



**2015-16**  
**RENEWAL SCHOOL**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(RSCEP)**

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

**11X289**

**School Name:**

**THE YOUNG SCHOLARS ACADEMY OF THE BRONX**

**Principal:**

**JEANETTE VARGAS**

## Renewal School Comprehensive Educational Plan (RSCEP) Outline

**Section 1: School Information Page**

**Section 2: Executive Summary and Organizing Principles**

**Section 3: School Leadership Team (SLT) Signature Page**

**Section 4: Renewal School Narrative**

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Expanded Learning Time (ELT)**

**Section 7: Community School Description**

**Section 8: Academic Intervention Services (AIS)**

**Section 9: Title I Program Information**

**Section 10: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: Young Scholars Academy School Number (DBN): 11x289  
Grades Served: 6-8  
School Address: 3710 Barnes Ave, Bronx, NY 10467  
Phone Number: 718-325-5834 Fax: 718-325-5676  
School Contact Person: Jeanette Vargas Email Address: Jvargas5@schools.nyc.gov  
Principal: Jeanette Vargas  
UFT Chapter Leader: Pellumb Cela  
Parents' Association President: \_\_\_\_\_  
SLT Chairperson: Jeanette Vargas/ Pellumb Cela  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): N/A  
N/A  
CBO Representative: Ms. Xiomara Esquillin (SASF) and Joel Sanchez (Phipps)

**District Information**

District: 11 Superintendent: Meisha Ross Porter  
Superintendent's Office Address: 1250 Arnow Ave, Bronx, NY, 10469  
Superintendent's Email Address: mross@schools.nyc.gov  
Phone Number: 917-678-6460 Fax: 718-519-2640

**Borough Field Support Center (BFSC)**

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

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<b>Collaborative Teachers:</b> 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.
<b>Effective School Leadership:</b> 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.
<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<b>Trust:</b> 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)
	Jeanette Vargas	*Principal or Designee	
	Pellumb Cella	*UFT Chapter Leader or Designee	
		*PA/PTA President or Designated Co-President	
		DC 37 Representative (staff), if applicable	
		Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Joel Sanchez	Community School Director (staff)	
	N/A	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
	N/A	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
	Nicola Jackson	Parent	
	Audrey Campbell	Parent	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Jared Yapkowitz	Staff	
		Staff	
		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.

Young Scholars Academy (YSA) is a learning community whose mission is to educate all children with a focus on three goals:

- To promote a high level of academic achievement in all content areas
- To nurture the social, emotional, intellectual and physical development of adolescent learners
- To prepare all students for success in high school, college, and life beyond the classroom.

We are located in the northeast section of the Bronx and currently service approximately 330 students in grades 6 – 8. The school population is made of 72% Black, 23% Hispanic, 3% Asian/American Indian/Pacific Islander and 1% White. Boys account for 53% of the student body and girls account for 47%. As part of our demographics our student body also includes 7% English Language Learners (ELLs) and 25% of our population is comprised of Students with Disabilities (SWDs). The average attendance for the 2014-2015 school year was 90.5%.

At the Young Scholars Academy our scholars are taught to think critically, and become problem solvers. Our students are being prepared for high school and college through our emphasis on aligning instruction in all content areas to rigorous Common Core Learning Standards (CCLS). We celebrate student success through student of the month, Quarterly Honor Roll, 100% attendance celebrations, and other PBIS initiatives.

In the 2014-2015 school year, our scholars were engaged in rigorous activities as well as a variety of extra-curricular activities offered by the Community Based Organization (CBO) partnership with Building Educated Leaders for Life (BELL). The expanded learning opportunities provided through BELL include: Dance, Step, TEEN Action, Music, 12 Comics, Leadership program, Art, Teen Council, Hip Hop, Robotics, Fitness, Flag Football, Homework support, and Test Prep. Students also attend multiple field trips through BELL that included trips to: New Roc City, ice-skating, and the Museum of the Moving Image.

In the 2015-2016 school year the school will be partnering with a new CBO, Phipps. Our school's partnership with Phipps will help to bring academic, socio-emotional, mental health, and offer services and support staff to help our school's transformation into the Community School model in the 2015-2016 school year.

Our Parent Coordinator collaborates with school leaders to help provide parents with a monthly newsletter in order to inform them of upcoming meetings, workshops, and special events. Our faculty notifies parents of student progress through the use of Jupiter Grades along with our weekly parent engagement sessions set-forth on Tuesday afternoons.

We also use our School Messenger system to remind parents of upcoming school events. In terms of our school community, we have maintained 92% of our staff and have been able to develop and promote our own teachers into teacher leadership roles, such as Peer Instructional Coaches (PICs) and Demonstration Teacher (DT) roles.

During the 2013-2014 school year our school professional development focused on the new observation tool used for evaluating the instructional practices of our teachers, the Danielson Framework for Effective Teaching. In 2014-2015 we continued using the Danielson Framework and will continue to use it in the 2015-2016 school year. After review of school data, school leaders determined a need to focus on Domain#3 of the Danielson Framework, as we believe this is what will assist most in impacting student achievement. Danielson Components 1e, 3b, 3c, and 3d have also been selected as the focus evaluation components for the 2015-2016 school year based on our Measures of Teacher Practice (MOTP) data findings.

Our teachers receive Professional Development (PD) sessions on Monday afternoons. On Thursdays, our teachers meet in collaborative teacher teams based on subject matter and by grade level. During the day, teachers meet a minimum of

once a week to collaborate on lesson plans and adjustments to their curriculum. As we are focusing on literacy, our Science and Social Studies teachers participate in weekly teacher team meetings with the English Language Arts (ELA) teachers. School leaders and the School Leadership Team will be collaborating on enhancements to the school's curriculum and programming to further support student achievement before and throughout the upcoming school year. Young Scholars Academy has partnered with Middle School Quality Initiative (MSQI). Through this partnership, the understanding set forth by Principal Vargas is that all teachers are teachers of literacy. Teachers are using an interdisciplinary vocabulary and literacy program, Word Generation. Word Generation was expanded so as to the complete series with the whole school this school year and will be continued throughout the 2015-2016 school year. Science and Social Studies teachers also support literacy instruction through the integration of 'Strategic Reading Time' periods scheduled into their programs. One of the ways YSA monitors student progress is through the use of the Degrees of Reading Power (DRP) assessment across all grades, which was also introduced to us through our partnership with MSQI.

YSA's Instructional Focus for the 2015-2016 school year is: "If we focus on building a community that promotes student-centered learning by engaging our students in higher-order questioning and discussions that lead to intellectual engagement, then our scholars will develop the critical speaking, listening and writing skills our scholars will need on their path towards high school and beyond."

At YSA we believe that students learn best by providing students with multiple entry points to succeed. We believe that analyzing data from multiple data sources, developing and scaffolding high quality questions using Webb's Depth of Knowledge, Blooms Taxonomy provides opportunities for rigorous student engagement. Grouping of students so they are given opportunities to discuss their thoughts on various topics also provides different avenues for student learning. The above helped to inform our Instructional Focus for the 2014-2015 and 2015-2016 school years.

At Young Scholars Academy we believe that we have made the biggest strides in Tenet 3 of the Diagnostic Tool for School and District Effectiveness (DTSDE) rubric, in particular Statement of Practice (SOP) 3.2. We have pushed to align all core subjects to the CCLS. We believe that in order for our students to have success, we all need to collaborate and challenge all our students in every subject.

We also believe that we need to continue working to improve the school environment and learning culture through our Positive Behavioral Interventions and Supports (PBIS), so that all staff and students feel they have a safe place to learn and succeed.

As a Renewal School, we are beginning (or expanding) implementation of the following school improvement strategies during the 2014-2015 school year and the 2015-2016 school year:

- Expanded Learning Time opportunities for all students, including additional instruction provided during after school and/or summer programming, provided in collaboration with CBO.
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school.
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students .
- Additional, focused strategies to increase parent and family engagement with support from our CBO.

YSA also participated in a comprehensive needs assessment with the American Institutes of Research (AIR) across all six elements of the Capacity Framework (Rigorous Instruction, Collaborative Teachers, Supportive Environment, Effective School Leadership, Strong Family-Community ties, and Trust) to inform further refinement of our 2015-2016 Renewal School Comprehensive Education Plan (RSCEP). Monthly progress monitoring will be conducted throughout the 2015-2016 school year by the School Leadership Team (SLT), to ensure the school is making progress towards our benchmark and metric targets.

The YSA team is looking forward to continuing our work and collaboration within the Richard R. Green building to make our campus a more welcoming and inclusive learning environment for all our stakeholders. The school leaders within the campus are currently collaborating, planning and discussing ways to work together to share resources for the benefit of our entire school community. Together we know we can make a difference within our campus for our entire school community.

**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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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.	E
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.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p><b>Reflection:</b> During our school’s School Renewal Assessment (SRA) conducted by the American Institutes for Research (AIR), findings from our review of the School Enacted Curriculum (SEC) survey indicated a need to make adjustments to our ELA curriculum and units of study, so that teachers are allotting more time to go deeper with higher leverage Common Core standards. Teachers will be given opportunities to collaborate in redesigning their curriculum to align to the selected focus standards, and will decide on the effective and engaging units and components of Code-X, Word Generation, along with mentor texts as part of the writing project from Teachers College will be used for the upcoming school year. The goal is to select and/or develop fewer and more engaging units of study that will cover the selected focus standards, ensuring that our scholars have more time and opportunities to go deeper in regards to their learning. Based on School Renewal Assessment (SRA), in our Supports and Structures Report, staff members indicated that they develop their own instructional materials to augment what is provided through EngageNY and the online NYC Common Core Learning Library. Respondents reported a significant focus on literacy across all subject areas. Most respondents said that the school holds high expectations for all students and that the school’s goal is to prepare students for success in high school and beyond.</p> <p><b>School Strengths:</b> Based on our 2014-2015 Quality Review, one of our school’s strengths is that there is a shared coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson framework for Teaching.</p>		

According to our Middle School Quality Snapshot data, 87% our school's former 8th graders earn enough high school credit in 9th grade to be on track for high school graduation.

