances

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

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

**DBN: 11X272 School Name: The Globe School for Environmental Research
Superintendent:**

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.learndoe.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.

Information about parents' home language preference is initially obtained from Home Language Identification Survey by the ENL teacher or another member of the LAP team. The staffers can leverage electronic translation (i.e. Google Translate) to receive critical information in a timely manner and accurately determine what language parents prefer to use in oral communication. This information is then manually added to the parent/student bio on ATS.

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.

The preferred languages for parents during the 2015-2016 academic year were determined to be English, Spanish, Creole-French, Bengali.

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.)

If parents indicate that they would rather receive written communications in a language other than English, virtually all, home-translated to the preferred language. This includes parent workshop notices, accountabilities for students (i.e. Cell Phone Contracts, Letters for learners of English).

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.

Formal interactions with parents include parent-teacher conferences, required meetings for LEP students and the ENL teacher year parent night (See NYC DOE professional calendar for Middle School dates).

Unscheduled or informal parent-teacher interactions include IEP and PPC meetings and suspension hearings. Routine student (as frequent as twice a month depending on content area) are also slated to take place.

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.

By and large, translation services will be rendered in-house by school staff since they can cater to the many speaking parents with Spanish and French. If school staff does not have commanding proficiency of a language, the Translation & Interpretation Unit will be consulted to identify a suitable vendor to provide interpretation services. To ensure the translation of important parent materials, the translation of written documents disseminated to parents will be handled by the LAP team with technological assistance.

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.

For home languages other than Spanish and Haitian-Creole, which will be interpreted by in-house by teachers or outside vendors (DOE preferred vendor Thebigword) will be solicited in order to meet parents communication needs.

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.)

ENL teacher will demonstrate to the teachers of ELL students, whose parents indicated that they preferred corresponding language, how to use Google Translate to accommodate parent preferences. The T&I Unit pamphlet will be disseminated and 3 professional development sessions will be allocated to teacher education in regard to language identification and communication needs of parents (i.e. completing Translation Request Form).

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

Required notification will be posted in a conspicuous, parent-facing location. The Translation and Interpretation Unit inspected for common translations and time-sensitive documents will be translated with technology whenever outside of specific time-constraints (i.e. LEP Entitlement or Non-Entitlement letters need to be disseminated within 5 school days). Parents' Bill of Rights and any other required notices, will be translated and made available to all parents identified with a communication preference other than English.

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)

Schools administrators follow the procedures outlined on the Translation and Interpretation Unit website in order to meet translation and interpretation requirements.

Parents will be encouraged to participate in the NYC school surveys used to create school quality reports.

Teachers and the LAP Team will be required to keep a record of all the language interpretation and translation services used, whether the service was rendered by in-house team members or an outside vendor.