



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

08X305

School Name:

PABLO NERUDA ACADEMY FOR ARCHITECTURE AND WORLD STUDIES

Principal:

DAVID LIU

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)

Section 4: SCEP Overview

Section 5: Needs Assessment, 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: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Pablo Neruda Academy School Number (DBN): 08X305
Grades Served: 9-12
School Address: 1980 Lafayette Ave. Bronx NY 10473
Phone Number: 718-824-1682 Fax: 718-824-1663
School Contact Person: David Liu Email Address: Dliu2@schools.nyc.gov
Principal: David Liu
UFT Chapter Leader: Samantha Mezzina
Parents' Association President: Hector Valentin
SLT Chairperson: John Young
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Hector Valentin
Student Representative(s): Cynthia Matos
Andrew Yambo Luzinaris

District Information

District: 08 Superintendent: Carron Staple
Superintendent's Office Address: 1 Fordham Plaza, Bronx NY 10458
Superintendent's Email Address: Cstaple@schools.nyc.gov
Phone Number: 718-741-5852 Fax: 718-741-7098

Borough Field Support Center (BFSC)

BFSC: Jose Ruiz Director: Bronx Field Support Center Director
Director's Office Address: _____
Director's Email Address: jruiz2@schools.nyc.gov
Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), 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.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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 CEP, not approval.
4. 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.

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|------------------------|---|-------------------------|
| David Liu | *Principal or Designee | |
| Samantha Mezzina | *UFT Chapter Leader or Designee | |
| Hector Valentin | *PA/PTA President or Designated Co-President | |
| Diego Valencia | DC 37 Representative (staff), if applicable | |
| Hector Valentin | Title I Parent Representative (or Parent Advisory Council Chairperson) | |
| Cynthia Matos | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| Andrew Yambo Luzinaris | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| Hector Castro | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| John Young | Teacher | |
| Clotilde Luzanaris | Parent | |
| | Member/ | |
| | Member/ | |

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|------|--|----------------------|
| | Member/ | |

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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 activities and strategies 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 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 that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the 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 Educational 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:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- 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 SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by 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:** Revisit your school's current goals, modify existing goals, and/or 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've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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 4: SCEP Overview

Develop a narrative summary that includes:

1. 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Pablo Neruda Academy is will be entering the thirteenth year of existence. Our mission is to engage, inspire, and educate our students so that they develop skills to succeed in college and beyond. We support our mission by focusing on College and Career Readiness, Technology Education, and Youth Development.

All students at Pablo Neruda Academy are provided with opportunities to support their college and career goals. Students are individually programmed to meet their specific academic needs. We have partnerships with local CUNY campuses to offer Junior and Senior students off-site College Now classes. Through our iLearnNYC partnership we are able to offer Advance Placement courses as well as targeted classes for upperclassmen who need to repeat a course. Along with the programs and strategies above, our Internship program allows our students to develop college and career skills through real-world applications. Our partnership with the Institute for Student Achievement ensures that we are on the forefront of the state's shifts to the Common Core Standards.

At our school we recognize that there are skills beyond academics that our students need to develop in order to succeed beyond high school. One of these skills is proficiency with technology. At Pablo Neruda Academy, we support our students technological skill development by offering a Multimedia course for incoming ninth grade students. While the students are learning how to create art, they are also learning how to use cloud-based programs for storage, share and collaborate electronically, proper online etiquette, and use of popular software programs. To reinforce what the students learn in this technology course, other classrooms are outfitted with Smart Boards and laptop carts. We have also dedicated a space for full time computer lab to be available for students who are working through the college application process.

Another focus at Pablo Neruda Academy is youth development. We recognize that youth development is an important part of post-secondary ready students. We have implemented a four year Student Learning Community (Advisory) curriculum in order to support the development of our students . This curriculum targets specific content designed to address student needs at each grade level. The PNA Positive Behavioral Intervention System, in the form of Pablo Pesos , is designed to reward students that meet daily expectations. Through partnerships with the Leadership Program and Educational Alchemy we are able to provide weekly sessions of character education in classroom experiences in the ninth, tenth, and eleventh grade classes.

Another hallmark of Pablo Neruda Academy is our strong, collaborative culture. Our school uses teams made of teachers and staff to make decisions for our school. This helps us ensure that the decisions made at our school come from a collaborative voice and not from one voice. It is through this collaborative model that we are able to infuse technology in the classroom through grants and purchases, raise graduation rates by ten percent over the course of four years, develop teacher leaders to lead various teams, and foster a strong learning environment as measured by the NYC School Survey.

One challenge we face is the continuous work of meeting the needs of our high-need special populations. Each year we develop goals and strategies to address our ever changing student population. This year's SCEP details the work that we are commit to working on with these groups of students in order to improve student outcomes. We have made significant gains around Tenant 4.2 in establishing expectations to support all students' needs.