**School Needs:** A need identified within our 2014-2015 Quality Review findings included a need for engagement in a structured collaborations on teams using Inquiry protocols that promote shared leadership and focus on improved student learning.

Based on our Middle School Quality Snapshot data, approximately 8% of our students met State standards on the State English exam; and approximately 7% met State standards on the State math exam;

Our 2013-2014 School Quality Guide findings show that our school 'did not meet' our target in student progress and is still 'approaching targets' in regards to student achievement.

The above data 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)

YSA's 2015-2016 curricula will incorporate strategically chosen CCLS focus standards and units from Code X, CMP3, Engage NY resources, Teachers College Writing Units, Word Generation, novel study units, and interdisciplinary units created by teacher teams aligned to the school's selected CCLS focus standards and the instructional shifts. 'Strategic Reading Time' and writing periods will be embedded to promote time for additional independent reading and writing across core subjects. The Social Studies and Science curriculum will be aligned to the NYC Social Studies Scope and Sequence and Science Scope and Sequence and will incorporate focus literacy standards selected by Teacher Teams and School Leaders. All other subjects will be aligned to the CCLS literacy focus standards and the content standards for their subject. Common CCLS aligned rubrics from Teachers College will be used to track progress on selected writing standards across grades and subjects. An additional hour of Expanded Learning Time will be embedded in the school's program Monday-Friday to allow for RTI, AIS, and/or additional learning activities and opportunities for students. Saturday Academy will also help provide students with additional learning time and activities open to all our scholars.

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

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

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

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

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

We expect to increase our student proficiency rates to 2.17 from 2.11 in ELA and 2.18 from 2.15 in Mathematics as evidenced through data from the NYS English Language Arts and NYS math exams. We also expect to drop our Level 1 by 20% in both ELA and Mathematics over the next two years.

### **Part 3 – Annual Goal**

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

During the 2015-2016 school year, school leaders and teachers will collaborate to enhance the existing Common Core Aligned curricula for all scholars, as evidenced by an increase in the average student proficiency rates from 2.16 to 2.17 in ELA and 2.09 to 2.18 in Math on the New York State English Language Arts and Mathematics exams.

### **Part 4 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>School leaders and teachers will collaborate to develop vertically and horizontally coherent curricula aligned to focus Common Core Learning Standards and instructional shifts. Curriculum maps will include selected school-wide focus literacy standards, with common rubrics to be integrated across disciplines. Teachers College writing units, Word Generation, and ‘Strategic Reading Time’ periods will be used to support independent reading and writing time for all scholars. Our ELLs and SWDs will be given access to more blended learning opportunities using MyOn, Mathletics, RALLY, and Wilson Just Words to help differentiate and enhance their learning. <b>(QR 1.1)</b></p>	<p>All students  including ELLs and SWDs</p>	<p>June 2015- June 2016</p>	<p>-School Leaders  -Lead teachers  -Teacher teams  -External consultants  -Central Team - District Team  -Borough Field Support Center liaison</p>
<p>School leaders and teachers will collaborate to ensure academic tasks emphasize cognitive engagement and higher-order skills across grades and subjects (DOK Level 3/4 questioning and performance tasks), as evidenced by student work within student promotional portfolios and on classroom and hallway bulletin boards. <b>(QR 1.1)</b></p>	<p>All students  including ELLs and SWDs</p>	<p>Sep 2015- June 2016</p>	<p>--School Leaders  -Lead teachers  -Teacher teams  -External consultants  -Central Team  -District Team  - Borough Field Support Center liaison</p>
<p>School leaders and staff will select and use an inquiry protocol to look at student data and portfolio work to inform planning and refining of curriculum, instructional practices, and academic tasks. Common rubrics from Teachers College aligned to focus CCLS writing standards will be used to assess student writing and will be used to promote a school-wide focus on student writing products. Depth of Knowledge (DOK) and the Hess’ Cognitive Rigor Matrix will be used as school-</p>	<p>All students  including ELLs and SWDs</p>	<p>Sep 2015- June 2016</p>	<p>-School Leaders  -Lead teachers  -Teacher teams  -External consultants</p>



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

**Part 6 – Progress Monitoring**

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

By February 2016, modifications and enhancements to the ELA and math curriculum maps for grades 6-8 will show evidence of all of the following: emphasis on Common Core focus standards for ELA and math {as per School Enacted Curriculum (SEC) findings}; scaffolds included for ELLs and SWDs; integration of Teacher's College writing units; embedded strategic independent reading time; and 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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul> <p><b>Reflection:</b> Based on our school’s AIR co-interpretation findings there is insufficient staff for social-emotional support of students beyond what is currently in place.</p> <p><b>School Strengths:</b> Based on our 2014-2015 Quality Review, one of our school’s strengths is that it has various forms of communicating information to parents. The school has also recently implemented PBIS to promote and reward positive student behavior.</p> <p>Based on our 2014-2015 School Renewal Assessment (SRA), in our Supports and Structures Report, respondents interviewed were mixed regarding the level of safety for students in the school. Respondents reported that they struggle with classroom management and student behavior.</p> <p><b>School Needs:</b> A need identified within our 2014-2015 Quality Review findings included a need for the school to increase parental involvement and student supports to address future decisions in regards to guidance for students and parents in high school transition.</p> <p>The above 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?

YSA believes that the 're-branding' of our school through multiple PBIS initiatives will support our school in continuing to move in a positive direction towards creating a safe and inclusive learning environment for all stakeholders. Currently the school has a partnership with Building Educated Learner for Life (BELL). This program provides the following for our students: Dance, Step, TEEN Action, Music, 12 Comics, Leadership program, Art, Teen Council, Hip Hop, Robotics, Fitness, and Flag Football, Homework support, and Test Prep. BELL will no longer be serving as our CBO in the 2015-2016 school year; however, Sports and Arts will be one of our CBO for enrichment activities. In order to provide our students and families with socio-emotional, mental, and health services, the school is partnering with a new CBO, Phipps. Through the school's collaboration with Phipps, students and parents will receive additional support services in the upcoming school year.

Student voice and leadership is supported through our partnerships with MSQI. SASF provides a leadership program for our scholars. A debate team has also been created this year through our partnership with MSQI and our students placed and one trophies this year. School leaders are working to coordinate a Student Council for next year that will promote students having a voice in PBIS initiatives at the school.

Findings from our school's AIR co-interpretation determined that there is a need for additional guidance counselors and/or support staff to help cater to the socio-emotional and mental health needs of our students. Our partnership with our CBO will help to provide these services to our students, as needed. School leaders and the CBO will also collaborate to track data and to assess the socio-emotional and development supports provided to our scholars during the upcoming school year.

School leaders in collaboration with the CBO will make attendance and chronic absenteeism a focus goal for the 2015-2016 school year, so that students do not continue to lose instructional time. The school expects to meet the attendance benchmark and metric targets for both the 2015-2016 school year and the 2016-2017 school year. Y.S.A is continuing our work and collaboration within the Richard R. Green building to make our campus a more welcoming and inclusive learning environment for all our stakeholders. The school leaders within our campus are currently collaborating, planning and discussing ways to work together to share resources for the benefit of our entire school community. Together we know we can make a difference. We embrace the new initiatives and supports brought forth through the Renewal School and Community School initiatives. Our team is also and looking forward to our partnership with Phipps in supporting our transformation into a model Community School campus.

Direct support from Phipps Neighborhoods includes:

### ***Academic Interventions & Progress***

Academic interventions, push-ins and pull outs occur on a daily basis by Phipps Achievement and Senior Achievement Specialist. Achievement Specialists provide tutoring services daily for all students. Achievement Specialists have been given consent to conduct a math ELT support class three days a week for the 6th grade students in the school.

### ***Classroom Support (Push Ins & Pull Outs)***

Achievement Specialists are able to conduct push-ins daily and pull outs as needed. Achievement Specialists also work in pairs with some teachers, where one Specialist provides in classroom support and the other does a pull out intervention. Teachers will be providing the Senior Achievement Specialist with their lessons plans which allows the Achievement Specialists to better prepare for push ins and tutoring.

**ELT (Renewal Hour)**

Phipps Neighborhoods, offers club-style ELT activities for the students on a specified day each week. Phipps has an excited theme for each school. Facilitators of each activity create lesson plans with the Core Competencies of each grade level in mind. The idea is to help develop essential middle school level skills to better prepare the students for day to day instructional time with their teachers.

**Part 3 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – 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, our PBIS team in collaboration with our Community Based Organization (CBO) will continue to develop our positive behavioral interventions and supports initiatives to target our chronically absent students, and other identified students with poor attendance, resulting in our school's movement from a 90.5% student attendance rate to a 91.2% attendance rate.

