



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

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

**08X375**

**School Name:**

**THE BRONX MATHEMATICS PREPARATORY SCHOOL**

**Principal:**

**ANYA MUNCE**

## Renewal School Comprehensive Educational Plan (RSCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: **The Bronx Mathematics Preparatory School** School Number (DBN): 08x375

Grades Served: 6-8

School Address: 456 White Plains Road, 4<sup>th</sup> Floor, Bronx, NY 10473

Phone Number: 718-542-5063 Fax: 718-542-5236

School Contact Person: Yvonne Karriem-Brown Email Address: Ybrown4@schools.nyc.gov

Principal: ANYA MUNCE-JARRETT

UFT Chapter Leader: DERRICK BROWN

Parents' Association President: TYNESHA HENDRICKS

SLT Chairperson: TYNESHA HENDRICKS

Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_

Student Representative(s): \_\_\_\_\_

CBO Representative: **COUNSELING IN SCHOOLS, Cleopatra Williams, Community Director**

**District Information**

District: 08 Superintendent: DR. KAREN AMES

Superintendent's Office Address: 1230 ZEREGA AVENUE, BRONX, NY

Superintendent's Email Address: kames@schools.nyc.gov

Phone Number: 718-828-6653 Fax: 718-828-6239

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: JOSE RUIZ

Director's Office Address: 1 Fordham Plaza, Bronx NY

Director's Email Address: Jruiz2@schools.nyc.gov

Phone Number: 718-828-7776 Fax: \_\_\_\_\_

## Section 2: Executive Summary and Organizing Principles

### **The Objective**

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

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

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

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

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

### **The arc of the School Renewal Program strategy:**

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

### **Structure of the Renewal School Comprehensive Educational Plan (RSCEP)**

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

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

## Information on the Framework for Great Schools and the DTSDE

### Strong Schools, Strong Communities

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

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

### The Framework for Great Schools and RSCEP Development



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

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

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

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

### Accountability Tools and the Framework for Great Schools

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

### NYSED’s Six DTSDE Tenets

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

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

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

### NYCDOE’s Quality Review (QR)

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

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

### **Title I Requirements and Strengthening Title I Parent Involvement**

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

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

### **Next Steps for RSCEP Development**

School Leadership Teams should engage in the following steps:

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

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

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

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

On the chart below:

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

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
	ANYA MUNCE-JARRETT	*Principal or Designee	
	DERRICK BROWN	*UFT Chapter Leader or Designee	
	TYNESHA HENDRICKS	*PA/PTA President or Designated Co-President	
	LOURDES MAYA	DC 37 Representative (staff), if applicable	
	HYACINTH ROCK	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	CLEOPATRA WILLIAMS	Community School Director (staff)	
		Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
		Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	TONYA WALKER	TEACHER	
	VANETTE DANDRIDGE	TEACHER	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
	CARMEN DELGADO	PARENT	
	RAQUEL CUENCA	PARENT	
	KATHERINE CASTRO	PARENT	
		Staff/Parent/Other Contributor	

## Section 4: Renewal School Narrative

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

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

The Bronx Mathematics Preparatory School is a middle school with 289 students in grade 6 through grade 8. The school population is comprised of 34% Black, 62% Hispanic, 1% White, and 2% Asian students. The student body also includes 10% English language learners and 25% special education students. Boys account for 55% of the students enrolled while girls account for 45%. The average attendance rate for the present school year (2014 – 2015) is 89.8%.

We are committed to our core values of Everyone Learns...Everyone Excels...No Excuses! These values serve as the foundation to our vision "Building a Community of Lifetime Learners". Our mission is to create a stable community of respectful, independent and motivated learners who value education, are confident in their abilities, feel academically and emotionally supported and are college and career ready. Through structured learning with real word connections we provide students the best opportunity to solve real life problems, set their own goals, and measure their progress using research based strategies to meet their diverse needs.

The framework for Great Schools element in which our school has made the most progress this past school year and will continue to strengthen in the new school year:

- **Strong Family –Community Ties:** Our three year grant from 21st Century enables us to partner with four CBOs (Omnilearn-Science, Stella Adler-Speaking and Voice Control/ELA, Creative Connections-High School and Career Connections/Advisory, The Leadership Program-Chorus. We also have two additional CBO partnerships that support our Science Curriculum (Urban Advantage-Real World Connections through Museums and trips, CELF, Children's Environmental Literacy Foundation-Sustainability) that provide in class support during the general school day. Our lead CBO, Counselling in Schools with the support of a new Community School Director will work to strengthen and unify these partnerships as we become a Community School.

- **Supportive Environment:** We implement a PBIS, Positive Behavior Intervention and Supports (PBIS) system that is marked by incentive based activities for students. In addition, we provided a week long summer institute professional development program for new staff and teachers to inculcate them in the systems and structures that are aligned to our school goals and vision. Through the expanded time initiative we will be able to provide students with a plethora of after school programs that included both arts and academic programming.

- **Collaborative Teachers:** Structures and times are in place for Vertical Department Teacher teams to meet weekly during common planning time. Teachers incorporate the use of accountability forms to document professional development, evidence of data analysis, and/or discussion focus. During meetings they analyze summative assessment data to identify student misconceptions with needs based student groupings. We are working on providing more opportunities for distributive leadership and improving the systems that are in place. Also, to incorporate structures and times for Horizontal Grade team meetings.

We will accomplish our mission by ensuring that our students are provided with a safe, nurturing environment with supports for their social emotional development. Using a Positive Behavior Intervention System (PBIS), Bronx Math will promote positive character, academic achievement, and encourage students to live the M.A.T.H way by:

- **M**aking
- **A**chieving
- **T**reating
- **H**elping

### Making Good Decisions

It is important for our students to realize that they will continuously have to make decisions regarding their future education and/or careers. Therefore, we partner with various community organizations that provide our students with a

toolkit of fundamental skills, knowledge, and values that will positively support the good decision making process. We received a three year grant from 21<sup>st</sup> Century that enables us to partner with four CBOs ( Omnilearn-Science, Stella Adler-Speaking and Voice Control/ELA, Creative Connections-High School and Career Connections/Advisory, The Leadership Program-Chorus) in addition we have two additional CBO partnerships that support our Science Curriculum (Urban Advantage-Real World Connections through Museums and trips, CELF, Children's Environmental Literacy Foundation-Sustainability) that provide in class support during the general school day.

### **Achieving Academic Success**

Students must be able to apply high rigor knowledge in a relevant, real world setting. Therefore, it is important that we provide them with an education that is stimulated by rigor and relevance. As a partner of the Middle School Quality Initiative (MSQI) we focus on conducting periodic assessments (i.e., universal screening) three times a year using DRP to identify struggling readers, implementing systems to support targeted small reading group instruction (i.e., integration of access code, 3<sup>rd</sup> part rally, programs, and iReady), centering our goals around literacy development in all subjects, and at our school creating a school wide professional development plan. All teachers are asked to be teachers of literacy. In addition to the MSQI pillars and to strengthen our literacy instruction across the school, we have an acute focus on developing our literacy program this year. In addition to our core curriculum reading program, CodeX, we integrate a program called Word Generation as a means to focus on interdisciplinary academic vocabulary. Students spend time in each of their major classes over the course of the week focusing on academic vocabulary words and their meaning in relation to each discipline. Also, via Word Generation, students engage in debates, solve science and math problems, and write argumentative essays.

Structures and times are in place for the vertical department teacher teams to meet weekly during common planning time. Teachers incorporate the use of accountability forms to document professional development, evidence of data analysis, and/or discussion focus. During meetings they analyze summative assessment data to identify student misconceptions and needs based student groupings. We are working on providing more opportunities for distributive leadership and improving the systems that are in place. Also, to incorporate structures and times for horizontal grade team meetings.

### **Treating Yourself and Others with Respect**

Our students are expected to understand and commit to practicing the core values and behavior (according to a strict Code of Conduct) that reflects the highest behavioral expectations for staff and students. Character values are taught in Advisory and HA-HA-SO strategies for dealing with bullies and bullying are reinforced in all aspects of the school day. In addition, our school community begins each day with an announcement and claim to our S.T.A.R. (Show Tolerance and Respect) Pledge.

### **Helping others to Succeed.**

Research shows that collaborative learning improves the educational outcomes for students. Therefore, both students and staff are provided the opportunity to learn and work in cooperative group settings.

In addition, we provided a week long summer institute professional development program for new staff and teachers to inculcate them in the systems and structures that are aligned to our school goals and vision. Through the expanded time initiative students will participate in well rounded afterschool program that include both arts and academic programming in small group settings. In addition, we partner with our building council to support a collaborative, competitive sports program afterschool.

PBIS is marked by incentive based activities. In addition, we provided a week long summer institute professional development program for new staff and teachers to inculcate them in the systems and structures that are aligned to our school goals and vision.

As a new "**Community School**" we have entered into a partnership with community based organization, Counseling In Schools. Through a collaborative program we will work to provide and/or identify resources within the school or outside of the school that will address our students social, emotional, and academic needs. In addition, our school day will be extended to include academic enrichment activities designed to expand our students learning opportunities and support their moral and physical development.

Through the **Expanded Learning Time** initiative we are able to provide students with a well rounded program that provides supplemental learning opportunities to students through academic enrichment and project based learning in a S.T.E.A.M. (Science, Technology, Engineering, Arts, and Math) program. In addition, we partner with our building council to support a collaborative competitive sports program during the after-school hours.

Elements that remain most challenging are.

- **Collaborative Teachers:** Although teachers meet, we are still developing a consistent inquiry approach to data analysis and its alignment to next steps in instructional practice.
- **Rigorous Instruction:** Although we were able to develop coherent CCLS-aligned curriculum maps and unit plans for all core subjects, scaffolding and multiple entry steps provided are not consistent for all learners including ELLs and SWDs.
- **Effective School Leadership:** There is a need to develop administrative effective feedback that is not just evaluative but also results in the development of the right action steps that are high leverage, clear, and measurable that helps to support teacher development and improved instructional practice.
- Supportive Environment

As we continue to evaluate our needs assessment we will use the following indicators and benchmarks to identify our CEP goals:

- Attendance
- Rigorous Instruction
- Collaborative Teachers
- Student Average ELA Proficiency Rating
- Student Average Math Proficiency Rating
- 9<sup>th</sup> Grade accumulation of credits by Former 8<sup>th</sup> Graders

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	I
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	I
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p><b>Reflection:</b> Although, Administration provides various resources ( i.e., research based curriculum, literacy and math consultants ) to support the creation of lesson plans that incorporate strategies and best practices our AIR co-interpretation data results revealed that both our ELA and Math curriculum are not CCLS aligned and there is a need to identify and address the disconnect between lesson planning and student progress. Implementation of a comprehensive and targeted professional development plan to improve teacher pedagogy with the creation of CCLS aligned curriculum and plans that support diverse student learning is needed .</p> <p><b>Strengths:</b> Based on the statement of practice strengths our school and classroom environments are conducive to supporting a positive learning environment. Systematic rituals and routines have been established to help support student learning. Portfolios are created for every student in which students file mastery work, all assessments, and reflections and goal setting information. Teachers use a POEM (point of entry model) where the daily agenda is posted and students know to come in take out their notebooks and document current headings, and then engage in targeted, purposeful “Do Now” activities. In addition, every classroom is outfitted with technology resource supports in the form of an interactive whiteboard, Elmo, and mobile laptop cart. We have adopted curriculum in each of the content areas, which include CodeX for ELA, Glencoe Math and Science, Harcourt for Social Studies and whole class novel studies. In addition, the ELA curriculum is supplemented with MSQI Word Generation for support with academic vocabulary.</p>		

Students are given the opportunity to study Mandarin Chinese to develop higher level thinking skills across all content areas. In addition, we provide students with opportunity to take regents classes in both Integrated Algebra and Living Environment. Each year 75% of our students meet proficiency in these classes. To support pedagogy and instruction, an annual professional development plan for Monday extended time that reflects broad school wide goals and topics is created.

**Needs Improvement:**

There is a need to "delve deeper" into the analysis of individual student data. A program that reflects time for teachers to systematically meet and collaboratively analyze student work and data would enable teachers to engage in this process and to identify strategies for targeted instruction that could meet the needs of individual students. In addition, it will allow teachers to create clear learning objectives for individual students to engage students in thoughtful, well planned practice and activities throughout the lesson.