08X305 School Information Sheet

| School Configuration (2014-15) | | | | | |
|---|-------------|---|-----|---|-------|
| Grade Configuration | 09,10,11,12 | Total Enrollment | 321 | SIG Recipient | N/A |
| Types and Number of English Language Learner Classes (2014-15) | | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language | N/A |
| Types and Number of Special Education Classes (2014-15) | | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching | 57 |
| Types and Number of Special Classes (2014-15) | | | | | |
| # Visual Arts | 16 | # Music | N/A | # Drama | N/A |
| # Foreign Language | 6 | # Dance | N/A | # CTE | N/A |
| School Composition (2013-14) | | | | | |
| % Title I Population | 75.7% | % Attendance Rate | | | 81.9% |
| % Free Lunch | 72.2% | % Reduced Lunch | | | 0.6% |
| % Limited English Proficient | 15.8% | % Students with Disabilities | | | 31.3% |
| Racial/Ethnic Origin (2013-14) | | | | | |
| % American Indian or Alaska Native | 0.6% | % Black or African American | | | 25.7% |
| % Hispanic or Latino | 67.5% | % Asian or Native Hawaiian/Pacific Islander | | | 4.8% |
| % White | 1.2% | % Multi-Racial | | | N/A |
| Personnel (2014-15) | | | | | |
| Years Principal Assigned to School (2014-15) | 0.67 | # of Assistant Principals (2014-15) | | | 2 |
| # of Deans (2014-15) | 1 | # of Counselors/Social Workers (2014-15) | | | 2 |
| Personnel (2013-14) | | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | | | 3.2% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.4% | Average Teacher Absences (2013-14) | | | 5.43 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | | | N/A |
| Science Performance at levels 3 & 4 (4th Grade) | N/A | Science Performance at levels 3 & 4 (8th Grade) | | | N/A |
| Student Performance for High Schools (2012-13) | | | | | |
| ELA Performance at levels 3 & 4 | 40.7% | Mathematics Performance at levels 3 & 4 | | | 37.1% |
| Credit Accumulation High Schools Only (2013-14) | | | | | |
| % of 1st year students who earned 10+ credits | 84.5% | % of 2nd year students who earned 10+ credits | | | 72.1% |
| % of 3rd year students who earned 10+ credits | 58.9% | 4 Year Graduation Rate | | | 70.1% |
| 6 Year Graduation Rate | 67.6% | | | | |
| Overall NYSED Accountability Status (2014-15) | | | | | |
| Reward | | Recognition | | | |
| In Good Standing | | Local Assistance Plan | | | |
| Focus District | X | Focus School Identified by a Focus District | | | X |
| Priority School | | | | | |
| Accountability Status – Elementary and Middle Schools | | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | | N/A |
| White | N/A | Multi-Racial | | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | | N/A |
| Economically Disadvantaged | N/A | | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | | N/A |
| White | N/A | Multi-Racial | | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | | N/A |
| Economically Disadvantaged | N/A | | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | | N/A |
| White | N/A | Multi-Racial | | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | | N/A |
| Economically Disadvantaged | N/A | | | | |
| Accountability Status – High Schools | | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | N/A |
| Hispanic or Latino | NO | Asian or Native Hawaiian/Other Pacific Islander | | | N/A |
| White | N/A | Multi-Racial | | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | | N/A |
| Economically Disadvantaged | NO | | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | N/A |
| Hispanic or Latino | NO | Asian or Native Hawaiian/Other Pacific Islander | | | N/A |
| White | N/A | Multi-Racial | | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | | N/A |
| Economically Disadvantaged | NO | | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | | N/A |
| White | N/A | Multi-Racial | | | N/A |
| Students with Disabilities | YES | Limited English Proficient | | | N/A |
| Economically Disadvantaged | YES | | | | |

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

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

Part 1 – Needs Assessment

| | | |
|--|---|--------------------|
| <p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. | | |
| Tenet 3 Statement of Practice (SOP) Addressed | | HEDI Rating |
| 3.2 | The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students. | 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. | E |
| 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>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. | | |
| <p>Our School’s Priority and Focus School Quality Review (PFQR) recommendations for 2013-14, which were aligned to the six DTSDE Tenants, identified Tenant 3.5 as a growth area. The recommendations from this report stated that in order for the school's strategies and practices to align with the concepts in the Highly Effective column of Tenet 3 the school should develop a comprehensive assessment calendar which includes benchmarks, rubrics, strategic pedagogical supports and an explicit feedback system so data surfaced leads to adjusted instruction, effective use of purposeful grouping, improved student performance and long range planning (Page 1 PFQR Recommendations)</p> | | |

Part 2 – 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 responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers of all subject areas will develop, implement, assess, and analyze four performance-based assessments (two in the Fall and two in the Spring) as a way to measure student mastery of Key Common Core Learning Standards.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p> |
|--|--|---|---|
| <p>Instructional Activities/Strategies:</p> | <p>All Students; All Teachers</p> | <p>September 2015 – June 2016</p> | <p>Point Person (S) and Implementers:</p> |

| | | | |
|--|---|-----------------------------------|--|
| <ul style="list-style-type: none"> • Principal will meet with the Leadership Team (Grade Team Leaders) to plan the implementation of the performance-based assessment cycle (from development to administration to scoring to analysis) • Administration will work with teacher volunteers to develop standards, rubrics, and assessment to use as baseline assessment • Teachers will work in grade teams to implement, score, and analyze baseline assessments. Grade teams will use common rubrics to score the performance assessments, will enter student data into a pre-populated spreadsheet, and will use the PNA Looking at Data and Examining Data by Subgroups protocols to analyze the data • Teacher grade teams will create interim assessments based on the analysis of the baseline assessment. | | | <ul style="list-style-type: none"> • Principal • Assistant Principal • Department Heads • Grade Team Leaders • All Teachers |
| <p>Activities/Strategies to address the needs of student subgroups:</p> | <p>High-need students (ELLs, SPED, Lowest Third);</p> <p>All Teachers</p> | <p>September 2015 – June 2016</p> | <p>Point Person (S) and Implementers:</p> <ul style="list-style-type: none"> • Department Heads • Grade Team Leaders |

| | | | |
|--|-------------------------------------|-----------------------------------|--|
| <ul style="list-style-type: none"> Grade teams will identify target populations and use strategies from the PNA literacy plan in order to make gains in the identified skills (based on the results from the four data protocols) Department teams will support members by applying and analyzing how each strategy can be supported in the particular subject area. | | | <ul style="list-style-type: none"> All Teachers |
| <p>Activities/Strategies to increase parent involvement:</p> <ul style="list-style-type: none"> The SLT and PTA will be informed of the progress of the activities and strategies detailed above to ensure there are opportunities for parent support and feedback. | <p>SLT members; PTA members</p> | <p>September 2015 – June 2016</p> | <p>Point Person (S) and Implementers:</p> <ul style="list-style-type: none"> SLT Chairperson PTA President Parent Coordinator SLT members PTA members |
| <p>Activities/Strategies that address the capacity framework element of Trust:</p> <ul style="list-style-type: none"> All members of the school community have an opportunity to work on creating goals that address improving student outcomes (Teacher Teams; SLT; PTA; UFT Consultation Committee; Student Council) | <p>Entire School Community</p> | <p>July 2014 – June 2015</p> | <p>Point Person (S) and Implementers:</p> <ul style="list-style-type: none"> Principal Assistant Principals Teachers Parents Students |