**Part 4 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engage families and expand their understanding of a supportive environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>The school’s staff will continue to integrate Positive Behavioral Interventions and Supports (PBIS) to create a school environment that fosters a sense of safety and belonging among all students and adults through clear</p>	<p>-All students</p>	<p>June 2015- June 2016</p>	<p>- School Leaders  - PBIS team</p>

<p>expectations, progressive monitoring, common expectations/language, a sense of community, and student voice. A clear ladder of referral and tiered PBIS interventions will be determined and outlined by the school's PBIS team, in collaboration with the school's CBO, during the 2015-2016 school year. Tiered behavioral interventions will be determined to support at risk students, ELLs, SWDs, STH, SIFE and other high needs students, as needed. <b>(QR 1.4)</b></p> <p>The schools' PBIS store and 'Scholar Dollars' system will be revisited and enhanced by the school's PBIS team. PBIS team and CBO will help to 're-brand' the school through 'school beautification' initiatives included transforming classroom environments and the school's exterior and lobby into more welcoming environments for students and the community. Progress will be determined by decrease in number of incidents and suspensions and will be tracked through OORS data reports <b>(QR 1.4)</b></p>	<p>-Parents/ Community -All students -Teachers</p>	<p>June 2015- June 2016</p>	<ul style="list-style-type: none"> <li>- Teachers</li> <li>- CBO Director</li> <li>- DSR</li> <li>- PBIS consultants</li> <li>- School Leaders</li> <li>- PBIS team</li> <li>- Teachers</li> <li>- CBO Director</li> <li>- Parent Coordinator</li> <li>- DSR</li> <li>- PBIS consultants</li> </ul>
<p>The school staff in collaboration with the school's CBO will coordinates personalized attendance, guidance, discipline, and advisement supports. There will be a clear connection between guidance and discipline. School leaders will work with the CBO to identify potential guidance and support staff for students with socio-emotional and mental health needs. <b>(QR 1.4). The school leaders and CBO will use the New Visions-Student Sorter to monitor at risk and chronically absent students. Interventions provided for these students will be documented within the tool.</b></p>	<p>-Tier 2 and Tier 3 student  -Parents</p>	<p>June 2015- June 2016</p>	<ul style="list-style-type: none"> <li>- School Leaders</li> <li>- PBIS team</li> <li>- Teachers</li> <li>- CBO support staff</li> <li>- Guidance Counselors</li> <li>- Social Workers</li> <li>- Parent Coordinator</li> <li>- PBIS consultants</li> </ul>
<p>School leaders, school staff, and CBO will collaborate to provides family-focused services including middle school, high school, and/or college and career guidance and outreach that engage parents and family members in supporting positive student academic and socio-emotional growth. Additional services and workshops for parents will be determined by school leaders in collaboration with the Parent Coordinator, Parent Association, Guidance Counselor, CBO director, and DSR. Parent surveys will be created and distributed to determine the workshops,</p>	<p>Parents/ Families</p>	<p>June 2015- June 2016</p>	<ul style="list-style-type: none"> <li>- CBO support staff</li> <li>- School Leaders</li> <li>- PBIS team</li> <li>- Teachers</li> <li>- Guidance Counselor</li> </ul>

events, and services most needed by parents within our community.  <b>(QR 1.4)</b>			
School leaders and staff will collaborate with the school's CBO to provide Expanded Learning Time for all students embedded within the school's schedule and through Saturday Academy. School leaders, UFT Chapter Leader, and staff will determine how to program and maximize the use of this time to support the academic and socio-emotional needs of our scholars . <b>(QR 1.4)</b>	-Teachers  -Students	August 2015-June 2016	- School leaders  - Teachers  - UFT Chapter - Leader  - CBO Director  - DSR

**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
CBO support staff, Guidance Counselor/s, Social Worker/s, PBIS Team, CBO support staff to reorganize our PBIS store, supplies for PBIS store, custodial staff to help paint classrooms, 'school beautification' supplies (for classrooms, lobby, and exterior of school), banners for exterior of school, Student Council, and Youth Court (shared with campus), SWISS software tracker of occurrence.											
<b>Part 5b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> 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, the school will have an average student attendance rate of 91%. The CBO Director and school leaders will have a tracking system of attendance data on each identified chronically absent student, including all interventions provided to each of the identified chronically absent students. 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.
<b>Part 6b.</b> In <b>February 2016</b> , 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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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.	E
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).	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>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.</li> </ul>		
<p><b>Reflection:</b> During our school’s AIR co-interpretation, it was determined that teachers are working collaboratively and believe that the professional development they are receiving has been impactful. However, some teachers stated that they are still struggling in meeting the needs of our diverse group of learners. Additional support and collaborative professional development opportunities will be needed to further support our staff that works with our ELLs and SWDs. Based on our 2014-2015 School Renewal Assessment (SRA), in our Supports and Structures Report, many school staff cited positive examples of teacher collaboration and its benefits. Respondents often identified collaboration as an area the school has made growth in.</p> <p><b>School Strengths:</b> Based on our 2014-2015 Quality Review, one of our school’s strengths is that there is a coherent set of beliefs set-forth by our staff on how children learn best. Another strength is that our school has time built in to teacher’s schedules for collaboration within grade level teams and by subject area.</p> <p><b>School Needs:</b> A need identified within our 2014-2015 Quality Review findings included a need for teachers to collaborate on multiple entry points for students to be consistent and visible in all classrooms. The above 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:

- 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?

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

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

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

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

Teachers will meet weekly to review and analyze student work and make necessary changes to curriculum to address student needs.

### **Part 3 – Annual Goal**

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

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

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### **Part 4 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Teachers will be engaged in regular and frequent team meetings using an inquiry approach (aligned to Data Wise) driven by authentic student work and aligned to school-wide instructional priorities and goals that improve student outcomes. Team analysis of student work will result in agreed upon shifts in units, lessons, and pedagogy that improve student outcomes. Teacher teams will present their inquiry work and findings to their school leaders and colleagues. School leaders, central team, DSR, PLF, and superintendent will conduct progress monitoring. <b>(QR 4.2)</b></p>	<p>Teachers</p>	<p>Sep 2015- June 2016</p>	<ul style="list-style-type: none"> <li>- Teachers</li> <li>- School leaders</li> <li>- Central Team</li> <li>- DSR</li> <li>- PLF</li> <li>- Superintendent</li> </ul>
<p>Distributed leadership structures will be in place so that teacher teams have a clear process for key decision-making and implementation that holds everyone accountable for student learning. The school leaders will develop their 2015-2016 Assessment Plan so that it includes benchmark, formative and summative assessments- including student promotional portfolio tasks in the core subject areas. <b>(QR 4.2)</b></p>	<p>Teachers</p>	<p>Sep 2015- June 2016</p>	<ul style="list-style-type: none"> <li>- Teachers</li> <li>- School leaders</li> <li>- Central Team</li> <li>- DSR</li> <li>- PLF</li> <li>- Superintendent</li> </ul>
<p>Opportunities will be provided for job-embedded professional development for school and teacher leaders, principal, APs, mentor teachers and content coaches. School leaders will create their 2015-2016 Professional Development plan so that includes cycles of pd and differentiate pd opportunities for staff members. <b>(QR 4.2)</b></p>	<p>Teachers</p>	<p>Sep 2015- June 2016</p>	<ul style="list-style-type: none"> <li>- School leaders</li> <li>- Lead Teachers</li> <li>- Coaches</li> </ul>
<p>School leaders, UFT chapter leader, and staff will collaborate to determine the best way to program their professional learning time.</p>	<p>Teachers</p>	<p>Sep 2015- June 2016</p>	<ul style="list-style-type: none"> <li>- UFT Chapter leader</li> <li>- Teachers</li> </ul>

			<ul style="list-style-type: none"> <li>- School leaders</li> <li>- Central Team</li> <li>- DSR</li> <li>- PLF</li> <li>- Superintendent</li> </ul>
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**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> 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, schedule/programming adjustments, per-session opportunities for teams to meet after school and/or over the summer											
<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> 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.											
<b>Part 6b.</b> 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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
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).	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p><b>Reflection:</b> Findings from our preliminary NYC teacher survey report indicated that 97% of teachers trust the principal. Based on our 2014-2015 School Renewal Assessment (SRA), in our Supports and Structures Report, respondents reported that the school leaders are generally responsive to their requests for additional support.</p> <p><b>School Strengths:</b> Based on our 2014-2015 Quality Review, one of our school's strengths is there is a set of beliefs about how students learn best that is informed by the instructional shifts and Danielson framework for Teaching, aligned to the curricula, engagement of students, and meets the needs of all learners so that all students produce meaningful work products.</p> <p><b>School Needs:</b> A need identified within our 2014-2015 Quality Review findings included a need for school leaders to establish high expectations for staff, students, and families and to hold staff accountable for achieving those expectations.</p> <p>Based on our 2014-2015 School Renewal Assessment (SRA), in our Supports and Structures Report, respondents reported that school leadership could improve the efficacy and timeliness of feedback related to instruction. The above 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>		

**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 have collaborated with staff and have shared the school’s vision and mission to the entire school community. 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 use evidence-based systems to 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 CBO’s 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. 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 the Assistant Principals and the Community School Director, and will hold them accountable for developing systems to share academic, behavior, 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 collaborate 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 59 for math.



based on a needs assessment from accumulated observation data <b>(QR 4.1)</b>			
<p>The organizational structure and master schedule will support: <b>(QR 1.3)</b></p> <ul style="list-style-type: none"> <li>• student interventions (tiered supports through blended learning programming)</li> <li>• remediation and enrichment during the regular school program and/or during after school and Saturday Academy</li> <li>• common planning and collaboration periods for teachers for inquiry work, unit/lesson planning and curriculum map adjustments</li> <li>• professional development and learning opportunities for teachers and staff members</li> <li>• Regents class (possibly shared with other school within the campus)</li> </ul>	-All students  -Teachers	September 2015- June 2016	School leaders
<p>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. School leaders in collaboration with the DSR and SLT will develop a clear vision, mission, Instructional Focus, and strategic plan for school improvement. <b>(QR 3.1)</b></p>	-Students  -Teachers  -School Community	May 2015- June 2016	- School leaders  - SLT  - DSR