**Part 2 – Summative Vision for Rigorous Instruction**

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

Consider the following questions:

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

Our vision for rigorous instruction includes the implementation of a Humanities curriculum that is supported by a readers and writers workshop model. The readers’ workshop mode of instruction the use of Expeditionary Learning core curriculum with integration of strategic I small group reading strategies that will focus on independent reading, guided reading, and conferring; Writers Workshop will incorporate Teachers College writing units, authentic writing assessments, and Pre and Post Unit exams. Our Math guided workshop Model will be supported by Engage NY, CMP3, and Glencoe common core text. Teachers will incorporate exploration activities where students can “discover” rules and journal writing will allow students to provide reflections on their thinking. In addition conferring, formative assessments, and pre/post unit exams will be used to support differentiated instruction for students. As social studies will be integrated with ELA for Humanities, teachers will continue to integrate strategic small group reading strategies and incorporate theme based novel reading to further support the content. Implementing the Social Studies practices will also be important to ensure that we are building students’ content knowledge. The science curriculum will be guided by Glencoe texts and CBO partnerships (i.e., OmniLearn and Urban Advantage ) will help to promote rigorous inquiry based learning, provide students with real world connections to science, and help them to understand and become advocates for Sustainability. Instruction at our school will be guided by best practices that are aligned to the Framework for Teaching that identifies the “must haves” for planning, environment, and instruction. Consistency will be supported across our school faculty through the use of teacher led instructional rounds with feedback, purposeful inter-visitations with feedback, and maximizing the use of administrative resources to develop cycles of targeted instructional supervision. In addition, annual assessment calendars, unit curriculum maps, and horizontal and vertical team calendars will be created as tools to support consistency. This work will allow administration and teacher teams to constantly engage in professional learning and inquiry work led by results oriented protocols for looking at student work and analyzing data to ensure that actionable next steps are created to address student needs and provide for multiple entry points of learning for students. We are also planning to integrate individual flexible programming in order to utilize multiple entry points for all students to engage in the general curriculum. This will include identifying student academic strengths and needs and providing them with a program where they can learn in a homogeneous setting. This model

will allow students to work in ability groups and teachers to tailor activities and assignment to each group. Students can be assigned to different groups for reading and math, and can switch groups in they show progress. Annual assessments will include (but are not limited to) Humanities- DRP universal screening (3x's/yr.), TC on-demand writing assessments and have students work on a process piece of writing for each unit, Math- formal assessments, summative assessments (i.e., exit slips and quiz), pre/post unit exams, Science-summative assessments, pre/post unit exams. The test coordinator will collect data and distribute results to teachers, teacher teams will engage in the inquiry process to analyze data and use that data to co-plan mini lessons and explore new strategies to address student needs. The test coordinator will process school wide assessments and disseminate data. In an effort to build teacher capacity, teachers will scan and collect data from pre and post unit exams and will follow a protocol for analyzing the data at department team meetings to identify next steps towards set goals and modification of instruction and/or curriculum if needed.

During our Expanded Learning Time students will be able to engage in Regents preparation in both Living Environment and Integrated Algebra. In addition remediation support will be provided for our students with disabilities, grade 7 students in the both ELA and Math and all others identified as in need of remediation support services. Class sizes will be maximized at no more than 12 students which will promote smaller student to teacher ratio and improved ability to address individualized needs. In addition, throughout the school day academic Interventions for targeted students will be supported by iReady online intervention program in both ELA and Math.

We expect to see a +.07 increase in overall average ELA proficiency and +. 14 increase in overall average Math proficiency by 80 % of our students by year two.

### **Part 3 – Annual Goal**

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

By June 2016 teachers will incorporate a workshop model to increase the rigor and coherence of Math and ELA curricula that is strongly aligned to the instructional focus, CCLS, and the instructional shifts which will result in students ability to analyze, synthesize, evaluate complex text, and problem solve as measured by an increase in the average level of proficiency rates to 2.17 in ELA and 2.11 in Math.

### **Part 4 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Teachers will participate in cycles of professional development to support the implementation of a comprehensive literacy program. This will include:</p> <p>PD on how to incorporate small group reading strategies that will help guide students toward becoming independent readers who build knowledge and understanding through texts..</p> <p>PD at the TC Writing Institute that will prepare teachers to teach units of study in writing.</p> <p>PD to support science (facilitated by Omnilearn) and math (facilitated by Metamorphosis) teachers on how to implement inquiry based learning activities to promote higher order thinking by discovery of students.</p>	<p>Teachers</p>	<p>2015-2016 school year</p>	<p>Community based organizations : Omni-Learn</p> <p>Generation Ready</p> <p>MSQI</p> <p>Teachers College</p> <p>Metamorphosis</p>
<p>Use Degrees of Reading Power (DRP) three times a year as a universal screening tool to</p>	<p>All students including</p>	<p>September 2015, January</p>	<p>Assistant Principal will create program for facilitation of assessments and</p>

provide benchmark data to identify struggling readers and provide a mechanism to monitor progress of student for reading comprehension.	ELL's and SWD.	2016, and June 2016	Communicate the specific aspects of the reading progress data to the school community. Teachers and Paraprofessionals will conduct secondary diagnostic screenings.
All teachers across the grades and content areas will teach reading comprehension strategies in a daily 30 minute block that will guide students toward becoming independent readers.	All students including SWD and ELLs	2015-2016 school year	All teachers guided by the Department Chair
We will provide students with additional element to support their process in becoming college and career ready by integrating a globally forward foreign language program (specifically) Mandarin.	All students including SWD and ELLs	2015-2016 school year	Mandarin Teacher

### **Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Resources to support curriculum instruction and learning</p> <ul style="list-style-type: none"> <li>• Composition Notebooks for Readers/Writers Workshop</li> <li>• Lab notebooks for science inquiry activities</li> <li>• Mentoring Minds</li> <li>• Visual Arts curriculum texts</li> <li>• Mandarin curriculum texts</li> <li>• Pearson Math Curriculum texts</li> <li>• Glencoe Science curriculum texts</li> <li>• Reading Essential texts to support science</li> <li>• Science “Notebook” texts to support SWD’s</li> </ul> <p>Resources to support academic intervention:</p> <ul style="list-style-type: none"> <li>• iReady online academic intervention tool for both ELA and Math</li> <li>• Access Code online phonics intervention [MSQI]</li> <li>• Books on tape [accommodation for ELLs]</li> </ul> <p>Resources to support teacher professional development</p> <ul style="list-style-type: none"> <li>• Interactive Whiteboard Professional development</li> <li>• Generation Ready Literacy Consultant and Coach</li> <li>• Metamorphosis Math Numeracy Consultant and Coach</li> <li>• Plantronics audio for coach</li> <li>• logear Bluetooth to support in class communication and support</li> <li>• Professional service Instructional Consultant</li> <li>• Teacher College Writing Institute PD</li> </ul> <p>Schedule adjustments to support planning, instruction, and learning</p>

- Common planning periods will be embedded into the school day schedule.
- Teacher Team/Inquiry Periods will be scheduled to promote data analysis.
- 80 minute professional development annual calendar
- Cabinet meeting times will be scheduled weekly to evaluate calendar of collaborative practices, discuss observation schedules, evaluate MOTP data, and to develop cycles of targeted instructional supervision.
- Master schedule for CBO activities during the school day.
- C BO, Counseling in Schools partnership will provide social emotional support during the instructional blocks to allow for more instructional time on task.

Per session/Per Diem resources to support instruction and learning:

- Expanded Learning Time programming 5hr/week
- Special Education compliance program 20 hours.
- Saturday Specialized High School Preparation Program for 20 hours.

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

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

### **Part 6 – Progress Monitoring**

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

By February 2016:

- the DRP assessment data will show that 80% of students made progress in Lexile Level growth which indicates development in reading comprehension.
- benchmark unit exam data will reveal that 50% of students made progress toward becoming proficient in power standards.

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

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	I
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p><b>Reflection:</b> Although, we implement a Positive Behavior Interventions and Supports System (PBIS) that is marked by incentive based activities for students and is aligned to our schools goals and visions for creating a positive and safe culture and tone, there is inconsistency in the implementation of practices that support it amongst staff. This inconsistency has resulted in the schools Persistently Dangerous identification. In addition, the average daily attendance rate is 89.9% which is slightly below the citywide average of 90.6%</p>		
<p><b>Strengths:</b> As shown by our HEDI ratings on the Learning Environment Survey, students indicate that they feel safe in the school and they are able to share thoughts and concerns with teachers, social worker, and school safety agents. In addition, we have a system in place whereby they can place notes in the school leader’s suggestion box to share their voice about peer matters or provide suggestion to improve our school community. The school has developed systems [RTI model and PBIS framework] to support the social and emotional developmental health of students. The Special Education Team works with instructional staff and external partners to provide students and their families with information about interventions, academic progress, flexible programming, and learning needs. They also collaborate to follow up on referrals and implement required services for students. The attendance team monitors student attendance and follows up with families to address medical, social, or emotional needs. We initiated a program (Check and Connect) to align identified teachers with at risk students in a submit weekly reports that provide an interaction check of mentors with mentees and to inform decision-making in relation to students’ social and emotional health needs.</p>		

**Need Improvement:** The school was identified as Persistently Dangerous based on the Violent and Disruptive Incident Reporting [VADIR] score of 1.73 during the 2013-2014 School Year. Due to this development there is a need to ensure that the Incident Reduction Plan is implemented effectively and efficiently. Incident Reduction Plans are required to be developed by all schools that have been designated as Persistently Dangerous (PD). The purpose of the IRP is to identify the specific actions that a school will take to ensure the safety of the students. Specifically, the IRP's proposed actions should be in response to the factors that contributed to the school's designation as a persistently dangerous school and describe how the school staff intends to address these factors and the types of incidents that resulted from them. Each proposed action should be accompanied by a desired result/goal, an evaluation strategy to document the success of the action, and a time line in which the action will be accomplished. In addition, while our attendance rate is only slightly below the citywide average, there is a need to ensure that students are attending classes and not missing critical instructional support due to low student attendance or classroom management.

## **Part 2 – Summative Vision for Supportive Environment**

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

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

Community stakeholders will be able to describe our school as a place where students show respect, build rapport with other students and experience interactions with other students and teachers which are warm, based on genuine caring, express openness, and promote honesty. Parents will describe the school as a place where they feel comfortable and confident to visit and are proud to send their children. Teachers would describe the school as a strong collaborative community that is built on the foundation of trust . We are on year two of our 21<sup>st</sup> Century Grant that affords us four different CBO partnerships. We integrate each of the CBO partnerships into our general school curriculum. This model provides a more meaningful way for CBO's to support instruction and learning. Our partnership with Omnilearn provides science teachers with professional development in the area of inquiry based learning. Students participate in a weekly hands-on lab activity that is aligned to the current curriculum content. Creative connections support the advisory program with High School connections curriculum for grade 7 and Career Connections for grade 8. In addition, we have partnership with Girl Scouts Career Exploratory Program that supports grade 6 and 7 Advisory program. Stella Adler supports the ELA CCLS listening and speaking standards as they provide students with voice and speech coaching. And the Leadership program provides our students with arts curriculum in the form of Chorus and dance.

Student voice and leadership is developed and supported through the student government. Student Government cabinet meets monthly with the principal as they represent their peer concerns and or ideas. This year's student government created a school store which will serve as a vehicle for supporting our PBIS. We will continue with PBIS however, we have discussed modifying our current program to reflect a more simplified approach to using incentive points.

As a renewal school we have entered into a new partnership with Counseling in the Schools. They will support our school community by providing a coordinator to monitor and manage community resources for the school and students (i.e., referrals to mental health providers, supporting the STARR -Stop, Think, Address, Reflect, Re-enter alternative to suspension center with proactive strategies to address disciplinary concerns, etc.). We will measure social emotional development by the following means :

- Decreasing the number of level 4 and 5 occurrences in OORS.
- Monitoring of our students’ behavior to discern their increased abilities to regulate their emotions, handle stress and express themselves in an appropriate physical and emotional manner.
- Increase the number of positive responses regarding bullying and safety by students on our learning environment survey.