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Department heads meeting as an instructional cabinet after school. The Instructional Cabinet (comprised of 5 teachers), meet 4 X per month X 9 months for a 50 minute meeting. (Paid with Tax Levy Funds and Priority Focus Funds)
- Grade team leaders meet as a leadership team after school. The Grade Team Leaders (comprised of 4 teachers), meet 4 X per month X 9 months for a 50 minute meeting. (Paid with Tax Levy Funds)
- Weekly department meetings (comprised of 3-7 teachers), meet 4 X a month X 9 months (no cost associated with this activity).
- Weekly grade team meetings (comprised of 3-7 teachers), meet 4 X a month X 9 months (no cost associated with this activity).
- Additional scoring time to grade assessments, 10 Teachers X 4 Times a year. (Paid with Tax Levy Funds)
- School-created data protocols and templates for use by department and grade teams(no cost associated with this activity)
- Parent Involvement funds to increase parent participation in the SLT and PTA

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 5 – Progress Monitoring

Part 5a. 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.

1. By February 2016, all students will have two performance assessments and scores (Fall and Spring) for each content area (English, Social Studies, Math, Science, Electives) included in their student work folders.

2. By February 2016, all administered exams will be analyzed using two data protocols (Looking at Data and Examining Data by Subgroups) and spreadsheets will be created to record the results, and results will be shared with all stakeholders.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, 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

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| <p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. | | |
| Tenet 5 Statement of Practice (SOP) Addressed | | HEDI Rating |
| 5.2 | The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success. | E |
| 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. | E |
| 5.4 | All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision. | E |
| 5.5 | The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs. | E |
| <p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>Our School’s Priority and Focus School Quality Review (PFQR) recommendations of 2013-14, which were aligned to the six DTSDE Tenants, identified Tenant 5.4 as a growth area. The recommendations from this report stated that in order for the school’s strategies and practices to align with the concepts in the Highly Effective column of Tenet 5 the school should continue to revisit the use of time, space and resources to enhance the delivery of services and supports to all students.</p> <p>This needs assessment informed the development of the annual goal listed below.</p> | | |

Part 2 – Annual Goal

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| <p>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 responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p> <ul style="list-style-type: none"> By June 2016, all grade teams will implement strategies that target one of the PNA Academic Behavior Expectations in order to improve our schools Supportive Environment Responses by 5% as measured by the NYC School Survey. |
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Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p> |
|--|--|---|---|
| <p>Instructional Activities/Strategies:</p> <ul style="list-style-type: none"> • The Leadership Team will meet once a week to align school-wide academic behavior expectation plan, to current PBIS program • Grade Team Leaders will support teachers of the | <p>All Students</p> | <p>September 2015 – June 2016</p> | <p>Point Person (S) and Implementers:</p> <ul style="list-style-type: none"> • Principal • Assistant Principal • Grade Team Leaders |

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| <p>grade to implement their focus for the year.</p> | | | |
| <p>Activities/Strategies to address the needs of student subgroups:</p> <ul style="list-style-type: none"> • Leadership Team consisting of grade team leaders will conduct two instructional walkthroughs in order to gather evidence on how it is helping to support high-need students and provide feedback to one another on the implementation of the new academic behavior expectations | Grade Team Leaders | September 2015 – June 2016 | <p>Point Person (S) and Implementers:</p> <p>Grade Team Leaders</p> |
| <p>Activities/Strategies to increase parent involvement:</p> <ul style="list-style-type: none"> • The SLT and PTA will be informed of the progress of the activities and strategies detailed above to ensure there are opportunities for parent support and feedback. | <p>SLT members;</p> <p>PTA members</p> | September 2015 – June 2016 | <p>Point Person (S) and Implementers:</p> <ul style="list-style-type: none"> • SLT Chairperson • PTA President • Parent Coordinator • SLT members • PTA members |
| <p>Activities/Strategies that address the capacity framework element of Trust:</p> <ul style="list-style-type: none"> • All members of the school community have an opportunity to work on creating goals that address improving student outcomes (Teacher Teams; SLT; PTA; UFT Consultation Committee; Student Council | Entire School Community | July 2015 – June 2016 | <p>Point Person (S) and Implementers:</p> <ul style="list-style-type: none"> • Principal • Assistant Principals • Teachers • Parents • Students |

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Grade Team Leader meeting as a leadership meeting. The Leadership Team (comprised of 4 teachers), meet 4 X per month X 9 months for a 50 minute meeting. (Paid with Tax Levy Funds)
- Educational Alchemy and Leadership program will provide in class enrichment for 20 weeks for grades 9-11 focusing on one PNA Academic Behavior Expectation - \$24,999 (Paid with P/F Funds)
- Grade Team Leader (4 teachers), will conduct Instructional walkthroughs, 2 X a year for 1-2 50 minute periods. (Paid with TL Funds)
- Parent Involvement funds to increase parent participation in the SLT and PTA(Paid with Title I Funds).