### Part 5 – Budget and Resource Alignment

<b>Part 5a.</b> 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, Borough Field Support Center											
<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

### Part 6 – Progress Monitoring

<b>Part 6a.</b> 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.
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A quarterly review (November 2015, January 2016, April 2016 and June 2016) of student promotional portfolios will be conducted by the principal, Assistant Principals, and teacher leaders 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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
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.	E
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><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p><b>Reflection:</b> Based on our 2014-2015 School Renewal Assessment (SRA), in our Supports and Structures Report, respondents reported a relatively low level of parental involvement in the school. Respondents said that the school makes an effort to communicate regularly with all parents and hosts parent workshops to bring parents into the school building.</p> <p>Creating strong family and community ties has been a major challenge for our school and campus over the past several years. Our school has integrated multiple ways to communicate important information to parents and to involve them within our school community; however, there are still very few parents that attend our parent informational and activities provided by the school. For the 2015-2016 school year, we will be partnering 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><b>Strengths:</b></p> <p>School leaders at Y.S.A maintain an open door policy for families to maintain a feeling of availability to always address their needs. Y.S.A 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. Students also receive monthly progress reports. Parent newsletters are sent out and student homework and student progress is posted on Jupiter grades. Families are informed of student attendance including absences and lateness through School messenger. 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 Facebook account in order to incorporate an additional way to communicate with students and families during the upcoming school year.</p> <p><b>School Needs:</b></p>		

Based on our 2014-2015 School Renewal Assessment (SRA), in our Supports and Structures Report, respondents identified community partnerships as an area of improvement for the school.

YSA's Parent Coordinator, along with school staff members and the school's CBO, will provide Parent Workshops on how to effectively utilize the functions of our various school systems to access up to date information and educational programs that support student learning including the new NYC Schools Account, which enables parents to see information they found previously in ARIS Parent Link. Furthermore, the attendance team will conduct outreach to families of chronically absent students. There is also a need for additional support staff to support families with socio-emotional and mental health services for some of our scholars. (Tenet 6)

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. A new data tool for parents has been created by the city for parents to share student data with families. This needs assessment informed the development of the annual goal and action plan listed below for the Framework for Great Schools element- Strong Family and Community Ties.

## **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 and will create a welcoming environment for our school community. School leaders, staff, the 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, informational, 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 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 through the use of parent surveys and parent outreach initiatives, to engage and increase parent involvement with our school community.

Jupiter Grades will purchased and used to provide access for students and parents to student data. The school will provide access and training opportunities for students and parents in understanding and using Jupiter Grade. A new data tool for parents has also been created to replace ARIS Parent Link. We will provide access and training opportunities for students and parents in understanding and using the new N.Y.S School accounts and Jupiter grades 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, M e a s u r a b l e , A c h i e v a b l e , R e v e l a n t , a n d T i m e - b o u n d . 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><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>School leaders, school staff, and CBO staff will collaborate to provide family-focused services including middle school, high school, and/or college and career guidance and outreach that engage parents and family members in supporting student growth. <b>(QR 1.4)</b></p> <p>School leader will hire an additional literacy and Mathematics teacher to reduce class size configuration in the 7<sup>th</sup> grade so as to effectively reduce teacher student ratio and provide Academic Intervention Services.</p>	<p>Parents/ families  Students</p>	<p>September 2015- June 2016  September 2015- June 2016</p>	<p>- School leaders  - Parent Coordinator  - CBO Director -School Leader  Principal</p>
<p>School leaders and teachers will have high expectations for learning, student work, and behavior shared with parents and the school community. Actionable feedback and individualized supports, provided by the school, will enable students to progress towards the next level. School leaders will help to monitor this progress through student promotional portfolio checks, progress report and Report Card checks, and progressive monitoring of work produced</p>	<p>Parents/ families  Teachers</p>	<p>September 2015- June 2016</p>	<p>- Teachers  - School leaders  - Parent Coordinator  - CBO Director</p>

by teacher teams. Parents will be given access to their child's academic progress through use of Jupiter Grade. <b>(QR 3.4)</b>			
Expectations around middle school, high school and/or college and career readiness will be communicated to families who will be provided support in understanding and helping their children meet those expectations. School leaders, Parent Coordinator, PA, and CBO Director will collaborate on the communication with the families. <b>(QR 3.4)</b>	Parents/ families	September 2015- June 2016	- Teachers - School leaders - Parent Coordinator - CBO Director
Early warning systems will be established that include attendance, academic performance, and behavior monitoring to identify students at-risk. The school will provide appropriate and timely interventions, in collaboration with the school's CBO. Parents will be notified and informed by the school about the services provided to their child and how they can best support their children at home. <b>(QR 3.4)</b>	Students Parents/ families	September 2015- June 2016	- Teachers - School leaders - Parent Coordinator - PA - CBO Director

**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
CBO support, CBO Director, ELT, communication and data tools for families, parent and family interest surveys, parent workshops, Parent Coordinator, Parent Association, Jupiter grade, School Performance Data Explorer, and NYC School accounts for parents.											
<b>Part 5b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> 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, N.Y.C Schools Account access, interest surveys, parent workshops, CBO services, school events, Family Nights, information's, etc.) and will provide documentation of parent outreach and parent participation for the September 2015-February 2016 time period. We will look for a 20% increase from 5 parents to a minimum of 8 parents by February. School will have an established Parent Association and parents serving on the School Leadership Team for the 2015-2016 school year.
<b>Part 6b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.



## Section 6: Expanded Learning Time (ELT) Program Description

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

### **Part 1 – ELT Program Goal(s)**

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
<p>Extended learning time will provide every student in the school academic support, remediation and/or enrichment that is facilitated in an engaging manner which capitalizes on the student’s personal goals and interests. The 2015 – 2016 ELT goals will be as follows:</p> <ul style="list-style-type: none"> <li>•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.</li> <li>•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</li> </ul>

### **Part 2 – ELT Program Type**

Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
<p>Participation in 60 minutes of academic support / homework help/tutoring four days per week will be compulsory for all students at the school. Participation in the additional 60 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 in attending. Lastly, the community school contract will provide group and individual incentives for attending such as field trips, group celebrations, and celebratory recognition of achievement.</p>				

### **Part 3 – ELT Program Description**

<b>Target Population:</b> The ELT program for a Renewal School will be offered to <b>all students</b> in the school.
<p>Describe how the school will meet the following SED requirements for an ELT program:          How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging?          How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

- 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 on 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.

#### **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 after school (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 21<sup>st</sup> Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.*

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

**Part 6 – ELT Progress Monitoring**

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

February 2016, our SLT will meet with their Director of School Renewal (DSR) and their superintendent to do a mid-point benchmark review of progress towards meeting the mandated Expanded Learning Time requirements. Multiple qualitative and quantitative data will be reviewed to evaluate the effectiveness our school's ELT based on observations, review of student work, and feedback from students and teachers on our Expanded Learning Time for the 2015-2016 school year. (Awaiting for Renewal School Benchmark targets to be released)

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

## Section 7: Community School Description

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

### **Part 1 – The Community School Program Goal(s)**

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

By June 2016, Young Scholars Academy 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 CBOs, 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 Young Scholars Academy 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.

Y.S.A 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 Y.S.A 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 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.

**TASK**

**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Bottom 1/3	Just Words Small group guided reading and writing instruction.	Small Group 1:8;1:15	During school day After-School Saturday Academy
<b>Mathematics</b>	Bottom 1/3	Focused Math Small group guided reading and writing instruction.	Small Group 1:8; 1:15	During school day After-School Saturday Academy
<b>Science</b>	Bottom 1/3	Small group guided reading and writing instruction.	Small Group 1:15	During school day After-School Saturday Academy
<b>Social Studies</b>	Bottom 1/3	Small group guided reading and writing instruction.	Small Group 1:15	During school day After-School Saturday Academy
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Students determined to be at-risk, demonstrating at-risk behaviors; Students with Attendance/Lateness Concerns	-Group counseling -One-to-one counseling -Mentoring -Social skills instruction -Anger management	1:1 Family Counseling	During School day Saturday Family sessions

## 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

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

#### 2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• Professional Development plan developed monthly for professional development sessions for staff             <ul style="list-style-type: none"> <li>- Instructional Rounds</li> <li>- MSQI Training</li> </ul> </li> <li>• Teachers College training             <ul style="list-style-type: none"> <li>- Borough Field Support Center instructional supports forthcoming</li> <li>- Professional learning provided by UFT Chapter Leader and PICs</li> </ul> </li> </ul>

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. TA Coordination with the Regular Program

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

N/A

#### Part 4: SWP Schools Only

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

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

N/A

##### 4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The Measures of Students Learning (MOSL) Committee along with the administration attended previous summer training that focused on selecting MOSL performance assessments. Following the training, the committee provided the professional development and all related materials to the staff regarding MOSL. Teachers were informed of their MOSL state and local selections, and adjustments requested by teachers were made as needed.

School leaders will also collaborate with teachers to continue developing and refining end of unit writing tasks/assessments/performance tasks based on review of student learning products within student portfolios.

##### 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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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	231,527.00	X	
Title I School Improvement 1003(a)	Federal	N/A		
Title I Priority and Focus School Improvement Funds	Federal	\$53,313	X	

Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,253,490.00	X	

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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.

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**Young Scholars Academy - 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. **Young Scholars Academy** 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. **Young Scholars Academy** will support parents and families of Title I students by:

- \* Notify parents of our new school hours via mail and phone calls home
  - 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 1<sup>st</sup> 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.