The extended cabinet (administration, family worker, dean, guidance counselor, and CBO) will meet to analyze data, identify patterns, and address with immediate next steps. Bi-weekly we will set goals aligned to the data and assign individuals who will be responsible for ensuring they are met. Subsequent meetings will be used to determine if goals were met and continue our progress towards completion. Counseling in Schools will provide restorative justice circles, direct counseling, whether individual, or group to at risk students as well as youth development through creative arts and family support. Attendance and absenteeism will improve as students and their families will feel that they are being supported, have someone that they can talk to, and believe that they are receiving the attention that they need.

**Part 3 – Annual Goal**

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

By June 2016 the school community, in collaboration with our main CBO, Counseling in Schools, will continue to implement Positive Behavior Interventions and Supports (PBIS) resulting in a 6% reduction in level 4 and 5 incidents and an increase of in attendance to 90.6% as measured by OORS data and daily ATS data.

**Part 4 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engage families and expand their understanding of a supportive environment in order to support their children at home.</b></li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b>
Provide ongoing professional development and training to staff to address the social-emotional needs of the school community.	All students including SWD and ELLs	2015-2016 school year	Dean, Counseling in schools, Guidance Counselor/Social Worker.

<ul style="list-style-type: none"> <li>• Training in restorative circles</li> <li>• Training in collaborative problem solving</li> <li>• Training in conflict resolution</li> <li>• Training in Life Space Crisis Intervention.</li> <li>• Training in Anecdotal documentation</li> <li>• Training in how to integrate PRIM (Pre Referral Intervention Manual) strategies</li> </ul>			
Work collaboratively with PBIS coordinators (guidance counselor, Social Worker, and mental health providers) to review PBIS data identify students with at risk behavior to provide interventions and supports.	All students including SWD and ELLs	2015-2016 school year	Dean, Family Worker
<p>Provide students with a school-wide advisory program to address the social-emotional needs of students at the start of the instructional day. Focus will address bully prevention awareness, conflict management, respect for all awareness, and college and career preparation. Teachers will meet with small groups of students which will allow for an opportunity for each student to be well known by at least one adult.</p> <ul style="list-style-type: none"> <li>• Advisory program will also include implementation of “Check and Connect” program for our most severe at risk students to be partnered with one specific faculty member who will meet with the student at least once a week and with parent/guardian monthly.</li> </ul>	All students including SWD and ELLs	2015-2016 school year	All staff members Counseling in Schools Director will monitor.
CBO will provide access to mental health services and provide mentorship program to support most at risk students.	At risk students	2015-2016 school year	Counseling in Schools.

**Part 5 – Budget and Resource Alignment**

<p><b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Resources to support academic intervention</p> <ul style="list-style-type: none"> <li>• Response to Intervention Teams <ul style="list-style-type: none"> <li>• Bi weekly Extended Cabinet meetings to address incident and attendance data.</li> </ul> </li> </ul> <p>Resources to support social emotional development and intervention:</p> <ul style="list-style-type: none"> <li>• Alternative to suspension program STARR</li> <li>• In class support by mental health providers.</li> </ul> <p>Resources to support staff professional development</p> <ul style="list-style-type: none"> <li>• Restorative circle workshop</li> <li>• Life Space Crisis Intervention workshop</li> </ul>

Schedule adjustments to support planning, instruction, and learning

- Morning Advisory Periods
- Lunch time recreation time via the use of the play yard and board games.
- Integration of afterschool program that addresses arts and fitness
- Master Schedule for CBO activity during general school day
- Annual Schedule of monthly Incentive Activities

Per session/Per Diem resources to support instruction and learning:

- Expanded Learning Time programming 5hr/week

Other support resources:

- Pupil Path/SKedula online grading and anecdotal tool

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

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

**Part 6 – Progress Monitoring**

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

By February 15, 2016 the school the school community, in collaboration with our main CBO, Counseling in Schools, will continue to implement Positive Behavior Interventions and Supports (PBIS) resulting in a 6% reduction in level 4 and 5 incidents and an increase of in attendance to 90.6% as measured by OORS data and daily ATS data.

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

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

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	I
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p><b>Reflection</b></p> <p>Instructional rounds and observation evidence showed that although teachers plan for instruction that is aligned to CCLS, the instruction is very teacher directed. There is limited opportunities for students to participate as leaders in their own learning. This is result of the schools scheduling concerns which are the greatest obstacle to teacher collaboration. Although, there is common planning time built into the program, the time is not always consistent or used efficiently, as other challenges (such as teacher coverage) provide great obstacles.</p> <p><b>Strengths:</b> Each year teachers prior to the beginning of the school year, teacher participated in either Saturday or summer planning devoted to the creation of curriculum maps and creating CCLS-aligned unit plans. Quarterly, lesson plan clinics are facilitated by consultants and Network representatives. The clinics are designed to help teachers develop rigorous and coherent CCLS-aligned instructional plans for all students. Teachers incorporate the use of accountability forms to document professional development, evidence of data analysis, and/or discussion focus. During meetings they analyze summative assessment data to identify student misconceptions and needs based student groupings.</p> <p><b>Needs Improvement:</b> Based on Statement of Practice HEDI rating of Ineffective while there has been a focus on collection of data the structure and systems are not working to support our need to analyze the data consistently. We are working on providing more opportunities for distributive leadership and improving the systems that are in place. Also, to incorporate structures and times for Horizontal Grade team meetings. In addition, based on the PPO (Principal’s Performance Observation) feedback there is a need to strengthen the work of teacher teams through aligning “Looking</p>		

at Student Work” protocols, especially focused on implementing and analyzing baseline assessments in writing before each unit/genre is taught to impact the instructional decisions made by teachers in the humanities content areas. Therefore, we want to improve our system of creating comprehensive unit plans by implementing the “backwards design” method of planning.

## **Part 2 – Summative Vision for Collaborative Teachers**

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

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

Our school wide program reflects common planning periods that are aligned in the teachers schedule to provide grade/subject teachers time to collaboratively prepare and plan unit and lesson plans. There is one general education teacher that works in a collaborative team model with one special education teacher. They teach two classes (one including an ICT class) together and one class each (General Education teacher with on track class and Special Education teacher with Special Class 12:1) independently. During the 2015-2016 school year we are moving to a humanities curriculum that focuses on balanced literacy.

In the Humanities class, teachers will engage students in a block program that includes readers and writers workshop model, The readers workshop is guided by theme based novel reading and the Expeditionary Learning curriculum. A literacy consultant works collaboratively with teachers to create a comprehensive unit that includes alignment to curriculum content, assessments and Social Studies historical background content.

The writers workshop is guided by Teachers College Institute curriculum. Teachers will review DRP data three times a year to identify is students are moving toward meeting benchmark goals for reading comprehension.

In the Math class teachers will engage student in an exploratory workshop that is guided by "think moves'. This instructional practice promotes an inquiry based approach to learning where students explore and investigate a problem before receiving explicit teaching. Teachers will review formative assessment data regularly to identify if students are moving toward meeting benchmark standard based goals.

Teachers provide opportunities to deepen learning for higher achieving students through the provision of Regents prep classes for both Living Environment and Integrated Algebra.

Teachers will enforce the expectations of our PBIS M.A.T.H. to ensure that every child is safe in their class. Both horizontal and vertical Teacher teams will use the “Looking at Student Work” protocol regularly to review and analyze student data. (i.e., pre and post unit, authentic writing, and MOSL). The analysis results will enable teachers to identify instructional enrichment or remediation that is needed.

Opportunities are provided for distributive leadership, in particular for teachers to participate on the Tier 3 Educational Inquiry team. Structures were developed for the Tier 3 Team to conduct instructional rounds in an effort to address our school wide problem of practice, facilitate professional development to their peers, and work to identify next steps and practices that are needed to support instruction. Members meet bi weekly after school.

Our CBO, Counselling in Schools will support the general curriculum by providing in class guidance support to address social emotional concerns which will allow for teacher to spend more time on instruction. We will continue with our CBOs through 21 Century Grant who will provide academic enrichment opportunities during non-school hours for our students. The program will help our students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating students.

**Part 3 – Annual Goal**

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

By June 1016, teachers will participate in both horizontal and vertical teams to using the "Looking at Student Work " protocol to examine student data , identify gaps in student knowledge or skill, and plan for targeted small group instruction that include appropriate scaffolds for all students including targeted sub groups (bottom 1/3, SWDs, and ELLs) which will increase the average level of proficiency rates to 2.17 in ELA and 2.11 in Math as measured by New York State ELA and New York State Math exam.

**Part 4 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Special Education School Improvement Specialist will provide teachers with Professional Development for the creation of Specially Designed Instructional plans that outline strategies to address the needs of SWDs and ELLs</p>	<p>SWDs</p>	<p>2015-2016 school year</p>	<p>SEIS provider, SpEd teachers</p>
<p>Tier 3 Teacher Inquiry team will collaborate to complete a minimum of two inquiry cycles aligned to one of the Framework for Teaching components (1e, 3b, 3c, or 3d) to identify next steps and practices that are needed to support lesson planning and instruction.</p>	<p>Teacher, CBO</p>	<p>2015-2016 school year</p>	<p>Administration, Tier 3 Team</p>
<p>Teacher teams will use writing assessment rubrics and "looking at student work" protocol to inform small group instruction and next steps for instruction adjustment.</p>	<p>School Community</p>	<p>2015-2016 school year</p>	<p>Teachers</p>

Response to Intervention (RtI) team that consists of CBO, Administration, Grade General Education Teacher and Special Education IEP Teacher will meet every four weeks create an intervention plan for identified students using research-based strategies. The plan will include monitoring the 12 week progress, review of data, reevaluation, reassessment and recommendation for Special Education evaluation if needed.	All students including ELLs and SWD.	2015-2016 school year	RtI team
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**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Resources to support staff professional development</p> <ul style="list-style-type: none"> <li>• Inquiry Work: Use DOE provided protocol for “Looking at Student Work”</li> </ul> <p>Schedule adjustments to support planning, instruction, and learning</p> <ul style="list-style-type: none"> <li>• Program to reflect weekly Teacher Teams: Departments Meet bi- weekly</li> <li>• Inter-visitation and Intra -visitation schedule</li> <li>• Scheduled time for RtI team meetings.</li> </ul> <p>Per session/Per Diem resources to support instruction and learning:</p> <ul style="list-style-type: none"> <li>• Expanded Learning Time programming 5hr/week</li> </ul> <p>Other support resources:</p> <ul style="list-style-type: none"> <li>• Laptops with updated Flash player and headphones with microphones are the necessary resources.</li> </ul>

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

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, all departments will complete a minimum of one research based "looking at student work" protocol to analyze individual student data and identify specific targeted instruction to address academic needs.
<b>Part 6b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	I
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.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p><b>Reflection:</b> Based on the 2015 Quality Review findings as well findings from as data AIR, the school leader has is progressively working toward creating a cohesive system for providing feedback to teachers that is actionable, yields an accurate snapshot of their progress towards Effective and Highly Effective instructional practices. However, there is a need to ensure that evidence based structures are used to examine and improve school wide practices. The principal must ensure that system includes providing feedback that also identifies how professional development opportunities impacts instruction and learning as teachers are transitioning to a new balanced literacy program and exploratory Math workshop model.</p>		
<p><b>Strengths:</b> The school has adopted new curricula ( Expeditionary Learning for Humanities and CMP3 for Math) that support the CCLS and uses formative and summative assessments to determine student progress. boration and the provision of PD support the implementation of rigorous and coherent curricula reflecting the CCLS. Prior to the beginning of the 2015-16 school year, teachers participated in a summer intensive workshop with the literacy consultant to create curriculum maps. And New Teachers participated in a workshop guided by an instructional coach that was devoted to training on how to define rigor, brain based teaching, and team building.</p>		
<p><b>Need Improvement:</b> Based on the PPO feedback, there is a need to maximize the use of administrative resources to develop cycles of targeted instructional supervision that is timely, comprehensive, and supportive of teacher growth and meaningful oral and written feedback. The school leader in tandem with administrative cabinet must ensure that the</p>		

school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision priorities outlined in the School Comprehensive Educational Plan (RSCEP). In addition, the school leader must effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP. Professional development opportunities, including lesson plan clinics conducted by consultants should be provided to help teachers develop rigorous and coherent CCLS-aligned for all students.