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 5 – Progress Monitoring

Part 5a. 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, grade teams will implement of the academic behavior expectations across classrooms

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, 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

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| Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4: | | |
| <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. | | |
| Tenet 4 Statement of Practice (SOP) Addressed | | HEDI Rating |
| 4.2 | School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs. | 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. | E |
| 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. | E |
| 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 |
| Part 1b. Needs/Areas for Improvement: | | |
| <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. | | |
| <p>Our School’s Priority and Focus School Quality Review (PFQR) recommendations of 2013-14, which were aligned to the six DTSDE Tenants, identified Tenant 4.2 as a growth area. The recommendations from this report stated that in order for the school's strategy and practices to align with the concepts in the Highly Effective column of Tenet 4 the school should extend department and grade team work with multiple measures of data and instructional cabinet work on the instructional shifts and differentiation so they result in the teaching of horizontally and vertically aligned lessons and units and in observed extensions of learning for all levels of learners (Page 1-2 PFQR Recommendations).</p> <p>This needs assessment informed the development of the annual goal listed below.</p> | | |

Part 2 – Annual Goal

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| <p>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 responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p> |
| <p>By June 2016, 100% of unit plans reviewed by Department Teams will include a differentiation plan (strategies, groupings, etc.) to ensure each student is able to access the curriculum equally.</p> |

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p> |
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| <p>Instructional Activities/Strategies:</p> <ul style="list-style-type: none"> • Departments will meet once a week to discuss the creation of the PNA Differentiation Handbook • All department heads will incorporate strategies outlined in the handbook, and will participate in a unit plan tuning protocol • The Instructional Cabinet will check-in monthly on the progress of creation and | <p>All Teachers</p> | <p>September 2015 – June 2016</p> | <p>Point Person (S) and Implementers:</p> <ul style="list-style-type: none"> • Principal • Assistant Principal • Department Heads <p>All Teachers</p> |

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| <p>implementation of the handbook</p> <ul style="list-style-type: none"> • Department Heads will conduct Instructional walkthroughs two times throughout the year in order to gather evidence on the implementation of the program and provide feedback to each other | | | |
| <p>Activities/Strategies to address the needs of student subgroups:</p> <ul style="list-style-type: none"> • Department Heads will utilize the handbook as a tool to address high-need student populations during the development of unit plans with co-teachers) | <p>All teachers; High-need students</p> | <p>September 2015 – June 2016</p> | <p>Point Person (S) and Implementers:</p> <ul style="list-style-type: none"> • Principal • Assistant Principal • All Teachers |
| <p>Activities/Strategies to increase parent involvement:</p> <ul style="list-style-type: none"> • The SLT and PTA will be informed of the progress of the activities and strategies detailed above to ensure there are opportunities for parent support and feedback. | <p>SLT members; PTA members</p> | <p>September 2015 – June 2016</p> | <p>Point Person (S) and Implementers:</p> <ul style="list-style-type: none"> • SLT Chairperson • PTA President • Parent Coordinator • SLT members • PTA members |
| <p>Activities/Strategies that address the capacity framework element of Trust:</p> <ul style="list-style-type: none"> • All members of the school community have an opportunity to work on creating goals that address improving student outcomes (Teacher Teams; SLT; PTA; UFT Consultation Committee; Student Council) | <p>Entire School Community</p> | <p>July 2015 – June 2016</p> | <p>Point Person (S) and Implementers:</p> <ul style="list-style-type: none"> • Principal • Assistant Principals • Teachers • Parents • Students |

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Department heads meeting as an instructional cabinet after school. The Instructional Cabinet (comprised of 5 teachers), meet 4 X per month X 9 months for a 50 minute meeting. (Paid with Tax Levy Funds)
- Department Heads (5 teachers), will conduct Instructional walkthroughs, 2 X a year for 1-3 50 minute periods. (Paid with P/F Funds)
- Weekly department meetings (comprised of 3-7 teachers), meet 4 X a month X 9 months (no cost associated with this activity).
- Technology (Laptops) to supplement existing resources. (Paid with P/F Funds)
- Achieve 3000 licenses; educational consultant to support implementation. (Paid with P/F Funds)
- Parent Involvement funds to increase parent participation in the SLT and PTA (Paid with Title I Funds)

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 5 – Progress Monitoring

Part 5a. 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.

N/A

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, 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

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| <p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. | | |
| Tenet 2 Statement of Practice (SOP) Addressed | | HEDI Rating |
| 2.2 | The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP). | 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 SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health). | E |
| <p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>Our School's Quality Review recommendations of 2014-15, which were aligned to the six DTSDE Tenants, identified Tenant 2.2 as a growth area. The recommendations from this report stated that in order for the school's strategy and practices to align with the concepts in the Highly Effective column of Tenet 2 the school should continue to support the professional growth, goal setting and self-assessment of teachers through the use of the Institute for Student Achievement and Danielson rubrics so that data based instruction across content areas results in student work products showing higher achievement at all levels (Page 1 PFQR Recommendations).</p> <p>This needs assessment informed the development of the annual goal listed below.</p> | | |

Part 2 – Annual Goal

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| <p>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 responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p> |
| <p>By June 2016, 100% of teachers will participate in the PNA unit plan tuning protocol in order to ensure that all teachers receive feedback on their curriculum practice.</p> |

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p> |
|---|--|---|---|
| <p>Instructional Activities/Strategies:</p> <ul style="list-style-type: none"> • Professional development opportunities (inside and outside the school) around the PNA Instructional Focus will be provided to teachers | <p>All teachers</p> | <p>September 2015 – June 2016</p> | <p>Point Person (S) and Implementers:</p> <ul style="list-style-type: none"> • Principal • Assistant Principal • All Teachers |
| <p>Activities/Strategies to address the needs of student subgroups:</p> <ul style="list-style-type: none"> • Common planning time will be included in the master schedule so that all co-teachers have time during the week to meet, | <p>All teachers</p> | <p>September 2015 – June 2016</p> | <p>Point Person (S) and Implementers:</p> <ul style="list-style-type: none"> • Principal • Assistant Principal • All Teachers |