#### **Young Scholars Academy School-Parent Compact (SPC)**

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Young Scholars Acadmey</u>	DBN: <u>11x289</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below)	
<input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>24</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>0</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

Young Scholars Academy is a Title 1 school with approximately 72% of students receiving free lunch. A analysis of student performance data shows that ELLs underperform all other students groups in ELA and secondly Mathematics. Percentage of ELL's who achieved proficiency level 3 and 4 during the 2011, 2012, and 2013 school year is as follows:

ELA: 0.0% in 2011, 0.0% in 2012 and 0.0% in 2013

Mathematics: 21.0% in 2011 , 14.0 in 2012 and 0.0% in 2013

The percentage of students attaining proficiency in the NYSESLAT for the last 3 years are as follows: 2011 - 5.0%, 2012 - 6.0% and 5% on 2013.

All ELLs are invited to our Title III after school program. All students regardless of proficiency level are invited to our Tuesday and Thursday Title III After-School Learning Lab. This will begin on February 25, 2014 and end on June 26, 2014 from 3:00pm to 5:00pm. This will be taught by our certified ESL teacher.

Our Saturday Academy will begin on January 25th, 2014 and will run through May 24, 2014, from 9:00am to 12:00pm. 1 1/2 hour dedicated to each subject namely ELA and Mathematics. The certified ESL Teacher will work with beginner, intermediate and advanced level ELL students. Small group instruction will be conducted with the following methodologies: Small Group Instruction in reading skills and strategies - decoding; grammar skills to help in all content areas, books on tapes; computer program (Starfall). A supervisor will be paid out of Title III funds May 3, 2014- May 24, 2014, since this will be the only program running in the school during that time.

The Title III afterschool and Saturday program for ELLs will use i-Ready Diagnostic and instruction program. The reading and math program are designed for students who are struggling and are in need of remediation as well as those students who need to be challenged further. The goal for i-Ready program is to address gaps in student's skills through the use of a computer program, literature and direct instruction in reading skills. The i-Ready program is built with the Common Core in mind. The on-line program diagnoses student challenges, delivers automated, individualized instruction and monitors students' progress. Reports are available for teachers with an action plan for individual and group instruction. Progress monitoring provides immediate insight into student performance

## Part C: Professional Development

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

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

Begin description here: \_

Since pedagogues have the responsibility to improve student performance and assist in language acquisition, we continue to focus all instruction with the common core in mind aligning same with citywide instructional expectations. Our professional development workshops for teachers will continue weekly throughout the school year. Listed below are workshops that have been conducted by various members of our staff along with workshops that are scheduled for all staff members.

### Part C: Professional Development

- \* Advance - September 2013 - Young Scholars Academy Staff
- \* 2013-14 Citywide Instructional Expectations - September 2013 - Young Scholars Academy Staff
- \* Measure of Student Learning - September 2013 - Young Scholars Academy Staff
- \* Data Analysis - October 2014 (and through out school year) Literacy Coach/ESL Teacher/Assistant Principals
- \* Adolescent Learner - January 2014 - Young Scholars Academy - Principal
- \* Word Generation - December 2013 - Young Scholars Academy - Principal
- \* Depth of Knowledge - DOK - September - May 2014 Young Scholars Academy -Literacy Coach/AP/Principal/ESL Teacher
- \* Quality Instruction/Quality Questions/ Student Engagement - January 2014 - Young Scholars Academy
- \* "Supporting ELL's in Developing Academic Language in the Common Core: The Promise of Complex Texts" - January 2014 - NYCDOE - Brooklyn (Title III ESL teacher attended)
- 
- \* "Brain Research: Keeping ELL's in mind" - 4 Days (March 18, April 8, April 30 and May 1)-NYCDOE-OELL (Title III ESL teacher attending)

### Part D: Parental Engagement Activities

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

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

Begin description here: \_

- In order to increase parental engagement and involvement, Parent Coordinator, Administrators, staff have and will continue to provide for parents the following activities during the 2013-2014 school year

- - \* Workshop - "Parents as Partners- Helping parents of ELL's - Strategies to assist during Parent Teacher Conferences - October 9, 2013 - (5:30 - 6:30) ESL Teacher - Provider
  - \* Workshop - "Understanding NYSELLAT - Progress for ELL's" - April, 2014 (5:30 - 6:30) (DTD)- ESL Teacher - Provider
  - \* Workshop - "Understanding the demands of the New York State ELA and New York State Mathematics Exam for Parents of ELL's - March 5, 2014 (5:30 - 6:30) - ESL Teacher Provider
  - \* Translate all documents and provide interpretation during meetings and events as needed
  - \* Provide written and verbal progress reports to parents 4 times a year in between report cards
  - \* Parent Coordinator to provide training to parents on ARIS, Jupiter Grades
  - \* Invite parents to participate in celebrating academic achievement of their children: National JHS, Honor Roll, and Award Assemblies
  - \* Schedule parent meeting with flexible schedules if needed, to share information about schools programs and give opportunities to parents to give voice to their needs.
- Parents are informed of all workshops via monthly calendars mailed home, weekly reminders given to students along with phone blast using the School Messenger System..

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**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 <b>11</b>	Borough <b>Bronx</b>	School Number <b>289</b>
School Name <b>Young Scholars Academy</b>		

### 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 <b>Jeanette Vargas</b>	Assistant Principal <b>Sharon Montes</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Marie Dawes-Smith</b>	School Counselor <b>Janet Garland</b>
Teacher/Subject Area <b>Rafael Ossorio/ELA</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Ivette Perez/ELA</b>	Parent Coordinator <b>type here</b>
Related-Service Provider <b>George Harris/Spec. Ed.</b>	Borough Field Support Center Staff Member <b>Wladimir Pierre</b>
Superintendent <b>Meisha Ross-Porter</b>	Other (Name and Title) <b>type here</b>

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

### D. Student Demographics

Total number of students in school (excluding pre-K)	305	Total number of ELLs	33	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

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

### This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	26	<b>Newcomers</b> (ELLs receiving service 0-3 years)	12	<b>ELL Students with Disabilities</b>	8
<b>SIFE</b>	1	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	4	<b>Long-Term</b> (ELLs receiving service 7 or more years)	2

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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	16	1	2	4	0	2	2	0	1	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## 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
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

### Freestanding English as a New Language

#### Number of ELLs by Grade in Each Language Group

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

## 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
<b>Entering</b> (Beginning)	0						7	6	5					0
<b>Emerging</b> (Low Intermediate)							1	1	2					0
<b>Transitioning</b> (High Intermediate)									1					0
<b>Expanding</b> (Advanced)							4	2	3					0
<b>Commanding</b> (Proficient)									1					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 The assessment tool my school uses to assess early literacy skills of our ELLs are Fountas and Pinnell and DRP as well as teacher-created assessment and Fall and Spring Periodic Assessments. Our school utilizes the Degrees of Reading Power (DRP) assessment as part of our participation in MSQI. This assessment allows us to determine our ELL students' current reading level in English. The current data from 2014-2015 indicates that the majority of our current and former ELL students are reading below grade level in English. However, this data assists us in determining the appropriate literacy interventions while insuring that we are considering programs that will provide access for ELL students. For example, we have purchased MyOn which is a reading program that provides students with access to books directly correlated to their reading level. This program also offers ELL students access to books in their home language and/or translations.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 According to the data patterns reveals our ELLs need to improve in Reading and Writing and they do very well in Speaking and Listening. NYSESLAT data indicates that students perform better on the listening and speaking portion of the assessment than the reading and writing portion across grade levels and proficiency levels. Additionally, data indicates that students with disabilities take longer to demonstrate growth in overall proficiency.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 The patterns across NYSESLAT modalities--reading/writing and listening/speaking have an impact on our schools' instructional decisions. The data helps the ESL and content teachers plan according to the students' needs. The ESL teacher meets periodically with the content area teachers to identify the problem areas, access the ELLs data and analyze for language growth, demographics and/or targeted areas. The data then is used and analyzed to identify goals for continuous program improvement. The ESL teacher along with other content teachers create reports, graphs or data files; conduct data queries and analyses; disaggregate data by subgroup; drill down from summaries to individual students; print reports in PDF format or export to other software programs; track students' performance from year to year; and analyze performance on ACCESS for ELLs.
- For each program, answer the following:

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

a. English Language Arts data as well as the LAB-R indicate that students who have trouble with reading in their home language often present the same deficiencies in English. These deficiencies also cross over into other content areas as well.

b. School administration and teachers use this data to make decisions regarding selected intervention programs, class selections for ELL students as well as how students will be grouped within their classes. Teachers also use this data to make decisions with regard to which resources are used in their planning

c. Periodic Assessment data indicates that students with language deficiencies in English perform lower on these assessments as well as the state exams.

As an instructional team, we assess the early literacy skills of the entire student population. Students were assessed during the first marking period and we found the majority of our Beginners and Intermediate ELL students are reading and writing well below their grade level. The assessment results show us that we must continue to differentiate instruction and address students' individual deficiencies. We will continue staff development which fosters best practice on how to educate students' strengths and weaknesses as well as determine next steps in order to change skill deficiencies into proficiencies. Teachers assist students with the setting of SMART goals which are aligned with the ELA department goals. We disseminate pre and post assessments and quarterly tasks to assess whether or not students are meeting their goals during the interim. Upon completion of interim assessment, teachers develop a new plan of action to ensure that students continue to make progress towards their goal.

The NYSESLAT data revealed that our advanced students in grade six and seven will require more instruction in both the Reading/Writing Modalities. The data also revealed that our intermediate grade eight and seven students also require more assistance in the Reading /Writing Modalities. Our six grade advanced students also need more assistance in reading/writing modalities. However, all students performed better on the both the Listening/Speaking component.