## **Part 2 – Summative Vision for Effective School Leadership**

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

1. How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students’ academic and social-emotional needs are being met?
2. What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?
3. How would the leader organize student and teacher programs to ensure students’ needs are met? Fiscal capital?
4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?
5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

The Principal and administrative cabinet will continuously articulate the shared vision and mission to the entire school community by using various strategies: present school wide goals to staff, staff handbook, at vertical and horizontal team meetings. Principal will ensure the CBO partnership is strong by programming meeting times with Community School Director to discuss ongoing concerns. CBO partners will collaborate with school staff by participating in vertical and horizontal team meetings and conferencing with staff on an individual needs forum.

Evidence based systems would include progress monitoring of SAMS (school achievement management system) spreadsheet, teachers conferencing notes, and submission of common planning assessment analysis worksheet and accountability logs. The school leader will create a program and utilize budget resources to allow for teachers to participate in continuous professional development focused on literacy that is interdisciplinary and interdepartmental, long term and ongoing. Distributive leadership will be provided to all teacher leaders to facilitate specific professional development programs and turn-key information, strategies, and best practices for our teaching community. Teachers will be encouraged to identify external professional development opportunities. Teachers who attend these external professional development programs will be expected to share with our teacher teams successful instructional practices and the evidence of their success, through formal and informal structures. The school leader will create a comprehensive plan for all common planning time that is focused on addressing either teacher instructional development, analyzing assessments, and/or looking at student work and includes .

The school leader and cabinet will create a comprehensive schedule to conduct the mandated requirement teacher observations as aligned to the Advance system, using FfT to guide each teacher with SMART feedback on their instructional practices. Administrators will identify individual target areas of focus through frequent and productive observations.

The school will support shared accountability through the distributive leadership of grade team leaders, department leaders, and other teacher representatives who will comprise the Tier 3 Inquiry Team. Representatives from each area of the school, including CBO, will sit on the Extended Cabinet team meeting bi weekly to review data aligned to academic, social emotional, and attendance and discuss methods to improve. An AP, family worker, parent coordinator, social worker/guidance counselor, and DOE family outreach representative, will meet bi weekly to review attendance data and discuss methods to improve. Dean, Social worker/guidance counselor, and Community School Director will

meet weekly to review OORS data and discuss methods to improve. Supervision of subject curriculum will be delegated to the assistant principal and coordination and management of CBOs and social emotional development program (STARR center) will be delegated to Community School Director.

### Part 3 – Annual Goal

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

By June 2016 school leaders will allocate fiscal, human, and structural resources to ensure every teacher is trained and supported in utilizing a research-based protocol for looking at and analyzing student work and data, using a collaborative inquiry process in order to identify school-wide , group, or individual student needs, and in instructional practices that extend higher-order thinking and rigor for all students, as evidenced by 60% of ineffective and developing teachers advancing one or more HEDI rating in Danielson components.

### Part 4 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b>
Principal will create a program that includes grade and department Common Planning Time, Rtl Teams, Tier 3 Inquiry Teams and Interdisciplinary Team times within the school program as well as using the contracted Professional Learning opportunities each week.	Teachers and Paraprofessionals	2015-2016 school year	Principal, Assistant Principal
Principal will work collaboratively with school community to create an annual professional development plan that addresses the identified instructional needs.	Teachers and Paraprofessionals	2015-2016 school year	Principal, MSQI Coordinator, Tier 3 Team
On a quarterly basis, the principal and administrative cabinet will review student data to analyze and aggregate data by grade and subject	Teachers and All students including SWD and ELLs	2015-2016 school year	Principal, AP’s, MSQI Coordinator

that is aligned to student progress and provide feedback to department and individual teachers.			
<ul style="list-style-type: none"> <li>• Evaluation Feedback will be used to guide mid-year teacher and administrative conferences.</li> <li>• Evaluation Feedback will be used to identify professional development needs and adjustment to plan.</li> </ul>			
Principal will hire a literacy and numeracy coach/consultant who will work with curriculum teams to provide curriculum and staff development, to observe teacher practices and provide actionable feedback.	Math and ELA Teachers	2015-2016 school year	School Leader

**Part 5 – Budget and Resource Alignment**

<p><b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <p>Resources to support staff professional development</p> <ul style="list-style-type: none"> <li>• Generation Ready Literacy consultant and Coach</li> <li>• Metamorphosis Numeracy Consultant and Coach</li> <li>• Professional Learning PD Calendar</li> <li>• TC Writing Institute Professional Development</li> </ul> <p>Schedule adjustments to support planning, instruction, and learning</p> <ul style="list-style-type: none"> <li>• Daily Common Planning</li> <li>• Parallel program that reflects similar schedule for teachers per department</li> </ul> <p>Per session/Per Diem resources to support instruction and learning:</p> <ul style="list-style-type: none"> <li>• Summer Intensive Institute</li> </ul> <p>Other support resources:</p> <ul style="list-style-type: none"> <li>• Access to DRP assessmetn and online data retrieval system</li> </ul>
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<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century	X	C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By February 2016: Administration will have conducted two rounds of observations with feedback that provides SMART goals to identify the impact of professional development. In addition, administrators will</p>
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evaluate Advance data and identify that 30% of Ineffective and Developing teachers are advancing one or more HEDI ratings in Framework for Teaching components.

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

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	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.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p><b>Reflection:</b> Based on the 2015 Quality Review findings as well findings from as data AIR the school has many systems in place to cultivate a trusting relationship with families and to provide ongoing communication. And while parents said they were pleased with the school, attendance forms from monthly Parent Workshops shows very little participation. There is a need to promote reciprocal communication with families to engage in dialogue that is centered on how the school uses data to provide targeted instruction and support for individual students.</p> <p><b>Strengths:</b> There is an “open door policy” for all community members and builds respectful relationships by sponsoring frequent activities like a full day annual orientation for both parents and students that focuses on “Get to Know our School Community” on the first day of school. We implement a five point communication system for parent/home outreach: back pack information with students, mail information, information shared on school based web page, use of School Messenger system and REMIND text for mass messages. We use NYCDOE based program Wake Up! NY attendance messenger for students that have shown consistent lateness. Monthly Parent Association meetings facilitated by one of our nine CBO’s (The Leadership Program). TLP focuses on providing information about student academic/achievement, opportunities to engage parents and students in interactive activities, and professional development for parents.</p> <p><b>Needs Improvement:</b> While the school has structures and systems in place to provide ongoing communication to parents there is a need to improve our system to address communicating detailed student performance data to families, many of whom lack computer access and/or literacy or are not proficient English. In addition, we are working to build our parents capacity to engage in reciprocal ongoing communication with the school about their children’s’ strengths and areas of challenge. As we are transitioning to a community school there are plans for the Social Worker and CBO to</p>		

collaboratively support the High School Articulation process for both grades 7 and grade 8. Also, for the Social Worker and CBO to create a system to track student progress as they move on to high school .

## **Part 2 – Summative Vision for Strong Family and Community Ties**

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

Questions to consider:

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

Student government class ambassadors will be nominated to welcome families and guests into the school. Students will meet parents and greet them, give them information about the various programs, and tour of the school during various open house or parent engagement programs. School Safety will sign them in and call for an ambassador to meet them. This process will help to create a welcoming environment at our school. To provide support to families so that they understand and can take an active role in what their child is learning a monthly newsletter with principal’s message, upcoming events at the school and the DOE will be listed, and community resources will be shared. Parents will also have access to our school’s online grading program, Skedula/Pupilpath so that they can obtain real time information about their child’s academic progress, conduct, and attendance. During our first meeting with parents we will review the student data, grading and state exams. In addition, we will provide training on how to navigate our schools online support tools (i.e., Pupil Path online grading system, etc.) to access and understand student data and progress. Our school will engage the community and families by setting up a specific meeting times outside of the quarterly parent/teacher conferences so that there is reciprocal communication between teachers and families to ensure both are able to learn about the children being taught. In addition, during our September meet and greet we will provide parents with a survey to gather any information that we might need to get to know the student better. And with the support of our community based organizations we will showcase quarterly parent meetings with student performance or celebrations ( Attendance/ academic/ arts program)

There will be a dedicated space whereby parents can meet with other parents as well as with staff members. Our community partner will monitor the area to ensure parents feel welcomed and are provided with the resources or information about resources as needed. Through our “Parent As Learning Partners” program we will offer adult education for ESL, Computer and Technology Awareness, and Resume writing.

## **Part 3 – Annual Goal**

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

By June 2016, there will be a 5% increase in the parent response rate on the NYC DOE Learning Environment Survey as a result of the coordinated efforts of the administration, teachers, Parent Coordinator, Community School Site Director, on-site community based organization (CBO) and all additional external partners.

**Part 4 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Create and maintain school web page to provide limitless access to school’s information in particular how to participate in PTA, SLT, or support other activities in the school.</p> <ul style="list-style-type: none"> <li>• Elicit tech savvy students or family members to help with support of online webpage maintenance.</li> </ul>	<p>Families  School Community,  Students</p>	<p>2015-2016  school year</p>	<p>Parent Coordinator  Counseling in Schools  PTA President  Teachers,  Administration</p>
<p>Use of online grading and reporting system, Skedula will ensure unlimited real time access to student progress.</p>	<p>Parents, Students</p>	<p>2015-2016  school year</p>	<p>Teachers, Computer Technology Director</p>
<p>Use five point communication system to provide outreach to parents regarding school activities and important updates.</p>	<p>Parents</p>	<p>2015-2016  school year</p>	<p>Parent Coordinator  Family Worker</p>
<p>Translation machines and translator personnel ensure that all families have access to information communicated via letters, workshops, and meetings</p>	<p>Parents</p>	<p>2015-2016  school year</p>	<p>School Leader</p>

**Part 5 – Budget and Resource Alignment**

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

Resources to support parent engagement

- Review of attendance logs from monthly parent meetings.
- Review of “hits” on school website.
- Feedback from parents about communication.
- maintenance of eChalk online School webpage
- Counselor facilitated articulation workshops for parents

Schedule adjustments to support planning, instruction, and learning

- Review of parent hits on Skedula/Pupil path online grading and reporting system,

Per Session/Per Diem resource

- translator personnel to support students during state examination

Other support resources:

- Translation machines and to support participation of non-English speaking parents at workshops, meetings, etc.

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

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

**Part 6 – Progress Monitoring**

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

By February 2016, school leaders, Parent Coordinator, and the CBO Director will present the multiple means by which the school has worked to increase parent involvement for the 2015-2016 school year (Examples: School Messenger, Skedula, interest surveys, parent workshops, CBO services, school events, Family Nights, informationals, etc...) and will provide documentation of parent outreach and parent participation for the September 2015-February 2016 time period.

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

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

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

### **Part 1 – ELT Program Goal(s)**

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
By June 2016 we will increase availability and access to extended learning opportunities for 100% of our students that are in need of after school programs, academic enrichment, mentoring, tutoring, and other interest based programs measured by student attendance logs and student end of program surveys.

### **Part 2 – ELT Program Type**

Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
We will actively encourage the participation of students by initially providing both parent and student choice and voice over what is being offered by an interest based survey at the end of the 2014-2015 school year. We will then plan for the implementation of high interest creative project based programs that are aligned to STEAM (Science, Technology, Engineering, Arts, and Math) by creating partnerships with neighborhood organizations and other community based organizations (KIPS Bay, Bronx YMCA, etc.) to maximize familiar resources, and employing qualified staff that work to provide supporting relationships with the students.				

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

<b>Target Population:</b> The ELT program for a Renewal School will be offered to <b>all students</b> in the school.
Describe how the school will meet the following SED requirements for an ELT program: How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging? How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?
<ul style="list-style-type: none"> <li>• Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.</li> <li>• Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.</li> <li>• What new content areas and opportunities will be offered to students?</li> <li>• Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.</li> <li>• Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.</li> <li>• How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?</li> <li>• How will outreach be made to families?</li> </ul>

All students will be offered a menu of activities from which to choose and ELT activity.