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| <p>plan, and discuss strategies to support all learners (i.e. SWDs, ELLs).</p> <ul style="list-style-type: none"> • School leaders will provide time for department teams to "tune" unit plans, using a protocol, to ensure all levels of learners are being addressed and strategies related to the instructional focus are included | | | |
| <p>Activities/Strategies to increase parent involvement:</p> <ul style="list-style-type: none"> • The SLT and PTA will be informed of the progress of the activities and strategies detailed above to ensure there are opportunities for parent support and feedback. | <p>SLT members; PTA members</p> | <p>September 2015 – June 2016</p> | <p>Point Person (S) and Implementers:</p> <ul style="list-style-type: none"> • SLT Chairperson • PTA President • Parent Coordinator • SLT members • PTA members |
| <p>Activities/Strategies that address the capacity framework element of Trust:</p> <ul style="list-style-type: none"> • All members of the school community have an opportunity to work on creating goals that address improving student outcomes (Teacher Teams; SLT; PTA; UFT Consultation Committee; Student Council) | <p>Entire School Community</p> | <p>June 2015 – June 2016</p> | <p>Point Person (S) and Implementers:</p> <ul style="list-style-type: none"> • Principal • Assistant Principals • Teachers • Parents • Students |

Part 4 – Budget and Resource Alignment

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| <p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> |
| <ul style="list-style-type: none"> • Saturday School, 11 days X 5 Hour periods X 5 Classes, with one Supervisor. (Paid with P/F and Title III funds) • Institute for Student Achievement providing Professional Development Support with Coaches. (Paid with Title I Funds and P/F funds and Title III funds) • Common Planning time is implemented in teacher schedules (No Cost Associated) |

- Parent Involvement funds to increase parent participation in the SLT and PTA (Paid with Title I Funds)

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 5 – Progress Monitoring

Part 5a. 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, half of the teachers will receive feedback on their unit plans through the facilitation of the unit plan tuning protocol during department meetings; and revised plans will be collected by department heads; administrators will see evidence of strategies in the plans during walkthroughs and observations.
- By February 2016, students will be scheduled for Saturday Academy and be notified of classes.
- By February 2016, co-teaching pairs will implement strategies around the instructional focus addressing all levels of learners in their classes, as evidenced by submission of common planning forms and through walkthroughs and observations conducted by administrators.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, 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

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| <p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. | | |
| Tenet 6 Statement of Practice (SOP) Addressed | | HEDI Rating |
| 6.2 | The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement. | 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. | E |
| 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. | E |
| <p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>Our Schools Priority and Focus School Quality Review (PFQR) recommendations of 2013-14, which were aligned to the six DTSDE Tenants, identified Tenant 6.4 as a growth area. The recommendations from this report stated that in order for the school's strategy and practices to align with the concepts in the Highly Effective column of Tenet 6 the school should Continue to enhance two way communication between teachers and families by the strategic use of technology, Student Learning Communities, celebrations, Youth Court and staff time for professional development on sustaining partnerships so that student learning and youth development is supported (Page 2 PFQR Recommendations).</p> <p>This needs assessment informed the development of the annual goal listed below.</p> | | |

Part 2 – Annual Goal

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| <p>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 responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p> |
| <p>By June 2015, a strong two-way communication system between the school and parents will be fully developed and effective communication amongst all members of the PNA school community (students, parents, and administration) will increase as measured by the annual NYC School Survey .</p> |

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p> |
|---|--|---|--|
| <p>Instructional Activities/Strategies:</p> <ul style="list-style-type: none"> • Skedula/PupilPath will be made available for use by all staff, parents, and students in order to increase the ability for parents to track and monitor their students’ | <p>Parents; Students</p> | <p>September 2015-June2016</p> | <p>Point Person (S) and Implementers:</p> <ul style="list-style-type: none"> • Principal • Assistant Principal • Business Manager • Parent Coordinator |

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| <p>performance and progress.</p> <ul style="list-style-type: none"> • Mailings will occur each month; which will include a monthly school newsletter, progress reports, report cards, Ed plans, and other important information for parents and students (i.e. honor roll notices, PupilPath logins, opt-out letters, conference information, school surveys, etc.) • Global Connect / School Messenger will be used to make automated phone calls to homes regarding important dates, meetings, student attendance, etc. | | | |
| <p>Activities/Strategies to address the needs of student subgroups:</p> <ul style="list-style-type: none"> • Workshops will be made available to parents of high-need students around targeted topics that support these families. | Parents; Students | September 2015-June2016 | <p>Point Person (S) and Implementers:</p> <ul style="list-style-type: none"> • Parent Coordinator • Guidance Counselor • PTA Members |
| <p>Activities/Strategies to increase parent involvement:</p> <ul style="list-style-type: none"> • Family events will be at a variety of times throughout the year to celebrate students (Honor Roll ceremonies, National Honor Society induction) and provide opportunities for parents, students, and teachers to connect (i.e. Back-to-School night, Senior | Parents; Students | September 2015-June2016 | <p>Point Person (S) and Implementers:</p> <ul style="list-style-type: none"> • Principal • Assistant Principal • Parent Coordinator • Guidance Counselor • PTA Members |

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| night, Financial Aid workshops, conferences) | | | |
| Activities/Strategies that address the capacity framework element of Trust: <ul style="list-style-type: none"> All members of the school community have multiple an opportunity to work on creating goals that address improving student outcomes (Teacher Teams; SLT; PTA; UFT Consultation Committee; Student Council) | Entire School Community | September 2015-June2016 | Point Person (S) and Implementers: <ul style="list-style-type: none"> Principal Assistant Principals Teachers Parents Students |

Part 4 – Budget and Resource Alignment

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| Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. | | | | | | | | | | | |
| <ul style="list-style-type: none"> A yearly subscription of Skedula will be purchased. (Paid with Title I Funds). Support staff will print documents and postage for monthly mailings to families (Paid with Title I, Tax Levy, Title III, and P/F funds). The PTA (teachers and parents) will conduct 10 meetings (1 each month) (no cost associated with this activity). Administrators will oversee the execution of family events throughout the year. Funding will pay for the purchase of supplies and materials to support these family events throughout the year (Paid with Title I, Tax Levy, and P/F funds).. Global Connect / School Messenger will be purchased to make daily automated phone calls to parents (Paid with Title I funds). | | | | | | | | | | | |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | X | Title I SWP | | Title I TA | X | P/F Set-aside | | 21 st Century | | C4E |
| | Title I 1003(a) | X | Title III | | PTA Funded | | SIG or SIF Grant | | School Success Grant | | Other |