We evaluate the success of our ELL program based on how many of them make One Year of progress on the NYS ELA exam, how many of them make the Honor Roll, and how many of them qualify to take our Math Regents and Specialized High School classes. Paste response to questions here:

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

6. How do you make sure that a student's new language development is considered in instructional decisions?  
Administration takes accommodations for ESL students into consideration when observing classroom practice and provides feedback to teachers specific to this area. Additionally, teachers seek out resources specifically for ELL students and provide accommodations as needed. If possible, ELL students are grouped with students who are proficient in both languages to support language development in content area classes. Each teacher of ELLs are given professional development and Team teacher meetings are implemented to discuss the success of our students. We look at the progress of our students and consider the fact that they are new language learners and their grading policy should reflect that fact.

7. For dual language programs, answer the following:

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

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
Our school uses benchmark assessment data, reading assessments and NYSESLAT scores to measure growth 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.

During the summer, upon registration of a new students who has been identified as ENL, the student is administered the Home Language Survey by the Principal. At the beginning and throughout each academic year, when a new admit to the country or the students who have not ben in a NYS for two or more years the student is administered the Home Language survey . HLIS is an informal assessment which includes an oral interview in English and the Native language where possible. When an ELL student registers at our school, we use a pedagogue(who speak the language) to translate. If this is not possible, the Pupil Accounting Secretary calls over phone interpretation service to ensure a smooth process. The LAP team monitors retrieval of all forms. Our supervisory school-aid who is also the pupil accounting staffer, with the attendance teacher, collaboratively target all students whose home languages are identified as other than English. If the parents fills out the Home Language Survey stating that they speak a language other than English at home and the student is new to the public school system-either coming from a country who speaks a language other than English or from a private institution, Ms. Smith-our certified ENL teacher interviews the student to see if s/he is fluent in English. From the conversation it is decided whether the students needs to be administered the the NYSITELL or not. if it decided that the NYSITELL needs to be administered the exam is administered in within 1 -10 days from the child's date of registration. If the student's home language is Spanish then Spanish LAB is also administered, to determine the student's level of proficiency in their own language(Spanish). After the NYSITELL is administered the NYSITELL is scanned to ATS, and from the results it is determine the level of proficiency, and the students has been services right away. The new students are placed in the ENL free standing program that our school offers within ten days of enrollement. If parents or guardians want to appeal the placement, they have 45 days to do so. They have the right to a re-identification process within 45 days of initial enrollment.

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).

Upon registration, parents are provided with the SIFE questionare. Additionally, students are observed during class, and their work is evaluated to make determinations regarding SIFE status. The procedure is followed for the first thirty days of the student's registration to determine their SIFE status.

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).

Upon registering for school, students records are requested indicating if the student is entitled to special education services. If the student is transferring from another NYC DOE school, this information is retrieved using DOE systems. Then, the language proficiency team which is composed by Ms. Smith, our ESL teacher, Ms. Garland our school counselor, and Mr. Harris our IEP teacher, determines if the student has a Language deficiency or a learning disability that hinders him/her from reaching proficiency in the new language.

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.

When the results of the NYSESLAT are published, parents are given a continuation of services letter if their child has not passed informing them that their child is still entitled to ENL services. If the students has scored proficient in all the four modalities of the NYSESLAT exam, a congratulatory letter is sent home to the parents which explains that they their child is still entitled to two more years of ENL services. Our school determines ELL status, does the parent orientation meeting and sends the parent entitlement/non-entitlement leters along with the parent survy within 10 days. Our school also sends the entitlement letter of ELL status notification within 5(five) school days to let the parents know that they have the right to appeal the ELL status within 45 days of enrollment. Copies of entitlement letters are kept in student's cumulative folders. The ATS reports, RNMR-helps the ESL teacher Ms. Smith determine which students have scored proficient in the NYSESLAT and which ones are still entitled to services and the mandated minutes according to the level of proficiency. The entitlement letters, continued entitlement letters as well the non entitlement letters sent home are in both-English and the parent's home language-whenver possible. The continued entitlement letters are printed from the DOE website-parent resources page, in the appropriate language.Paste response to question here:

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

Parents are informed in writing of their write to appeal ELL status as well as meet with the ENL teacher to be informed of this process and their next steps (their rights to re-identification process within 45 days of enrollment.)

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.

Within ten days of enrollment our school does the parent orientation meeting while sending the entitlement letter and parent survey. Parent meet with our ENL teacher Ms. Kozi and watch the video in their respective language. Then they have a chance to ask questions and fill out the parent survey. The video clarifies that parent choice is based on 3 programs available in NYC: TBE, DL, & ENL. The default program the child will be put in if the parent does not choose a program is TBE, if offered in the school. Parents fill out the survey and are explained that although in our school the only program we offer is ENL, if there are sufficient numbers of students requesting a bilingual program, in the following year, a bilingual program will be open. Based on parent survey and their home language, our school updates the ELPC screen in ATS within 20 days. Paste response to question here:

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.  
To ensure that Parent Survey and Program Selection forms are turned in a timely manner we make home phone calls and follow up letters giving the parent choices to attend whenever possible for them. Furthermore, home visits are made if necessary. The program selection forms are kept in student's cumulative files and are reviewed every beginning and end of academic year to ensure that if sufficient numbers exist the school will open programs of parents choice, as well as place the students in the default TBE program, if the parents don't return the program surveys.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Home phone calls, follow up letters and, eventually, home visits are made if necessary. In the case of new students transferred from outer districts and from other states whose records are not complete, screening is done by the team with the cooperative observation of the ENL teacher to determine if the child indicates the need for the administration of the NYSITELL. Home phone calls letters, home visits and outreach to other districts are made on behalf of those students in order to ascertain all crucial testing, academic and placement histories.  
Furthermore, the HLIS and the identification process occurs when students are new to the DOE public schools or have been out of NYS for 24 months. Parents are notified in writing and through phone calls that they may request a re-identification process/review within 45 days of enrollment.
9. Describe how your school ensures that placement parent notification letters are distributed.  
ENL placement letters to inform parents, are sent home in the appropriate home language and monitored for speedy retrieval. Our ENL teacher and coordinator Ms. Smith, sends letters to parents home as well as hands students copies of the same letters in English and student's home language. Furthermore, home phone calls are made to inform parents of the arrival of the letters.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All individual student documentation is maintained in the individual child's cumulative education file. Our ENL teacher and coordinator Ms. Smith also keeps copies of students non entitlement and entitlement letters in the ENL Compliance binder. Ms. Smith as well as the school principal has access to the compliance binder.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The testing coordinator and the Language Access Coordinator collaborate to develop the schedule and ensure that assessments are ordered and delivered on time. The LAC then administers and scores the assessments based on the NYCDOE provided timeline. Students are administered the NYSESLAT based on their respective grades 5-6 and 7-8. To determine eligibility of the NYSESLAT the RLAT and RNMR ATS reports are reviewed.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
The LAC is responsible for monitoring all systems regarding ELL status and entitlements. She utilized current DOE systems and reports to ensure that parent notification letters are distributed in a timely manner via the mail and phone calls home. The letters are in English and the student's home language, whenever available, printed from the NYCDOE website.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
Based on previous data many parents opt for the ENL Freestanding Program. Out of twenty newcomers that we have had last year and this year, fifteen of the parents have chosen English as a Freestanding program as their first choice. Only one parent chose the Dual Language program as a first choice. As per CR part 154, and ASPIRA consent decree mandates, we are aware that based on parent's choice and the minimum required number of students, all ELL programs will be available.

## 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.

The ENL teacher provides a combination of push-on and pull-out services based on students current language proficiency level. ELL students are placed in the same class within their grade-band to ensure that the ENL teacher is able to provide consistent push-in services as needed and is able to provide support to the content area teachers. The stand alone program present at our school is the Free Standing ENL, based on parent survey and program choice. During pull out the students are grouped heterogeneously with mixed proficiency levels. During the integrated ENL the ENL teacher and the content area teacher coteach in order to help students build English Language skills through content area instruction.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Students are provided instruction in ENL and ELA as per state mandates based on each student's proficiency level based on the NYSITELL and NYSESLAT assessments, as per new CR Part 154 mandates. Our students are serviced based on the proficiency level. Our Entering (EN) and Emerging (EM) students are receiving 360 minutes of ENL. Our Transitioning (TR) and Expanding (EX) students are receiving 180 minutes of ENL, and our Commanding (CM) students are receiving 90 minutes of ENL. Paste response to questions here:
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Core content is delivered in English, however the ENL teacher pushes in to these classes as per state mandates to ensure that ENL students are provided the appropriate supports as needed. Students are also provided with access to translated dictionaries and glossaries in their home language so they can access the content in their home language as needed. Our ENL teacher actively plans with content area teachers to provide instruction in student's home language whenever possible. The curriculum used by our ENL teacher is aligned with the CCLS and activities and scaffolding used are aligned with the CCLS to meet the demands of CCLS as well as foster language development.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