<u>E L T Program Name</u>	<u>E L T Program Description</u>	<u>Days</u>	<u>Teacher or CBO</u>	<u>Room</u>
<b>Bronx D.A. Mock Trial</b>	Preparation for the Thurgood Marshall Junior Mock Trial competition held at the Bronx County court building. Teach students about judicial system and collaborate with lawyers to prepare students for mock trials.	T- F	<b>Taylor(Tu,W)Razor (Th,F)</b>	<b>41</b>
<b>Homework Help</b>	Small group support with homework in all subjects.	T-F	<b>Brady ( T,W) Razor (Thurs) Ellingsen(Fri)</b>	<b>45</b>
<b>Video Game Design</b>	Game Builders Academy Technology is designed to get you excited about math, science, and technology.	T-F	<b>Crawford</b>	<b>420</b>
<b>Math Enrichment/Remediation</b>	Small group targeted support to help students improve in math.	T-F	<b>Govia</b>	<b>47</b>
<b>Literacy Enrichment/Remediation</b>	Small group targeted support to help students improve in reading and writing.	T-F	<b>Dandridge</b>	<b>43</b>
<b>Living Environment</b>	.Preparation for L.E. regent examination <b>Must be taking class</b>	T-F	<b>S. Carrington</b>	<b>438</b>
<b>Integrated Algebra</b>	Teaching and Learning: Preparation for Common Core regent examination <b>Must be taking class</b>	T-F	<b>Derr</b>	<b>49</b>
<b>Planet Protectors</b>	Protector, your mission is to improve the world around you by making less trash. Planet Protectors also help other people learn to reduce, reuse, and recycle.	T-F	<b>Heyward</b>	<b>436</b>
<b>Horticulture</b>	Learn about maintaining and creating a flower garden.	T-F	<b>Lorenz</b>	<b>46</b>
<b>Photography</b>	Learn how to use a camera and video for storyboarding, elements of a story, videography, video editing, and publishing techniques.	T-F	<b>Jenkins</b>	<b>432</b>
<b>Specialized High School Preparation for Visual Arts Preparation for Specialized High Schools</b>	Preparation for Fine Arts program in areas of drawing, watercolor, 3-D design, oil/acrylic painting, ceramics, photography, sculpture, illustration, and advanced painting as a pre-requisite for specialized high school application. <b>Teacher Choice</b>	T-F	<b>Henry</b>	<b>414</b>

<b>Engineering</b>	Use critical thinking with logic and problem solving and learn how to present your products.	T-F	<b>Jenny Reid/ Stella Adler</b>	<b>48</b>
<b>Chorus</b>	Sing in unison with your peers and prepare for school community performances.	Tues/Wed	<b>Mr. Alexis</b>	<b>42</b>
<b>Boys To Men Mentoring</b>	Provide boys with mentoring and modeling so that they learn integrity, accountability, compassion, respect, develop responsibility and guide them toward healthy manhood.	Tues	<b>Mr. Guillen</b>	<b>424</b>
<b>Latin Flowers</b>	Girls Mentoring group	Wed/Fri	<b>Ms. Coradin</b>	<b>422</b>
<b>Fashion Design/ Express Yourself</b>	. Learn how to create artistic jewelry . Design their own fashion collection as part of a group of creative young designers.	Tues/Thurs	<b>Ms. Avent</b>	<b>422</b>
<b>Black Pearl</b>	Girls Mentoring Group	Fri	<b>Ms. Phylcia</b>	<b>418B</b>
<b>Dance</b>	Learn different genres of dance and prepare for school community performances.	T-F	<b>M. Badilla</b>	<b>Literacy Hallway</b>
<b>Robotics</b>	Design and program real robotic inventions that move act and think on their own.	Thurs	<b>Mr. Crosby</b>	<b>430</b>
<b>Drumming</b>	Learn different types of drumming and prepare for school community performances.	Thurs	<b>Mr. Wilson</b>	<b>424</b>
<b>Teen Entrepreneur</b>	Develop important skills and have fun learning what it takes to run your own business.	Wed	<b>Guerdley Cajus</b>	<b>45</b>
<b>Drama</b>	Learn different genres of drama and prepare for school community performances.	Thur/Fri <b>(Lunch)</b>	<b>Jenny Reid/ Stella Adler</b>	<b>45</b>
<b>ESL</b>	ESL support for students on multiple ESL levels.	Tues	<b>Mr. Akesode</b>	<b>418B</b>

We provide various project based programs in which students can gain skill development through hands-on experiences that will make learning relevant and engaging. CBO staff and our school's teachers will work together collaboratively throughout the day. This relationship will help to build the foundation for the students' familiarity of all members of our school community and will help us to integrate the ELT in a seamless learning day. We will offer a range of activities that capture student interest and strengthen student engagement because we will align the activities to their high interest. Therefore, if the students are interested in the programs they are more likely to participate and this will promote higher attendance, reduce risk for retention or drop out, and increases the likelihood of graduation. In addition, our Arts program will be integrated in the after school program to additionally provide for a seamless day. As we work collaboratively with our CBO partner to hire a director that will work within our school he/she will be offered the same professional development opportunities that are provided to our school faculty. The structures and systems we have in place for communication will be continuously implemented to provide outreach to all families.

Our CBO directors will provide ongoing professional development opportunities for staff and facilitators.

**Part 4 – ELT Program Implementation and Oversight**

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

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

Our Counseling in the Schools Director will collaboratively oversee the ELT program with the assistance of the 21<sup>st</sup> Century Grant Supervisor and Administration. 21<sup>st</sup> Century Grant Program is a federally funded so attendance data will be used to assess the impact on student achievement, in addition to quarterly student evaluation survey data obtained.

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

September 2015-June 2016

**Part 5 – ELT Budget and Resource Alignment**

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

Program Suite	Human resources, instructional, resources.
“Renewal Hour” Tier 3 Tutoring	Teacher
“Renewal Hour” Integrated Algebra Regent Preparation	Math Teacher
“Renewal Hour” Living Environment Regent Preparation	Science Teacher
X After School ELA/Math Test Preparation	ELA/Math Teacher
X Summer School	
X Enrichment /Socio- Emotional Program Mentoring	Counseling in the Schools
X After School Enrichment Program Digital Technology	BRAC
X After School	La Perle Noir

<b>Social-Emotional Program</b>	
Mentoring	
The Black PEARL Program	
<b>X After School Club Other</b>	
Oracle/Debate Club	Humanities Teacher
Mock Trial Preparation	
<b>X After School Club Other</b>	
Planet Protectors Club	Teacher
<b>X Other</b>	
Creative Solutions Literacy Consultant	Consultant/Coach
Numeracy Consultant	

**Part 5b.** Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.  
*Note: If the program is funded by 21<sup>st</sup> Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.*

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

**Part 6 – ELT Progress Monitoring**

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

By February 2016, we will review student attendance logs and student end of program surveys to evaluate if we our students are participating in the opportunities for after school programs, academic enrichment, mentoring, tutoring, and other interest based programs .

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

## Section 7: Community School Description

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

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

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

By June 2016 we will develop a community school program, through a partnership with Counseling in the Schools, that will incorporate three interconnected support systems-strong core instructional program, enrichment activities, and a full range of wellness and mental health services that will result in our school becoming more responsive to our students medical, social, emotional, recreational, and academic needs as measured by Online Occurrence Reporting System and attendance data.

### **Part 2 – Community School Program Description**

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

Counseling in Schools provides a full range of crisis response services which include whole school crisis management as well as ongoing counseling for those who have been affected by environmental, physical and emotional trauma. The main components of their work include:

- Individual counseling- offers students an opportunity to develop caring relationships with responsible adults who are specifically trained to address their social and emotional needs. Individual counseling provides students with an opportunity to discuss goals, to explore and learn about obstacles that may be negatively affecting their social emotional and academic development and to create problem solving strategies.
- Group counseling-helps students improve communication and relationships through discovering commonality with their peers and making them feel less isolated within a supportive environment. Groups may focus on general support or may work around a common theme such as anger management, bereavement, gender-based issues, life transitions and managing family stress.
- Family Counseling- it may be assessed that the social and emotional challenges students face cannot be overcome without the involvement of the student's family. When this is the case, the CIS staff invites the guardian to attend counseling sessions with their child or on their own. These sessions provide adult family members with direct support and an opportunity to gain a productive understanding of their child's experiences and needs.
- Dropout Prevention- Through the application of our individual and group counseling services in school locations, CIS directly intervenes in complex social and emotional problems that interfere in the educational process. Overtime, students no longer see their school as a place that reinforces their challenges, but rather it is viewed as a safe haven that is understanding of, and responsive to, their needs.
- Violence Prevention-Children who struggle to express the overwhelming social and emotional challenges they face will often act out in a violent and dangerous manner. CIS staff deliver individual, group and family counseling services that help children understand their impulses and behaviors while offering them alternative solutions to resolving conflicts. These services relieve students of emotional distress and help create a safe environment in which all students are free to learn.
- ELT and Enrichment Programming-Many children who have social and emotional challenges throughout the school day are left out of the enrichment activities that become valuable after school extensions of learning. ELT and enrichment programs conducted by CIS aim to engage these children in a variety of activities that support learning and expand their areas of interest while maintaining a focus on self-esteem and positive peer relationships.

**Part 2b.** Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.
3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging families and community stakeholders will be a critical part of this parent engagement strategy. Describe how you will implement this aspect of the work.
4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use. Indicate how you will implement this aspect of the work.

We entered into a partnership with Counseling in the Schools and have begun to work collaboratively to identify our schools needs through a co-interpretation process. In addition, we worked together to complete our schools mental health survey. The next steps for collaboration will occur throughout the school year as the Community School Director will transition to an active member of our school community.

### **Part 3 – Community School Program Implementation and Oversight**

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

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

A Community School Director will work closely with administration to oversee the program. His/her role will be to

- Create school wide program that supports the coordination of all CBO activity.
- Coordination and Communication of Activity Calendar
- Work in collaboration with Dean to coordinate PBIS activities and trips.
- Support school community with family outreach
  - o Maintain appropriate documentation as aligned to the role
- Work to partner with community political partners and other organization to support school’s sustainability “Go Green” initiative.
  - o Identify and provide “Check and Connect” to one family.
- Participate as Community Liaison in the building council.

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

Community School Director
Faculty for afterschool program
Instructional Coach
<b>Part 3c.</b> Timeline for implementation and completion, including start and end dates.
May 2015-June 2016

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

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	State exam data, DRP data, report card information, teacher referral, department referral	Conferring,  Small group guided instruction, afterschool tutoring	Small group, and/or one to one	During the school day, and afterschool
<b>Mathematics</b>	State exam data, DRP data, report card information, teacher referral, department referral	iReady online intervention.  Integrated Algebra	Small group	During school day and afterschool
<b>Science</b>	State exam data, DRP data, report card information, teacher referral, department referral	Living Environment Regents	Small group	afterschool
<b>Social Studies</b>	N/A	N/A	N/A	N/A
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Child Study Team/RtI referral, Dean Referral, parent request, AP referral, Principal referral	At-risk counseling, Response to Intervention, Positive Behavior Incentive Support Program, Attendance team, functional behavioral counseling, academic counseling, Community Outreach (AIDP), MDR, 504	Small group, one to one	As needed

## Section 9: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• Interviewed Questions to that reflect an understanding of teacher best practices (CCLS, meeting the needs of all students, belief in how students learn best, assessment practices, etc.)</li>   <li>• Mentoring to support new teachers,</li>   <li>• New Teacher Workshops Plan</li>   <li>• Buddy teachers, Co-teachers,</li>   <li>• Inter-visitations (Open door policy)</li>   <li>• Professional development, teacher teams, department meetings</li>   <li>• Tenure preparation sessions</li>   <li>• External PD opportunities</li>   <li>• Accelerated courses and programs</li>   <li>• Support in teacher to administration certification</li> </ul>

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

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• Principal led professional development for school community</li>   <li>• MSQI training for staff</li>   <li>• Central led Professional Development</li>   <li>• Instructional Rounds hosted by network</li> </ul>

- Partners for CCLS coaching, support, and training
- Network PD for Lesson Plan Clinics; Lesson and unit planning that encourages CCLS best practices and strategies, monitoring the progress, and review of student work to revise the process as needed
- Intra visitations to peer school to observe best practices and strategies
- Specific school and/or instructional Goals and/or Objectives related to CCLS and skills
- Ongoing monitoring and support to provide teacher and paraprofessionals feedback on their practice
- Continuous review of student work related to CCLS to modify practice and meet needs of all students

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

N/A

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

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

N/A

**Part 4: SWP Schools Only**

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

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

N/A

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

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

- Grade/Curriculum teacher teams create common pre and post unit assessments
- Professional Learning PD committee identified needs and foci of school.
- MOSL committee collaboratively selected MOSL's.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (RSCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	322,583.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,869,688.00		

**<sup>1</sup>Explanation/Background:**

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g.,

semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

**Important Note:** The following funds may not be consolidated:

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

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

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

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

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

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**Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Bronx Mathematics Preparatory School 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. Bronx Mathematics Preparatory School 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### **School-Parent Compact (SPC)**

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

#### **I. School Responsibilities**

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>TBMPS</u>	DBN: <u>08x375</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>28</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>0</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

-  
Rationale:

The ELLs will be provided supplementary instruction to support their learning and help them to successfully meet the criteria set forth in the new Common Core Learning Standards. This instruction will take place during afterschool on Wednesdays and Thursdays.