Part 5 – Progress Monitoring

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| Part 5a. 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. |
| <ul style="list-style-type: none"> By February 2016, there will be a minimum of 5 mailings as documented in the PNA Mailings and Correspondence binder. Daily use of School Messenger will be checked and updated by a member of the support staff and documented on the automated call calendar. |
| Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

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

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|--|---|--|--|--|
| English Language Arts (ELA) | All ninth grade students; All upper classmen who will be sitting for Regents; All Students Identified as beginner ELL | Each 9 th grader receives a second ELA (elective) class geared towards the development of foundational reading and writing skills. Twice a year English Regents preparation sessions are offered to all students after school. Twice a year English Regents preparation sessions are offered to all students on Saturdays. ELL students and upperclassmen are also targeted for ELA classes during Saturday Academy . | Small Group; Tutoring | During the school day; After school; Saturday |
| Mathematics | All ninth grade students; All upper classmen who will be sitting for Regents | In addition to their core math class, extended learning opportunities are also available two times a week after school to all 9 th grade Students. Students with identified needs (i.e. those needing to pass a Regents Exam) are programmed (during the school day) for a third sequence of Integrated Algebra to help them focus on key learning | Small Group; Tutoring | During the school day; After school; Saturday |

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| | | objectives. Twice a year math Regents preparation sessions are offered to all students on Saturdays. Twice a year Math Regents preparation sessions are offered to all students after school | | |
| Science | All 12 th grade students missing Science Regents; All upper classmen who will be sitting for the Living Environment Regents | 12 th Grade students needing to pass the Living Environment Regents exam are programmed into Science and Sustainability (a course that addresses Living Environment and Earth Science content/standards) during the school day. Twice a year Living Environment Regents preparation sessions are offered to all students' afterschool. There is also Living Environment lab support offered twice a year after school. Students are also targeted for science classes during Saturday Academy. | Small Group; Tutoring | During the school day; After school; Saturday |
| Social Studies | All 11 th and 12 th grade students missing Social Studies Regents; All students who will be sitting for a Social Studies Regents exam | Students in the 11 th and 12 th grade with identified needs (i.e. those not passing the Regents) are programmed into the related core class – during the school day (even those students who do not need the credits). Twice a year social studies Regents preparation sessions are offered to all students afterschool. Students are also targeted for social | Small Group; Tutoring | During the school day; After school; Saturday |

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| | | studies classes during Saturday Academy. | | |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | All Students | <p>Guidance Counseling Services are provided through:</p> <ul style="list-style-type: none"> • Guidance Counselors push-in to 12th grade Student Learning Communities daily. • Workshops related to college planning. • Walk-in counseling: counseling services are provided to individual students when needed. • Individualized supports - Students who are not on track, have few credits and who are over-age are supported with customized schedules that include online learning as well as extended learning. If alternate placements are deemed mutually beneficial for all stake-holders, alternative sites are considered. • Support for Struggling Seniors – Several times per week, individual and group meetings occur with 12th graders at risk of not graduating. • Individual Career Plan - Transcript reviews are conducted for every student. This is done | Small Group; One-to-One | During the School Day |

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| | | <p>through Student Learning Communities on an individualized basis.</p> <ul style="list-style-type: none"> • College and Career counseling is available for students for two hours after school twice a week <p>The following At-risk Services are provided by our Social Worker:</p> <ul style="list-style-type: none"> - Mandated Counseling for Students with IEP's – Done one on one and in small groups as written in the IEP. - Short Term Counseling- Conducted on a walk-in case-by-case basis. - Articulation/9th Grade Transfer Counseling – Provide placement services to 9th graders and their parents who are considering a school transfer. - Student Learning Communities – Students are supported through examining relevant topics of interest and of need (i.e. Health, bullying, etc.). - Transcript Review and Counseling – Work with students on an individualized basis to help them understand transcripts and to | | |
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| | | <p>create improvement plans.</p> <ul style="list-style-type: none"> - Attendance – Provide counseling to students who are chronically absent from school. - Referrals – Made as needed to mental health clinics and pregnancy prevention clinics. - Mediations <p>Addressing reports of bullying</p> | | |
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
|---|
| <p>Recruitment</p> <ul style="list-style-type: none"> • Teacher Recruitment team was developed last year. The goal of the team was to identify traits of successful teachers at our school and ow to identify them during the recruitment process. • Team consisted of Administrators and Teacher volunteers <p>Retention</p> <ul style="list-style-type: none"> • New Teacher Mentoring team was established with a Teacher leader and a curriculum map of PD's over the course of a school year • Team members include Teacher Leader of team as well as all mentors of new teachers. Meet bi monthly to be supported on how to be affective Mentors • Monthly PDs occur with the teacher leader and new teachers • Mentors and Mentees are paired as co-teachers so that there are daily interactions and supports <p>Assignments</p> <ul style="list-style-type: none"> • Assignments are planned and executed by administration. During the planning we look at data from <ul style="list-style-type: none"> ○ MOTP ○ State Assessments ○ And co-teaching partnerships <p>Professional Development</p> <ul style="list-style-type: none"> • Professional Development is pushed through several systems <ul style="list-style-type: none"> ○ Coaching from Instructional Support partners – ISA, Achieve 3000 ○ Administrators – Professional Development led by admins once a month ○ Teacher Leaders – Teacher led PDs weekly |

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).