The LAC uses current DOE systems and reports to ensure that students are provided with the appropriate assessments throughout the school year. Furthermore, the ENL teacher prepares exams in students home language whenever possible and bilingual teachers at our school help score the exams to determine the students progress. Furthermore, schoolwide periodic assessments are administered in Math, Social Studies, and Science, four times a year, and the exams are sent to Ericson's Translation for scoring.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ENL teacher follows all state mandates for ENL services and uses in-house assessments to assist students in preparing for the NYSESLAT. This means that students are given assessments throughout the school in listening, speaking, reading and writing. Furthermore, the ENL Periodic Assessment is administered in the Fall and May of each academic year to monitor students progress in Listening, Reading and Writing. During the year the ENL teacher administers teacher-prepared lesson and unit exam to monitor progress in the four modalities: Listening, Reading, Writing and Speaking. In May the NYSESLAT exam is administered in the four modalities; Reading/Writing and Listening/Speaking to determine ELL eligibility as well as monitor progress.
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
  - a. This year there is one SIFE student in our school. The plan our school has for that student is as follows. The teachers will help the student with pushing in the content areas as well as to pull her out in small groups as well as work with her individually. The student will work with programs such as Wilson or MyOn. The student will be allowed to visit and re-visit the same language, (repetition of texts and skills), and attend to his pronunciation. The student will also be partnered with higher proficiency learners in order to become integrally involved in the lessons be able to interact with other students.
  - b. For our ELL's who have been in US schools for less than three years the teachers will also be pushing in and help the students

in the content area in English and their own language(Spanish). The ENL teacher has been provided with Math and Science textbooks to adhere to the needs of newcomers and materials in Spanish are provided to the ENL newcomers.

c. For students who have been receiving services 3-6 years, we use formal as well as informal assessment. For formal assessment we use rubrics, quizzes and the DRP assessment. As informal assessments Accountable Talk and Teacher-Student conferences as well as peer and self-assessment are conducted. For long term ELL's who have completed six years of ENL services and those who have reached an advanced level on the NYSESLAT exam, teachers use instructional strategies that enable them to master skills necessary to function academically. These students engage in peer and self-assessments as well. ELL's who are identified as having special needs such as speech, resource, counseling or full time special education are serviced as per an individualized educational plan, upon completion of an evaluation by the School Based Support Team. To ensure that Special Education whose IEP mandates ENL services the ENL teacher has to report the ENL services on the SESIS system. The ENL teacher reports the mandated minutes(depending on the student's proficiency level) and the language/content goals that the child has achieved during the session. Furthermore, the administration holds periodic meeting with the ENL and special education teachers to assure that the appropriate instructional strategies.

d. Our ELL students receive test accommodations in the periodic and standardized tests. Every student is entitled to time and a half as well as a separate location. Furthermore, our former ELL students, also receive two more years of ELL service after becoming former ELL's. They also receive extended time(time and a half) as well as separate location accommodations.

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.

The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student and may reverse the determination within this same 6-to-12 month period. Our language proficiency team comprised of the principal- Ms. Neyra, Ms. Kozi our ENL teacher, Ms. Thomas-our school counselor, and Ms. Leslie-our IEP teacher, first decide if the student is eligible to take the NYSITELL, based on the HLIS and student and parent interview. Then our ENL teacher administers the NYSITELL and a more in depth interview is conducted to determine eligibility. If it is determined that the student is eligible for ENL services the parent or guardian may request a re-identification process/review within 45 days of enrollment if parent and student believe that they have been misidentified as ELL's or non-ELL's. Our school then initiates a review upon receipt of a written request from a student's parent or guardian or a student's teacher(if the teacher's request includes written consent from the parent or guardian. After the language team reviews the documents and makes a recommendation to the principal. If the principal decide not to reverse the ELL status the process stops and the student continues to receive ELL services. If not then the relevant documents and recommendation are to the superintendent for final review and final decision. If the superintendent's decision does not change the ELL status no further action is necessary. If the decision changes the ELL status the student's program will be modified based on the decision.

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?

The ENL and special Education teacher discuss if the materials selected for the instruction meet the special needs of children. Interactive learning where students see, hear, touch the materials in order to maximize learning, are emphasized. The teachers and the administration work together to select instructional materials that have all students in mind. The teachers ensure that visuals are used and they are appropriate for all. Furthermore, teachers discuss ways and materials used to demonstrate and simulate the learning concepts. Students use games, technology and other hands on materials to understand the learning concept better. Moreover, overheads and projectors are used to help the students visually as well. Students are also peer-ed with other students to interact and ensure learning. Furthermore, the ENL teacher has an input on the ELL-SWD's IEP and the mandated minutes are recorded on the IEP.

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?

To ensure that flexible programming is used to maximize time spent with non-disabled peers, students are pulled out during ENL where they learn in a non-restrictive environment. ENL special Education students and mainstream ENL students are grouped together and learned together. The ENL teacher pairs up the students according to their proficiency level and the students have a chance to work with different groups of students every time. Students who have been tested proficient in NYSESLAT will be able to continue receive ESL services for one more year. They will continue to be part of after school programs that are planned for ELL's. They will continue to be accommodated with separate testing locations and utilize time and a half on all exams.

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.

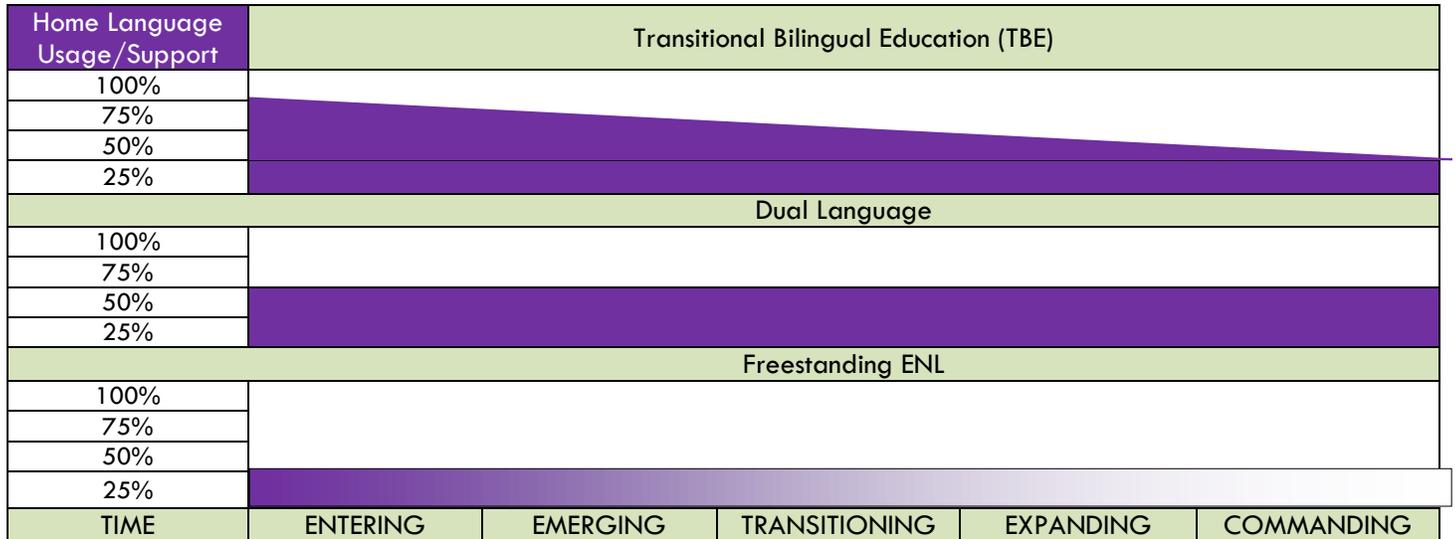


\*Note “other approved services” does not apply to New York City at this time.

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. All English Language Learners are eligible After School Tutoring and are grouped according to proficiency level regardless of grade. During Saturday school, the goal will be to develop proficiency in English; therefore the language of instruction will be English. During the mandated school day, students will receive literacy instruction using reading intervention programs such as "Wilson". Some other programs used in our school in ELA, Science and Social Studies, "Word Generation" as well as "MyOn". During our after school program, students will receive homework help in the areas of Social Studies, Science and Mathematics. Former ELL's will also receive testing accommodations for two more years. Those accommodations include but are not limited to different testing location, extra testing time, they take the Mathematic and Science exam in their first language. Students who have scored proficient on the NYSESLAT are invited to attend After School Academy for two more years if place allows. Parents of the above students are notified that their child has passed the NYSESLAT exam but they still are eligible for continuing transitional support for two more years. With the approval of the parent the students still continue to receive ESL services through the ESL push in or pull out program. The ENL teacher Ms. Smith helps the students with the content area materials. She works with them on completing classwork, worksheets in different content area. She continues to teach content vocabulary through readings and helps them with writing as well. Furthermore, all former ELL's will continue to receive 90 minutes of integrated instruction for two more years after they exit the ELL status, as per CR Part 154.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current programs are effective and are meeting the needs of our ELL students in both content and language development. To notify teachers of ELLs progress, our school uses the NYSESLAT results as well as ELA and Math Test results at the beginning of the year. Throughout the year the teachers also look at the DRP data to further look at the student's reading levels, as periodic testing (baselines, midlines and end of the year test) to look at students content development. Furthermore, ELL periodic assessments which are administered twice a year, give teachers data on Listening/Speaking and Reading/Writing proficiency level of ENL students. The scores can be found on [HTTP://schoolnet.com](http://schoolnet.com). The data is reviewed three to four times a year. Furthermore, the teachers are made aware that they are ALL teachers of ELL's. Some of the ways that we as a school use to make teachers aware are: During observations, the administration evaluates teachers on ELL differentiation and accountability in order to see if all teachers know how to address the academic needs of students from a variety of ethnic, racial, cultural and linguistic backgrounds. Based on the observations, the teachers are recommended for professional development. Moreover, when lesson plans are reviewed the teachers are given suggestions on ELL modifications such as grouping and scaffolding. Our ENL teacher Ms. Smith is also part of the TIF (Teacher Leadership Program) and is currently working with a team of teachers to raise ELL awareness. The team will continue to focus on raising awareness that ALL teachers are teachers of ELL's while preparing various professional development on how to have a more detailed understanding of the assessment, curricula, and instructional methods that would meet the unique needs of ELL's.
12. What new programs or improvements will be considered for the upcoming school year?
- Last year, students were not able to receive as many hours of push-in services as desired. This year, we are able to more effectively program our ENL teacher so that she will have the flexibility to push-in to content area classes on a more regular basis. Additionally, the use of Myon will provide Spanish Speaking students with digital access to books in their home language and at their assessed reading level. We will also use resources from Word Generation specifically for ELL instruction to support language acquisition for ELL students.
13. What programs/services for ELLs will be discontinued and why?
- N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- To ensure that ELL's are afforded equal access to all school programs our school ESL teachers have access to the same materials as classroom teachers such as access to a variety of books and various reading levels, as well as specialists such as Reading specialists, Speech providers, social workers and guidance counselors. Classroom personnel is trained with second language acquisition principals and sheltered content teaching strategies. We also ensure that curriculum materials are appropriate for student's language and cognitive levels. Our ELL's have the same access to library and classroom computers and software. During our after school and Saturday program (tentative programs), students will receive homework help in the areas of ELA, Social Studies, Science and Mathematics. Former ELL's will also receive testing accommodations for two more years. Those accommodations include but are not limited to different testing location, extra testing time, they take the Mathematic and Science exam in their first language.
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.
- In order to appropriately address the needs of our ESL population our school utilizes technology. Teachers are supplied with laptops. Brand new smart boards are installed in every classroom. Furthermore, all classrooms have access to Smartboard and the interactive software that accompanies this tool.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