-  
Subgroups and grade levels of students to be served:

Students will be grouped according to their language needs as assessed by the NYSLAT. The groups are arranged by levels of allocation rather than by grade to better serve the students. The students participating in these groups are in sixth, seventh and eighth grade. There will be approximately 20 students participating in the program. The groups have been established and configured to meet the language needs of each group and to best serve the population.

-  
Language of Instruction:

All students will be taught in English by the ESL teacher.

-  
# and types of certified teachers:

The certified ESL teacher will be providing instruction to the students. A supervisor will be provided to oversee the program. An administrator will be paid to oversee the Title III program using Title III funds, since this is the only program running in the building at the time.

-  
Types of materials:

The students will be attending after school on Wednesdays and Thursdays for two hours. The program will begin on November 5, 2014 and run until March 27, 2015. It will take place from 2:45-4:45 pm. The intermediate and advanced ELLs will be taught through a book club. They will be using "Seedfolks" and "The Circuit". This will allow for discussion and enrichment. The focus will be on language and vocabulary acquisition through discussion and writing activities. The beginners will be instructed using the Language Proficiency Intervention Kit. This kit is a dual language kit, which contains leveled trade books as well as an audio portion of the program. This program will be used to enhance vocabulary, fluency and comprehension in English. Some of the beginners will use Access Code. This program will benefit the students that need help with phonics, decoding and the alphabet for those students whose first language may have a different alphabet than English. All of the ELLs will also be supported with Learnzillion to practice and support their mathematical skills.

## 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

## Part C: Professional Development

Begin description here: \_

Plus the students will attend from 9am to 12pm the three Saturdays before the ELA and Math Exam in the spring.

—

-

Rationale:

In order to support the content area teachers in their efforts to effectively teach the ELLs, a series of workshops will be conducted once a month during subject meeting to go over strategies and scaffolds that can be used to support the ELL learners in their content area learning.

-

Teachers to receive training:

These workshops will include ongoing regularly scheduled professional development to help the classroom teachers understand the language acquisition process and to give them key strategies they can use and add to their lessons.

The focus will be to introduce and educate the teachers on the three types of ELLs and the implications that has on instruction. This will take place over the course of five 50 minute sessions beginning on November 3, 2014. The teachers will also be trained on how language acquisition is obtained. They will learn techniques to better support the growth of academic language in the students they service on November 11, 2014. It will also help them to understand ways to get ELLs engaged in content area learning, and to give them strategies to help build the academic English Vocabulary of the ELL students they service. This will take place during two 45 -minute content area meetings in the last week of school on February 11 th and 18th. They will also receive professional development on tips on how to work effectively with ELLs in the content areas. This will take two 50- minute session on March 9, 2015 and March 16, 2015.

Rationale:

Training will also be provided by Creative Solutions focusing on supporting ELLs' language acquisition

Duration:

Starting September of 2014 and continuing the second Wed of the Month plus 2 PD days.

-

Topics:

1. The development of classrooms that are print rich. (A print-rich environment includes access to books and reference materials, labels and posters, and student work on bulletin boards)
2. The active use of Word walls organized by alphabet and phonetic sounds, new vocabulary words, sight words, grammar rules, conversational phrases, and writing structures.
3. Awareness of native language influences in relation to cognates and pronunciation and supporting students by providing a model of how to use sounds, structures, and vocabulary correctly in English.
4. Communicating effectively with students: Avoiding slang and idiomatic expressions and speaking clearly and naturally, without going too quickly or slowly.
5. Aiding student comprehension by scaffolding language (providing extra supports such as graphic organizers, visuals, etc.). Identify key concepts, vocabulary words, and references before the lesson, and give students as much time and practice with the new material as possible before starting the lesson.
6. Close and shared reading with a focus on fluency and academic language, previewing the text, teaching grammatical structures relevant to a particular content and showing how the targeted academic language is used in reading, writing, speaking, and listening.
7. Identifying patterns in words
8. Promoting Cooperative learning activities and peer interaction
9. Providing timely and constructive and effective feedback to student progress.
10. Supporting students to become meta- cognitively aware about the errors they

-

-

Topic : Cultural Responsiveness Supports for ELLs with Disabilities

Rationale: To better service the ELLs with disabilities in our school

### Part C: Professional Development

Date: November 11, 2014

Time: 9-3

Name of Provider: DOE

Audience:Mr. Saunders

-  
ESL Teacher training:

The ESL teacher, Ms. Middleton, will attend the traing with Creative Solutions as well as also attending workshops offered by the Office of English Language Learners. She will attend the ECET2 national conference from October 24-26 and training through the MSQI program.

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### 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: \_

-  
Rationale:

Recognizing the importance of parent enggement in the success of any student, especially those students struggling to aqire a new language, parent meetings and workshops will be set up. These workshops will be facilitated by the ESL teacher (MS. Middleton) and the AP overseeing the ELL program(MS. Nadal).

-  
Schedule and Duration:

Topic 1: Welcome and Celebration of hispanic Heritage Month

Rationale: Greet parents and welocme them to our school

Date:September 18, 2014

Time: 6-8

Name of Provider: x375 Principal, Assisstant Pricipals, Parent Coordinator and teaching Staff

Audience: All parents and specific ELL welcome and information session conducted by MS. Middleton, ESL Teacher.

-  
Topic 2: High school application process

Rationale: To assist parents in choosing high schools and filling out the application

Date: September 27,2014

Time: 11:00 am-12:00pm

Name of Provider: Mr. Saunders

Audience: Parents of 8 th grade ELLs

-  
-

Topic 3: Basic English Language Instruction for parents

Rationale: Parents have requested a class to learn English in order to help their children

Date: Tuesdays starting December 2, 2014 until March 25,2015

Time: 3:00- 3:45pm

**Part D: Parental Engagement Activities**

Name of Provider: Ms. Perniciaro

Audience: Parents of ELLs

-  
Topic 4: Literacy progress based on the DRP and running records

Rationale: To share the progress of the students with the parents and to provide them with ways to help them at home.

Date: January 20, 2015

Time: 2:40- 3:10pm

Name of Provider: Ms. Brady, Data Specialist

Audience: Parents of ELLs

-  
-  
-  
Topics to be covered:

Parents will be educated on the programs in the school which have been set up to support the ELL learners. Of course the parents will be informed on the progress their child has made along with the goals for future learning. The parents will also be given information on how they can assist their children on the road to English proficiency. In addition to the parents will learn about the common core requirements as well as the new promotional requirements set forth by the DOE. These sessions will be 45- 50 minutes in length.

-  
Noification of parents:

The parents will be notified via mail, flyers distributed in school to students and follow up phone calls.

-  
-  
-  
Topics to be covered:

Parents will be educated on the programs in the school which have been set up to support the ELL learners. Of course the parents will be informed on the progress their child has made along with the goals for future learning specifically on the interim assessments and the DRP. The parents will also be given information on how they can assist their children on the road to English proficiency. In addition to the parents will learn about the common core requirements as well as the new promotional requirements set forth by the DOE. These sessions will be 45- 50 minutes in length.

-  
Noification of parents:

The parents will be notified via mail, flyers distributed in school to students and follow up phone calls.

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> </ul>	_____	_____

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

Allocation Amount: \$0

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

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

**2015-16 AND 2016-17 SCHOOL YEAR**

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

## Part I: School ELL Profile

### A. School Information

District <b>08</b>	Borough <b>Bronx</b>	School Number <b>375</b>
School Name <b>The Bronx Mathematics Preparatory School</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Anya Munce Jarrett</b>	Assistant Principal <b>Iris Denizac-Nadal</b>
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Ademola Akesode</b>	School Counselor <b>Roger Crawford</b>
Teacher/Subject Area <b>Michele Lorenz/ Mathematics</b>	Parent <b>Tenesha Hendricks</b>
Teacher/Subject Area <b>Monee Perkins/ELA</b>	Parent Coordinator <b>Cesar Rosa</b>
Related-Service Provider <b>Susan Ramlel</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Karen Ames</b>	Other (Name and Title) <b>Tonya Walker/ AIS</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>260</b>	Total number of ELLs	<b>41</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	41	<b>Newcomers</b> (ELLs receiving service 0-3 years)	19	<b>ELL Students with Disabilities</b>	7
<b>SIFE</b>	3	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	14	<b>Long-Term</b> (ELLs receiving service 7 or more years)	8

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	19			12		2	10		5	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							10	10	17					0
Chinese														0
Russian														0
Bengali								1						0
Urdu								2						0
Arabic														0
Haitian														0
French									1					0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

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

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	5				0
7	6	2			0
8	9	1			0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	5								0
7	8								0
8	10								0
NYSAA									0

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
We are apart of the Middle School Quality Initiative, whereby we administer the DRP(Degrees of Reading Power) three times a year ( September/January/June). We use the data to determinethe next steps in creating specfic reading goals. WE review the DRP data and provide further assessment to determine the specific reading goals for each student. We establish small reading groups for 30 minutes of specific intervention group instruction. We use strategic reading skills for comprehension and the writing process. We use TOSWRF and WIST to further determine the specific needs of the student to determine which program to use with the students who fall below the indicator. The programs we have in place are Wilson, Just Words, My On Reading Program and a variety of TESOL strategies for new admits who are also classified as beginners or entering. The insights we have developed from the data indicates that many students need support with phoenimic awareness and sentence structure.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
The data patterns indicate that there is a correlation between the results of the NYSESLAT and the DRP scores as well as the indicator from the NYSITELL. Students in the 6 th grade show lower scores than in 7 th and 8 th grade due to their not having as much support prior to entering middle school. The data has indicated that if we support students with a more individualized program the growth on the DRP exams on the NYSESLAT indicates improvement. There has not been an increase of progress levels within the three years that students are in our school. This year we will be moving to flexible programming, whereby students will be grouped in order to address the specific needs of the students. The groupings will change as we review data and determine if there has been growth within the unit od study in humanities and ESI program.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Patterns across the NYSELAT modaliteis allow us to see which part of our ESL program is effective and where we need to make changes to better service pur students. The data reveals that we are plateauing with our Emerging population and we need to focus on their specific needs in order to address their needs.
- For each program, answer the following:

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

a) Patterns across the NYSELAT modalities allow us to see which part of our ESL program is effective and where we need to make changes to better service our student needs. The patterns that are revealed across proficiency levels on the NYSILETT and the grades are that long term ELL's are plateauing and staying at the emerging level. This is happening mainly in the 7<sup>th</sup> and 8<sup>th</sup> grades. This tells us that we need to target these students and give them extra support in the content areas especially in comprehension and writing to allow them to advance and test into commanding. The ELL's proficiency on tests taken in English as compared to those in the native language vary. The entering ELLs does much better in tests given in their native language, while the long term ELLs have mixed results. For example, many of the ELLs between 3-5 years need to use tests in both languages for content area tests. This is due to the fact that some information they have learned in their native language and some they have learned in English. The ELLs between 1-3 years do much better in tests given in their native language.

b. The school leadership analyzes the results of the ELL Periodic Assessments and uses the data to drive ELL instruction. By analyzing the results we can see where are students are flourishing and where they may need extra support. This information allows us to adjust our ESL program as well as add professional development for content area teachers to support the ELLs throughout the instructional day.

c. The school is learning that we need to put a heavy focus on academic vocabulary and helping teachers to incorporate language goals for the ELL students in their class to better support language development in each content area. The school leaders along with the ESL teacher and assistant principal will provide each student a glossary for each content area such as science, math, and social studies. The school has also adopted the Word Generation program to focus on academic language and all students where given it in Spanish if Spanish is their native language. Math books were purchased in Spanish to support the native Spanish speaking students.