Teachers

- Coaching from Instructional Support partners – ISA, Achieve 3000
- Unit Plan Tuning in weekly department meetings
- Administrators – Professional Development led by admins once a month

Leadership

- Meetings at central offices on CCSS
- Professional Learning Circles

Staff and Paraprofessionals

Weekly meetings led by administrator or teacher leader that speaks to supporting students academically in the classroom and outside the classroom

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

- MOSL committee – Standard MOSL committee in the school
- Data cycle structure decided collaboratively with teacher leaders of the school (Department Heads and Grade Team Leaders)
- Assessments – Teacher created in grade teams

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts) | Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan. | |
|--|--|---|---|----------------------------------|
| | | | Column A Verify with an (X) | Column B Section Reference(s) |
| Title I Part A (Basic) | Federal | 226, 250 | X | 12, 15, 18, 21, 24 |
| Title I School Improvement 1003(a) | Federal | | | |
| Title I Priority and Focus School Improvement Funds | Federal | 56,221 | x | 12, 18, 21, 24 |
| Title II, Part A | Federal | 0 | | |
| Title III, Part A | Federal | 11,200.00 | x | 24 |
| Title III, Immigrant | Federal | 0 | | |
| Tax Levy (FSF) | Local | 2,478,550.00 | x | 12, 15, 18, 21, 24 |

¹Explanation/Background:

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

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

conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **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 8: 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 SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP) Template

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. Pablo Neruda 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. Pablo Neruda Academy will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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>Pablo Neruda Academy</u> | DBN: <u>08X305</u> |
| This school is (check one): | |
| <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|--|
| The direct instruction component of the program will consist of (check all that apply): |
| <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy |
| Total # of ELLs to be served: <u>58</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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 |
| Total # of teachers in this program: <u>2</u> |
| # of certified ESL/Bilingual teachers: <u>2</u> |
| # of content area teachers: <u> </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: Begin description here:

AFTER-SCHOOL PROGRAMS:

We provide our Beginner and lower Intermediate ELLs and our ELL students who have IEPs with additional instruction in a small group setting. Title III funds would be used to pay one ESL teacher to provide instruction to these groups after school. The teacher would work with the Beginner/Intermediate ELL students (10 students) once a week for one hour (3-4pm) for the entire school year (33 weeks). This teacher would also work with the SPED/ELL students (15 students) once a week for one hour (3-4pm) for the entire school year (34 weeks). The teacher will utilize resources that we have previously purchased through Title III funds (i.e. Reading Explorer, Side by Side) as well as the technology resources we are planning on purchasing (Elmos, SmartBoard). Title III funds would cover the per session cost of this teacher (66 sessions x 1 hr x 51.51 = \$3400).

- In addition to the weekly after school program described above, we will provide our ELL students with Regents Prep, with a focus on the English Regents, two times a year prior the two Regents administration periods. One ESL teacher will teach these prep classes, which will take place for 2 hours after school for 6 sessions in January and then 2 hours after school for 6 sessions in June. The English Regents is the most difficult exam for our ELLs and therefore we want to provide them with extra support for this exam prior to the January and June Regents exams. Title III funds would cover the per session cost for this teacher (12 sessions x 2 hrs x 51.51 = \$1236).

- We will also use Title III funds to purchase Achieve 3000, a software program that will be utilized by our ESL teachers in these after school programs to help differentiate their instruction for the different levels of English Language Learners in their classes. This program allows teachers to provide non-fiction texts at varying levels, based on students' lexile scores. Teachers can select content based on what is going on in students' classes (i.e. Science), and Achieve 3000 will provide text based on their selection. Students will then read the text, at their appropriate level, and answer comprehension questions. This program has been proved to increase students' literacy proficiency and improve their reading and writing skills. (\$2000).

SATURDAY ACADEMY:

In the Spring Semester, beginning in February, for 15 weeks, we will provide our ELL students with additional opportunities for support in current classes, as well as an opportunity to attain an elective credit through our Saturday Academy program. One ESL teacher will work with a group of about 30 students to provide additional instruction in English using graphic novels that also tie in Social Studies concepts. The main focus of the class will be on building key skills that will translate into success in English and Social Studies classes. Title III funds will cover the cost of per session for this teacher (15 sessions x 4 hrs x 51.51 = \$3091).

Title III Funding breakdown:

Direct to instruction --> Weekly After school program (\$3400) + Regents Prep (\$1236) + Saturday Academy (\$3091) = \$7727 (69% of \$11,200)

OTPS --> Achieve 3000 = \$2000 (18% of \$11,200)

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: _____

We assess the needs of our staff through surveys throughout the year (at the beginning of the year, after every PD, at the end of the year, and other times as needed). We also meet with our ESL teachers monthly to gather anecdotal evidence of the needs of our staff and students and areas that people need support. After gathering data from these various data sources, the highest area of need for our staff and will provide the most impact for our students is around the area of how to scaffold and differentiate in the heterogenous classroom. We will provide our teachers with PD and coaching on how to create unit plans and lesson plans that include effective differentiation strategies for different types of learners (varying levels of ELLs). We will also have a coach work with our ESL teachers and their co-teachers on how to best utilize co-teaching models in the classroom.

- The PDs on unit and lesson planning, with a focus on differentiation, will occur monthly and will be led by administrators and teachers. The coaching we will provide is by a Literacy Coach from the Institute of Student Achievement (ISA). The coach will work with the ESL teachers and their co-teachers once a month during their common planning and prep periods (55-110 minutes a month, 8 months of the year). We will be using Title III funds to cover the cost of the coaching.

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: _

We evaluate the needs of parents by conducting surveys as well as participating in discussions at parent meetings, and making phone calls home. Based on this information, we provide monthly workshops at the school about a variety of topics that would be of interest to ELL parents (i.e. the rights of ELL parents and students, parent resources on Skedula academic interventions ELL parents can provide at home, health and wellness, etc.). We also focus on teaching parents about the technology resources they have available to them through the school in order to communicate with teachers as well as check in on their children's academic progress. These activities take place about once a month in the evenings (30-60 minutes). The providers of these workshops vary; they could be our teachers and/or staff, parent coordinator, community based organizations, and other partners. We would like to use Title III funds for the purchase of materials and refreshments for parent involvement activities.