The ENL program that our school offers in the ESL freestanding program. The instruction in the program is delivered only in English. The ENL teacher however, uses the student's first language when needed with the new arrivals. She pairs them with students who are more advanced language learners and speak the same language. Furthermore, bilingual dictionaries and dual language materials are also used

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

The ELL students are grouped according to their proficiency level. The ENL teacher plans lessons according the needs and language proficient level of the students. Furthermore, all the ENL and classroom teachers use materials and instructions that correspond the the language and grade level of the students. Combining it with activity storybooks, the students are able to develop their reading skills, including phonemic awareness, vocabulary development and sentence building. ESL and content teachers deliver instructions by grade and reading level helping ELLS develop the appropriate vocabulary at the appropriate pace.

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).

The parent coordinator, school coueslor, and ENL teacher invite parents to visit the school to ensure that they are well informed of the services they are entitled to for their children.

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

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

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
Teachers are encouraged to seek outside professional development as a resource for obtaining support in ELL instruction. Additionally, the ENL teacher provides individual support to teachers as requested.
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?  
All teachers, including the teachers of ELL's meet weekly in content area teams to ensure effective implementation of best practices, including practices for ELL students. Our ELA and Math PLTs are sensitive to the needs of our ELLs and have worked to infuse documentation of goals, strategies and progress of targeted ELL students at bi-weekly meetings. This ensures the use of data from LAB-R, NYSELAT, ELL Period Assessment, Acuity, Content Area Interim Assessments and ELA and Math scores to drive instruction. In addition, our ENL teacher attends all available professional development workshops available; upon her return, she develops a plan to turn-key strategies and skills they have acquired. This effort fosters collaborative lesson planning, and an updated approach to understanding the on-going needs of our ELL population
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Teachers and parent coordinators are greatly supported by the school leadership and the guidance counselor to help ELL students transition from one school to the other. Teachers as well as the parent coordinator attend the appropriate workshop on how to best help ELLs transition. Furthermore, the teachers and the parent coordinator meet monthly with the Assistant Principal to identify the needs that our ELL students have as they transition and discuss ways to help their transition easier. Furthermore, our guidance counselor has attended many workshop in order to help the families of our ELL's as well as our teachers. After attending those workshop she meets with the teachers and parent coordinator monthly to help our Language Learners make a smooth transition, by teaching them strategies to identify the diverse needs of ELLs and explore ways of meeting these in a motivating and effective manner. The guidance counselor help teachers on appropriately delivering instructions to ELL students, on how to help the students by having courses clearly outlined at the beginning, how to give the ELL students more personal attention.
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.

In order to fulfill the the minimum of 7.5 hours of ELL training, our ENL teacher has attended a wealth of workshops on ENL teaching strategies, some of them including but not limited to, strategies for teachers of ELL in special education setting, Targeted Instructions for ELLS, Designing best practices for ELLS, Common core state standards for math and how to make it happen for ELLS. Other classroom teachers have attended various of the above mentioned workshops. Other teachers have attended workshops on how to help ELL students learn content area subjects. Records for the workshops that our ESL teachers has attended, are in the schoo's ESL Compliance binder. For the rest of the workshops and professional development our school secretary keeps records.

### 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?

The LAC meets with parents throughout the year to ensure that they are well-informed about how services are rendered, goals for our ENL program and how to interpret assessment results.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response to question here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
We are fortunate to have several staff members who are able to provide translators services in Spanish which is the predominant home language of our ENL population. For other languages we provide translators as needed in the necessary home language. Additionally, all materials provided in the above activities are translated in the parents native language and for ENL parents who are not able to attend, the materials are sent home. Our parent coordinator works with the ENL parents to appropriately address their needs. The parent coordinator informs ENL parents about how they can be active participants in assisting their children to learn English, achieve at high levels in core academic subjects, and meet the same challenging state academic content and student academic achievement standards as all other children are expected to meet

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
N/A

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

The needs of the parents are evaluated by surveying them(the parents) on what workshops they need help with to be able to adhere to the needs of their ELL's. Furthermore, the teachers have open discussions to discuss the needs for workshop for ELL parents. In order to help parents with translation and interpretation services, our school utilizes in house staff who speak another language. if a parent speaks another language not spoken by any staff members or if utilizing a staff member is not possible, our parent coordinator utilizes the DOE translation and interpretation services hotline for help.

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

The Parent Association and the school work collaboratively to involve our entire parent body, which include parents of ELLs. They advocate at the School Leadership Team meetings, Curriculum Team Meetings, Graduation Committee Meetings, Articulation Committee Meetings. They offer Parent Orientations during Open-School Night. They provide information to parents at Parent-Teacher Conferences which are held in November and February. They hold Parent Association Meeting monthly and they produce a monthly calendar and newsletter. Parents are invited to student Celebration Assemblies, Field Trips, dances, and an Annual Family Day: celebrating families

After the students are administered the LAB-R and are classified as Language Learners, we invite the parents in and show them the parent orientation video and give them the parent choice survey. During this time we also give parents another survey created by the ESL teacher asking parents what school based and outside language activities are needed for them to successfully be involved in their children's education. During this time we also evaluate the language needs of the parents and work as a team to accommodate those needs. Then, the ESL teacher has an open discussion with other teachers about ways to help parents of Language Learners, help their children.

As a result of the open discussions with teachers, our principal sees the need to offer workshops to parents of ELLs during Saturday Parent Academy. This might increase participation of ELLs in all our programs. A survey will be given to parents in December to assess their needs. We intend to focus on topics such as: Resume Writing, Interviewing Techniques, Basic Computer Skills and How to Help Your Child Prepare for the NYSELAT. All workshops will be provided in English with native language support and taught by our certified ELL teacher. Each Parent Workshop will be held on Saturday, while their children are attending Saturday Academy classes.

### D. Additional Information

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

Paste response here:

## **Part VI: LAP Assurances**

School Name: _		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)
Jeanette Vargas	Principal		1/1/01
Sharon Montes	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Marie Dawes-Smith	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Rafael Ossorio	Teacher/Subject Area		1/1/01
Ivette Perez	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Janet Garland	School Counselor		1/1/01
Meisha Ross-Porter	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: 11x289**      **School Name: Young Scholars Academy**  
**Superintendent: Meisha Ross-Por**

### Before you begin, please check the following:

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

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

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

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

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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.

YSA uses information for Home Language Surveys along with a survey sent home for parents to fill out on preferred language of communication. According to the Home language survey, the language preference is Spanish for those whose native language is Spanish and other languages prefers to receive communications in English. The Emergency Contact Cards show that parents prefer communication in their native language.

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.

Primary language is Spanish. Communications sent home are translated from English to Spanish, Arabic, French, and Afrikaans.

## Part B: Creating a Communications Calendar

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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.)

The documents our school typically disseminates are HLIS forms are given to parents at registration of their child. Registration form given at time of registering their child. Lunch forms, Discipline code are given at the start of the school year and High School information, parent newsletter and letters to parents are disseminated at the beginning and middle of the school year. Also New York State testing dates and After School programs and Saturday Academy permission slips are distributed throughout the year. The following will also be ditributed throughout the year. Registration, application and selection, Standards and performance, Conduct and discipline, Safety and health, Special education and related services, Entitlement to public education or placement in any special education, English language learner or non-standard academic program, Transfer and discharge and Legal or disciplinary matters .

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

The face to face meetings my school will have with parents throughout the school year are Back to School Night (September), Parent Teacher Conferences (November and March), Parent Workshops, Curriculum Nights in February. Calls to parents are made once per week on a weekly basis.

## Part C: Providing Language Assistance Services

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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.

Bilingual teachers will meet with students and parents who need translation services. The Translation and Interpretation Unit will be used as needed to provide services to our students and parents.

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.

Translation services will be provided by both school staff and or DOE Translation and Interpretation services. Our school will utilize the T & I Unit to translate documents for parents regarding their children education.

#### **Part D: Training Staff on Policies and Procedures**

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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.)

Information will be disseminated to our school staff during professional Development regarding the use of translation services.

#### **Part E: Providing Notice of Language Assistance Services**

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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

Parental notification requirements for translation and interpretation services are posted outside of the main office and in the school lobby.

#### **Part F: Monitoring and Quality Control**

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

A parent survey is given to parents to gather feedback from parents.