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

Students are provided with 6 week intervention cycles. During that time assessments are given and students are provided with specific skill based instruction. They are monitored and assessed to determine next steps. Should a student need more support we begin the second level of intervention and provide one to one tutorials. Finally if there is no growth then we begin the final step which is a referral for specialized testing by the SBST.

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

Students' second language development is considered in instructional decisions with careful consideration of programing, materials used, AIS implementation and teacher training. Programing is specific to ELL second language acquisition in order to ensure they are in the proper setting with the supports they need. All ELL students are placed in the same class according to grade level. The ELL students who also have a disability are placed according to their IEP requirements. This allows for targeted instruction in language development. The material purchased are also looked at to see if they contain ELL support such as ELL modification or native language materials such as Expeditionary Learning and TC Writing Workshop coupled with CMP3 mathematics program. The ELL students are also included in our AIS groups and grouped according to their language development needs. Students who need phonics or word help are placed in Just Words or My On reading programs. Students who need comprehension development are placed in strategic reading groups.

7. For dual language programs, answer the following:

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

N/A

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

Our team evaluates the success of our program for the ELL's by meeting twice a month with Assistant Principal, the ESL teacher, one mathematics teacher, one humanities teacher and science teacher and our principal. Together we look at the results of the NYSELAT, the NYSILETT, interim assessments and MOSL data. These results tell us where we need to focus to better serve our ELL students. For example it drives the instructional group development as well as the materials used to teach the groups. Through this process we learned that we needed to work on building academic vocabulary in order for our students to be able to better attack questions. We also learned that our students needed to learn the terms for the parts of a onfiction document. This have been added to ESL education and also into the mainstream curriculum with the addition of Word Generation.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.  
ELLs are quickly identified at TBMPs. All students entering the school system for first time are given the Home Language Identification Survey (HLIS). The HLIS is administered by one of two trained pedagogues from our ELL team, Ms. Akesode, the ESL teacher . It is administered in the parent or guardians first language. When translation is needed, it is provided either by Cesar Rosa, the Parent Coordinator, or Iris Nadal, Assistant Principal. When we are faced with a student that speaks a native language that cannot be translated in house, we contact the Translation and Interpretation Services through the Department of Education.  
If the home language is a language other than English, an interview is conducted by the ESL teacher. If the Spanish Lab is required, it is administered by Ms. Iris Nadal, AP in charge of ESL. The information from the HLIS and the interview are considered and if deemed appropriate the NYSITELL is administered. The administration of the NYSITELL occurs within 10 days of admission into the school and is administered by the ESL teacher, Mr. Akesode. The NYSITELL is scored and the student and based upon the results the student may be identified as an ELL. All students who qualify for ELL services are given an Entitlement letter and those students who do not qualify are given a non-entitlement letter. The entitlement letter explains the three
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
The family researches the level of schooling the students has had prior to reentering the our school. If it is determined that their has been interrupted or inconsistent education, the SIFE questionnaire is used. The NYSILET is administered and classification is determined and services are provided.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).  
The team consist of the Assistant Principal, Ms. Nadal, the IEP coordinator, Ms. Walker , the ESL teacher, Mr. Akesode and the guidance counselor, Mr. Crawford. We meet once a month to determine the needs of the students and are they being met. We discuss next steps and provide the necessary support for the students.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
Parents are invited in to view the video while the child is administered the NYSILETT . We provide the notification letter as we score the exam. In the case that we have not completed the exam, we call the parent in to obtain the letter. If the parent is unable to come to the school we mail it and inform them that they should be receiving a letter.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).  
Upon their initial interview with the staff we provide them with the necessary information to make a decision about the type of program that their child is entitled to and the process that they have to appeal or accept the service their child can receive.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
ELL Identification Process To ensure that parents/families understand what being an ELL means and the three options they have, parents are scheduled for an orientation within the first ten days of admission. The parents are contacted through phone calls as well as letters sent home to parents. The orientation is a time for the parent to view the video in their native language, ask questions and get explanations. This process is performed by either the EsL teacher, Mr. Akesode. A translator is present during this orientation if needed. If it is a spanish translation, the parent coordinator, Cesar Rosa assists. Even a language other than one available in the meeting is required, a translator is brought in according to regulations.  
In the event that we have enough numbers to open up a TBE or dual language program, the parents that chose such programs will be called in for a meeting. The parents are then given the information on that program and the current free standing ELL program. There will be a question and answer session and the parents will be able to choose if they would like their child to stay in the current program or join the new program. This meeting will occur within 5 days of the start of eligibility of the new program and it will be conducted and set up by Mr. Akesode (EsL Teacher), Ms. Nadal (AP) and Mr. Rosa (Parent Coordinator)
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
Entitlement letters are distributed to families in the language of their choice by the ESL teacher, Theresa Middleton. The parent selection forms are returned to the school and placed in the ESL binder. If the forms are not returned in three days a call is made to the parent as a reminder. If a form is not returned, the default program of TBE is selected as stated in CR Part 154. All forms are stored and maintained by the ESL teacher, Mr. Akesode.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
They are kept in a binder with the other documents for each child.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Paste response to question here:
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
There is a Binder that has all the required paperwork for each child that has been tested, determined eligible and provided with the necessary documents. Copies are held with the ESL teacher, Mr. Akesode
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
NYSESLAT administration is given in steps. The students for this test are identified using BESIS and the RYOS. The ELLs are placed in groups and administered the reading, writing, and listening sections according to the guidelines provided by the state. This portion of the test is administered by the ESL teacher, Mr. Akesode. The speaking is administered one on one with the ESL teacher, Mr. Akesode, asking the questions and a trained teacher, Susan Ramlal, scoring the responses.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
They are mailed to the parents after a phone informs them that they would be receiving it.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
The majority of the parents select ESL as their program choice. The trend is about 65% choosing ESL. At this time our program is aligned to parent choice. However; we are aware that if we have enough parents chose a different program we will reevaluate our program

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.
  - a. Instruction is delivered in combination with pull-out and push-in models. The students are serviced using these models combined in order to develop language and proficiency in the content areas as well as Basic English language skills. The students are taught techniques during push-in instruction that can be used even when the ESL teacher is not in the room. During pull-out instruction specific skills can be addressed.
  - b. All ELL students are placed in the same class according to grade level. The ELL students who also have a disability are placed according to their IEP requirements. This allows for targeted instruction in language development. The material purchased are also looked at to see if they contain ELL support such as ELL modification or native language materials such as Expediary learning and TC Writers Workshop and CMP3 math.
  - b. TBE program. *If applicable.*  
Paste response to questions here:
  - c. DL program. *If applicable.*  
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
The ESL teacher has scheduled and program students by the mandated minutes of service. Our students are receiving the appropriate number of minutes per NYS CR Part 154.  
• All entering and emerging students receive 360 minutes per week ( 180 minutes during the ELA blocks of instruction and 180 minutes in a pull out ESL session) while transitioning and Expanding students receive 180 minutes a week ( 90 minutes within the ELA block and 90

minutes in a pull out program).

• These minutes are being provided in a Freestanding ESL program using both pull-out and push-in techniques by our full-time, certified ESL teacher

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

ELL students are placed in the same class on each grade when possible. This helps with content area instruction. Content area instruction is scaffolded for the ELLS by using graphic organizers, first language materials where possible, modified tasks and a strong focus and preteaching on academic vocabulary. The ESL teacher also pushes in to math and ELA for added support. The ESL teacher also preteaches the concepts for the new units for ELA and math. The ELL students also have the modifications built into the new CC programs used such as Code X and CMP3 math.

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

N/A

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

ELLs are evaluated using interim assessments in all four modalities, reading, writing, listening and speaking. They are also informally assessed in these modalities using conferencing, observation and discussion on a daily basis. The students also complete tasks that represent the four modalities during small group instruction as well as during strategic reading groups. Reading is also assessed with the DRP and running records which are performed in Sept., January and May.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Regardless of the ELL subgroup involved:

- All students are flexibly grouped depending on their learning needs.
- All groups practice test taking skills and understanding testing formats
- Instruction is scaffolded using ESL strategies.
- Students participate in a differentiated literacy program -Access Code and/or Just Words

b) Newcomers receive native language support through the use of our native language library, native language versions of textbooks and Spanish English glossaries. They also have academic language development in the form of Word Generation which is provided in English and Spanish. They also use bilingual computer programs and translation tools. Newcomers also receive extra instruction in testing formats as well as translated tests in their native language when available since this may be new to them.

c) Our ELLs with 4-6 years of service receive focused instruction on academic language acquisition through guided reading and writing groups and Word Generation, which is provided in English and Spanish.

d) Our long term ELLs also receive help with academic language acquisition through guided reading and writing groups, AIS groups and Word Generation.

e.) Former ELLs receive testing modifications for two years. Former ELLs are also serviced 2-3 times a week with the advanced ELL group. These students are also monitored through interim assessments, DRP and Running Records three times a year.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

Paste response to questions here:

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Many of the same strategies are used for ELL-SWDs such as increasing visual aids, modeling, metacognition, bridging, graphic organizers and contextualizing learning. ELL-SWDs participate in strategic reading groups and Access Code, an online program that tracks student progress and provides them with understanding about how words work. Content instruction to ELL-SWDs is at grade level, however material is differentiated and scaffolded. In addition to working with our ELL teacher, ELL-SWDs are seen by a variety of service providers as per their IEP. Students are serviced in the least restrictive environment possible. Our Speech providers and Guidance Counselor carefully plan and adhere to their schedules so that all ELL-SWDs receive the amount of minutes per the student's IEP. These students are either pulled out of the classroom or the service provider will push in. In addition, we have a 12 to 1 class instructed by our IEP Coordinator per the student's IEP. There are three mandated periods per week where our ELL-SWDs receive instruction in ELA and Math in a small group setting. Ms. Walker, our IEP Coordinator, ensures that all students receive the services mandated.

**Chart 7** does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Students who are ELL-SWDs receive content instruction in the class designated for them by their IEP to be the least restrictive environment while still meeting their needs. Students are either in a 12-1, an ICT class or a class that allows for SETSS. The ICT model and the SETSS model have two teachers in the room for content area instruction. One teacher is a general Education teacher and one being a special education teacher. The ESL teacher either pushes-in the class or pulls students out for services by a certified ESL teacher based on their proficiency level per CR Part 154.