- In addition, we communicate with our parents through mailings. Monthly mailings may include newsletters, information about parent events, college resources, etc. The contents of the mailing are also translated by our bilingual Parent Coordinator. In addition, if a parent needs translation in a language other than Spanish, we find staff members (i.e. a para who speaks Bengali) or make use of the DOE translation and interpretation unit to translate. We would like to use Title III funds to purchase

Part D: Parental Engagement Activities

paper, envelopes, and postage for these mailings, as well as materials and refreshments for parent involvement activities.

Part E: Budget

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

Allocation Amount: \$11200

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|---|--|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem | <u>\$3400</u> <u>\$1236</u> <u>\$3091</u> | <u>After-school Program:</u> <u>One certified ESL teacher will be paid at teacher per-session rate for providing one hour instruction twice weekly over 33 weeks:</u> <u>1 teacher x 34 weeks x 2 days x 1 hour x \$51.51 = \$3,400</u> <u>After-school Regents Prep Program:</u> <u>One certified ESL teacher will be paid at teacher per-session rate for providing one hour instruction per week in the winter and the spring for over 12 weeks total (6 weeks winter and 6 weeks spring):</u> <u>1 teacher x 12 weeks x 1 day x 2 hours x \$51.51 = \$1,236</u> <u>Saturday Academy Program:</u> <u>One certified ESL teacher will be paid at teacher per-session rate for providing four-hour instruction every Saturday over 15 weeks:</u> <u>1 teacher x 15 weeks x 1 day x 4 hours x \$51.51 = \$3,091</u> |
| Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. | <u>\$1120</u> | <u>ISA Literacy Coach for ESL teachers</u> |
| Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. | - | _____ |
| Educational Software (Object Code 199) | <u>\$2000</u> | <u>Achieve 3000 program for use by ESL teachers during after school</u> |
| Travel | _____ | _____ |

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|-----------------|------------------------|---|
| Other | <u>\$340</u> | <u>Parent Involvement (postage for mailings and parent workshop materials)</u> |
| TOTAL | <u>\$11,200</u> | _____ |

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 08X305 **School Name: Pablo Neruda Academy**
Superintendent: Carron Staple

Before you begin, please check the following:

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

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

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

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

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

Incoming student data is monitored to identify families who may need translation and interpretation services. The main office has posted the required multi-language notices that language translation and interpretation services are available. We use the Home Language surveys to monitor languages spoken at the homes of our students. Home language survey data suggest that many of our families speak Spanish and Bengali at home. Many members of our office staff, as well as our Parent Coordinator are fluent in Spanish. Translation services are offered to the families of our students who speak Bengali. All communication with homes is translated into Spanish, and Bengali and Arabic (when possible). All intake documents (i.e. emergency blue cards), as well as communication that is mailed home (i.e. monthly newsletters) are translated as well.

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.

Spanish
Bengali
Arabic
French
Sign Language

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

- a. Announcements and monthly newsletters for important meeting dates (Back to School Night, PTA meetings, etc.)
- b. Special events (Thanksgiving Feast, Parent conferences)
- c. Letters of concern about students' academic performance and behavior
- d. Field trip permission slips
- e. Intake documents (i.e. emergency blue cards)

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.

We have an annual Back to School night every September, a fall Parent Conference day, a Spring Parent Conference day, and a Spring Family Night in May. In addition, we hold monthly PTA meetings and monthly SLT meetings. We also hold various Parent Workshops throughout the year.

Many members of our staff also make regular phone calls to parents, including our Parent Coordinator, Attendance Teacher, Social Worker, School Counselor, Deans, and teachers. These staff members reach out to families in order to communicate about school events, individual student issues, academic progress, attendance, etc. Staff members also meet with families face to face.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Because we have identified the need to have written services for students and their families based on the Home Language identification Survey, we have hired bilingual staff members to assist in translating documents for parents.

Our Parent Coordinator also uses the NYCDOE internal translation and interpretation unit for three-way

calling with students' families for conferencing when necessary.

Through the use of our School Messenger software, we pre-record important announcements in the students' native languages and then send these messages to families in the evenings, when they are most likely to be home.

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.

Because we have identified the need to have interpretation services for students and their families based on the Home Language identification Survey, we have hired bilingual staff members to assist in interpreting for parents when they come to school for:

- a. Back to School Night, PTA meetings, SLT meetings, and other evening school events
- b. Discipline meetings with the deans and administration
- c. Meetings with teachers about their children's academic performance
- d. Enrollment of new students in our school

Our Parent Coordinator also uses the NYCDOE internal translation and interpretation unit for three-way calling with students' families for conferencing when necessary.

Through the use of our School Messenger software, we pre-record important announcements in the students' native languages and then send these messages to families in the evenings, when they are most likely to be home.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Our Parent Coordinator will provide training for staff on the use of translation services.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Chancellor's Regulation A-663 is a directive on the responsibility that our school system is committed to for the opportunity of equal access to all rights, opportunity, information, and participation of LEP parents in our school. A parent will never be denied access to opportunities afforded their families, or to children enrolled at our school. As a result of these regulations, we have developed systems that will meet the needs of parents of ELLs who speak the predominant second language, Spanish, and less prevalent languages represented in our school, such as Arabic, Bengali, Sign Language, and French.

Additionally, Item B of Section VII in the Chancellor's Regulations relates to the conspicuous posting of DOE covered languages for translation. This appears upon entry to the school near the Security Desk. The school's safety plan provides that parents who need to communicate with the school, does so in their home language. This is determined via the Parents Preferred Language Form, which is available as part of the Family Resources through the Office of ELLs.

All school based and consultant agencies will be utilized to this end, including community based organizations that will be instrumental in meeting the language needs of our parents.

Part F: Monitoring and Quality Control

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

Surveys will be given and feedback solicited during monthly PTA meetings regarding the quality and availability of interpretation services and of key documents translated into home languages.