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

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

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

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



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

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

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

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

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

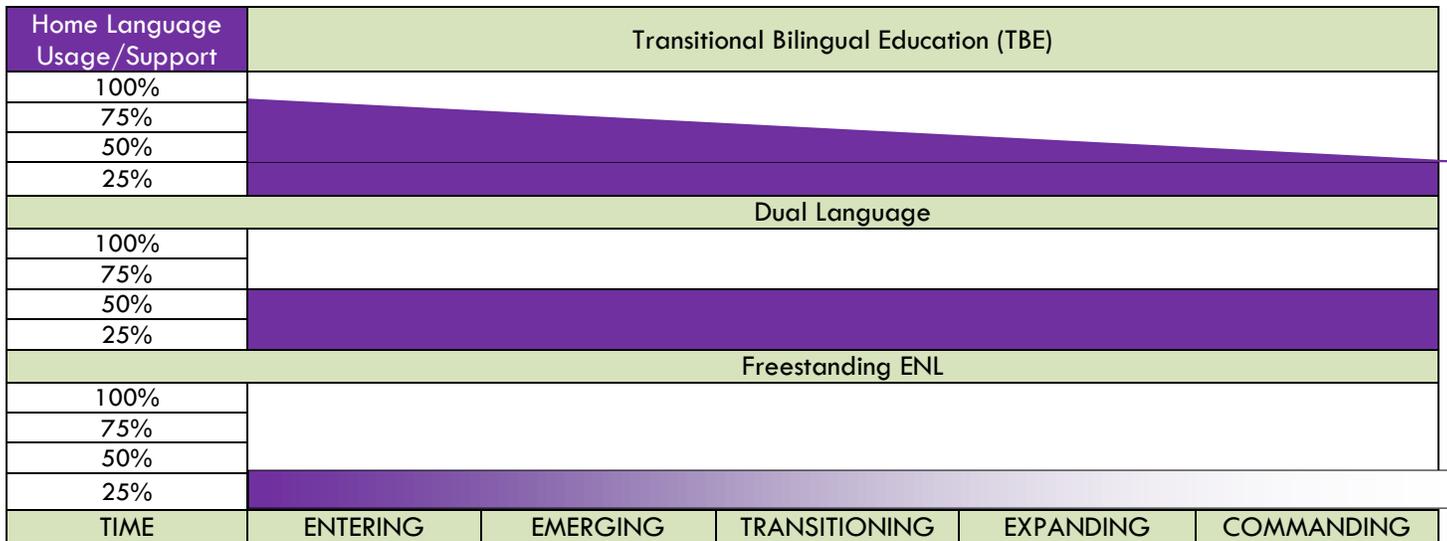


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Our targeted intervention program is done through careful consideration of programing, materials used, AIS implementation and teacher training. Programing is specific to ELL second language acquisition in order to ensure they are in the proper setting with the supports they need. All ELL students are placed in the same class according to grade level. The ELL students who also have a disability are placed according to their IEP requirements. This allows for targeted instruction in language development. The materials purchased are also looked at to see if they contain ELL support such as ELL modification or native language materials such as Code X and CMP3 math. The ELL students are also included in our AIS groups and grouped according to their language development needs to support their ELA needs. Students who need phonics or word help are placed in Just Words or Access Code programs. Students who need comprehension development are placed in strategic reading groups. These are part of our MSQI programs as well. Math AIS groups are provided support using RALLY. These AIS groups meet three times a week. Science and Social Studies are supported through native language materials.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. Our current program was desined to meet the needs of our ELLs in both content area development and language development. After analyzing our data we realized that we needed to focus on these two areas. We put the Word Generation program in place to develop academic language. We also put AIS groups in place to support mathematics and language development. Programs such as Access Code and Just Words have been added to support reading development. We also have CBOs coming in. Omni learning is working with the 8th grade science classes. The Girl Scouts are working with the 6th grade girls to develop confidence and to help them apply social responsibilities they are learning in social studies. Stella Adler comes in to support the 7th grade ELA teachers with aqiring new vocabulary.
12. What new programs or improvements will be considered for the upcoming school year? In repsonse to the needs of our students, TBMPS has added Access Code and Just Words to help with word acquisition.
13. What programs/services for ELLs will be discontinued and why? TBMPS has discontinued the use of Achieve 3000 due to financial reasons.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. To make sure that all extra curricula and school activities are accessible to ELLs, notices and announcements of these programs were delivered in English and Spanish. The permission slips for each program and the interest surveys were also available in English and Spanish. ELLs are also grouped together during extended day for added support and after school and Saturday programs are available specifically for ELLs and taught by the ESL teacher.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary. We use a variety of instuctional material, such as:
- For our Newcomer population in particular, we have ordered materials in Spanish for ELA, Science and Math.
  - Every student has a bilingual dictionary and a glossary.
  - Students have access to the computer program from Access Code and listening centers in their ELA classes.
  - All classrooms are equipped with ENO board technology to provide all students with more visuals during the presentation of new material and the opportunity to interact with the screen. We are an IZONE school and have enough laptops for evey student to use to enhance their work.
  - Content teachers use graphic organizers to scaffold key concepts and aid in the writing process.
  - Our ELL teacher uses the website Brainpopesl.com. Brainpopjr.com is also used for videos to introduce a unit or lesson.
  - Prior to NYSESLAT testing, students are given practice with test format via NYSESLAT test prep books.
16. How is home language support delivered in each program model (DL, TBE, and ENL)? N/A
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator). We offer a Parent Orientation to explain the language development support options available before the school year begins. We also provide a tour of the building to all new ELL students and their families with a school representative who speaks the home language of the families (if possible). On the first day of school we have a family orientation and lunch with the parents and teachers to answer any questions and to establish an open line of communication. ELLs who enroll throughout the school year are met with and interviewed by the ESL teacher and our ELL admittance team. They are given all the resources they need such as an agenda book, schedule, Word Generation book and notebooks for the four majaan subjects. The students are given a

tour by the parent coordinator and a business card with her information. The student is also paired with another student with the same native language when possible.

19. What language electives are offered to ELLs?

We offer Mandarin to all students as an elective

20. For schools with dual language programs:

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

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
Content area teachers are encouraged to attend professional developments that address ELLs and other struggling students. Our ELL teacher attends professional development sessions offered by the network and by the DOE office of ELLs multiple times a year. These professional developments address issues such as compliance, supporting language objectives, interpreting data, and building background knowledge and language acquisition using the CCLS. Our Speech providers also attend annual conferences and cultural workshops that address the needs of ELLs and training on how to score the NYSESLAT. The Parent Coordinator is encouraged to attend Professional Developments that help her support our ELL families. Professional Development for teachers will occur on 10/30/15, 11/5/15, 12/11/15, 1/8/15, 1/22/15, 2/5/15, 2/12/15, 3/5/15, 3/19/15.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
Professional development is available for the teachers of ELLs including the ESL teachers by the network on how to engage the ELLs in the Common Core Learning Standards. The new curriculum adopted by the school for ELA, Code X, and Math, CMP3, also offers training sessions. The teachers of these subjects along with the ESL teacher will each attend a total of 6 of these training sessions. In addition, training is being provided by Middle School Quality Initiative (MSQI) on small strategic reading groups both in ELA and the content areas.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
We advise our staff on the barriers that ELLs face to encourage patience and empathy. Teachers are shown test scores from NYSESLAT modalities so they can target their instruction to meet students' needs. Our ELL teacher is in the classroom of every teacher who teaches ELLs weekly or biweekly. Our ELL teacher is always available to offer help and suggestions. In order to support the transition from junior high to high school, our ELL teacher and Guidance Counselor take personal interest in making sure our 8th grade ELLs are accepted to schools that will cater to their academic and emotional needs. Together they assist the students with the high school application process and choosing school where they can flourish. The Guidance counselor meets with the ESL teacher to go over student needs as well as any pertinent information necessary on individual students to ensure high school success. School information is reviewed as it is sent to us on the new school that cater to ELLs. As a matter of fact, we had a new ELL get accepted to a private high school last year!
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
Every Wednesday we have an 50 minutes of professional development. This year we are targeting how to set up language goals and scaffold instruction with the new CCLS initiative. Throughout the course of the year, we plan to focus on ELLs during this professional development time in order to comply with Jose P. requirements. Our weekly professional development agendas are kept on our

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

There are four scheduled parent meetings for the school year. During this time the LAP team meets with parents of ELL students to discuss progress and any changes that may need to occur. These meetings are in September, November, February and May.

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

All documentation is kept in binders and organized by each specific student.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. It is a goal of our school to create a sense of community. In order to work towards this goal, we welcome parents to attend family orientations, parent teacher nights, scholar achievement celebrations, monthly PTA meetings, and monthly workshops. Parents are free to come to the school to meet with teachers, our Parent Coordinator or any other administrator to discuss the needs of their children. We are also in the process of creating class websites so that all parents are able view class updates and assignments. We have numerous in-house staff that are English-Spanish bilingual who help our ELL students and their families during parent teacher nights, IEP meetings, and orientations. All school notices and program information are written in the native language of the families. If translations are necessary for a language other than Spanish, we first reach out to our staff then to the staff of the other two schools in our building for someone who speaks said language. If we do not have a translator on premises, we use the translation services provided by the department of education. Our Parent Coordinator also provides information about ESL classes offered in the New York Public Library. Our Parent Coordinator is bilingual and regularly available to make sure parents stay informed in their native language. Our ELL population is primarily Spanish speaking. The few ELL families that are not Spanish speakers end to have a parent or guardian that is fluent in English for translation support.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We received a grant this year for Counseling in Schools. This organizations primary role is to coordinate all of the CBO's and ensure that parents are aware of the organizations and what they provide for the students and their families.

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

At the beginning of the school year, our Parent Coordinator sends a survey home to every family. The survey is in English and Spanish. The Survey is from The Leadership Program and it outlines many topics that may be of interest to parents such as: parenting skills, health, art, academic and employment tools, and issues that our students may be dealing with (bullying, gangs, drug abuse,...etc.) Once the school receives this survey back, workshops are planned based on parent interest. Our Parent Coordinator also communicates with families via phone or in person. During these interactions, she is able to evaluate the needs of many parents. Our Parent Coordinator is bilingual in Spanish and English so she is able to work with the majority of our ELL families in their native language. In addition to the usual parent teacher nights held at Bronx Math, teachers also call the families of their students regularly.

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

As described above, our parental workshops are chosen based on feedback received from a survey as well as other issues that come up throughout the school year. Based on parental needs, this year we are hosting workshops on gang awareness, stress management, personal, organization, conflict and anger management, health and fitness, and creativity.

### D. Additional Information

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

Paste response here:

## **Part VI: LAP Assurances**

**School Name: Bronx Mathematics Preparatory****School DBN: 08x375**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anya Munce-Jarrett	Principal		10/26/15
Iris Denizac-Nadal	Assistant Principal		10/26/15
Cear Rosa	Parent Coordinator		10/26/15
Ademola Akesode	ENL/Bilingual Teacher		10/26/15
Tenesha Hendricks	Parent		10/26/15
Monee Perkins	Teacher/Subject Area		10/26/15
Michele Lorenz	Teacher/Subject Area		10/26/15
	Coach		10/26/15
	Coach		10/26/15
Roger Crawford	School Counselor		10/26/15
Karen Ames	Superintendent		10/26/15
	Borough Field Support Center Staff Member _____		10/26/15
Tonya Walker	Other <u>IEP Coordinantor</u>		10/26/15
	Other _____		10/26/15
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **08** School Name: **375**  
Superintendent: **Dr.**

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

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

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

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

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

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

When a student enters the building, an intake form is given to the parent to fillout which asks the questions about home language written and oral communication. When it is determined that the language is other than English, the Home Language Identification Survey is given to the family. Upon receiving the information the data is inputted into ATS and the NYSITELL is given.

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, Bambara, French, and Arabic

### 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.)

Newsletters( October/January/March/June), Principal's Messages about the School Overview, New York State Testing, and Welcoming Letters (September/December/February/May) , Parent/ Teacher Conferences (September/November/February/May), Field Trips( PBIS Trips and 21<sup>st</sup> Century Grant Trips), Parent Meetings (Monthly), After School Programs(September- October) , Student Handbook ( September), Curriculum Guides ( September)

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.

Curriculum night occurs in September, Face to Face meetings happen regularly in the Parent Room, Parent Teacher conferences occur in November and March, Monthly Parent meetings beginning in October - June, Daily calls to parents concerning their child's absence for the day or concerns about lateness, guidance calls and an October meeting for parents concerning the High School Articulation process

### **Part C: Providing Language Assistance Services**

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

Since we are aware of the five languages we need to translate English into, we will translate all documents into these languages and disseminate the translated copies to those students who need them for written communication. In response to oral translation we have set aside monies to provide translation services for the five languages during parent meetings.

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.

We will be using an on site interpreter for town hall meetings.

### **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.)

During our mandated Monday Professional Development period, we will provide support to our teachers in respect to using the over the phone interpretation system as well as google translator to support the written communication.

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

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

### Checklist of Notification Requirements

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

As you enter the campus of our school, there is a welcome sign, parents guide to language access and parent's Bill Right of Rights. These posters and signs are available for the entire school community.

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

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

The Parent Coordinantor provides a survey to the parents to communicate with us how we have provided services to support them with translation of oral and written communciation