



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

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

**08X424**

**School Name:**

**THE HUNTS POINT SCHOOL**

**Principal:**

**STEEVE TRAVERSIERE**

## Renewal School Comprehensive Educational Plan (RSCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The Hunts Point Middle School School Number (DBN): 08X424  
Grades Served: 6-8  
School Address: 730 Bryant Avenue, Bronx, NY 10474  
Phone Number: 718.328.1972 Fax: 718.328.7330  
School Contact Person: Steve Traversiere Email Address: straver3@schools.nyc.gov  
Principal: Steve Traversiere  
UFT Chapter Leader: Richard Sellati  
Parents' Association President: Jenifer Hernandez  
SLT Chairperson: Jenifer Hernandez  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Jenifer Hernandez  
Student Representative(s): N/A  
  
CBO Representative: Shoy Colbourne

**District Information**

District: 08 Superintendent: Dr. Karen Ames  
Superintendent's Office Address: 1230 Zerega Avenue, Room 6-10 Bronx, NY 10462  
Superintendent's Email Address: [Kames@schools.nyc.gov](mailto: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: 1230 Zerega Ave Bronx NY 10462  
Director's Email Address: [JRuiz2@schools.nyc.gov](mailto:JRuiz2@schools.nyc.gov)  
Phone Number: 718-828-7776 Fax: 718-828-3113

## **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)
x	Steeve Traversiere	*Principal or Designee	
x	Richard Sellati	*UFT Chapter Leader or Designee	
x	Jenifer Hernandez	*PA/PTA President or Designated Co-President	
x	Michelle Camacho	DC 37 Representative (staff), if applicable	
x	Jenifer Hernandez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Shoy Colbourne	Community School Director (staff)	
x		Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
x		Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
x	Jody McKenzie	Parent	
x	Yngrid Compres	Parent	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
x	Crystal Williams	Staff	
x	Isabel Quinones	Staff	
x			
x	Ana Molina	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.

Instructional Focus : If teachers immerse our scholars in authentic writing it will result in improved critical thinking skills.

### Mission Statement

The Hunts Point Middle School is committed to working collaboratively with scholars, parents, community-based organizations, and external stakeholders to improve scholar achievement, and to ensure that every scholar graduates from middle school and high school prepared for college, a career, and a future as a productive, critically-thinking citizen. Our mission statement speaks to the high expectations we have for our scholars. We also have a "Scholars Creed" by which we live. The scholars recite their creed every morning. As a community, we have decided that we are willing to do the rigorous work, socially and academically, that will give our scholars a fair chance at "life, liberty and the pursuit of happiness".

At this year's staff retreat we agreed to adopt five core values for next year's rollout: Integrity, Trust, Accountability, Bravery, Perseverance.

The Hunts Point Community school is located on a peninsula in the south Bronx. The school welcomes all scholars who are new to the community throughout the school year (September through June) – 49% of entering 6th grade scholars are performing at proficiency in mathematics; 44% are performing at proficiency in ELA.

At The Hunts Point Middle School all students are considered scholars because of our high expectations for learning, and their capability to do great things. The Hunts Point Middle School is home to 356 scholars in grades 6 through 8. The school population is comprised of 29% black, 71% Hispanic, 1% Asian, and 1% white. Males account for 55% of the enrolled population; the female population is 45%. The school enrollment consists of 28% English Language Learners, and 27% students with disabilities. 94% of our scholars are eligible for free or reduced lunch.

We have seen progress / incremental gains (less scholars scoring level 1), when comparing the number of scholars performing at levels 1 in 2013 and 2014 school years on the NYS ELA and math examinations. The school has around an average of 4% proficiency (amount of scholars scoring levels 3 & 4) when comparing the NY ELA and math examination results for the last two years.

Throughout the years, the attendance has shown growth moving from 86% at the beginning of Ms. Johnson's tenure as principal, during the 13-14 school year attendance increased to 91.2%; however as of the 14-15 school year (as of 5/29/15) there was a slight decrease to 90.5%. The school anticipates that this figure will increase. Scholar attendance continues to hover around 91%; the school community will persevere in efforts and outreach to build attendance numbers. Despite the slight challenge, the school sponsors attendance celebrations and initiatives, in partnership with the liaison from the DOE for scholars in temporary housing; the attendance teacher makes weekly home visits. All trips, dances, and extracurricular activities have attendance as criteria for admission and participation. The school has meetings with the shelter directors and parents of scholars who have been identified as truant.

Through hard work and community engagement, The Hunts Point Middle School has been designated as a safe place. The school has a plaque in the lobby that reminds community members upon entry that this school provides a safe and nurturing environment for their children.

Our school has been fortunate to partner with ASPIRA, a community based organization (CBO) that has been in business for over 40 years. This is a new partnership that was chosen based on their reputation of strength in supporting schools academically, social-emotionally; providing enrichment opportunities, and their parent engagement proposal. ASPIRA shared close ties to this community and has bi-lingual capabilities, all of which seem to make this a good match for the school.

Although extended learning is not new for our community, next year the school has an Expanded Learning Time (ELT) offering that will be provided by ASPIRA, where additional learning time will be offered to scholars. The school will offer ELT core (Humanities, Math, Science, and Social Studies) subject programs Monday – Friday from 2:30 – 3:30, in addition to enrichment and extracurricular activities. The school is leaning toward theme-based, problem-based projects.

The school receives funding from the School Improvement Grant (SIG). This grant provides the school with the opportunity to build partnerships with new organizations that will assist in supporting the school community academically and socially, as well as, to support teacher instructional practices. Some of the organizations with which the school partners are Generation Ready and Innovative Designs for Education (academic), Counseling In Schools. The school is looking to widen the social emotional supports to include RAMAPO, Good Shephard, and Astor (social emotional).

#### The Capacity Framework

The Framework for Great Schools elements in which the school has made the most progress are:

##### Supportive Environment

Scholars feel safe and their voices are heard through scholar-driven activities such as, PBIS, Scholar’s Council, Owl Ambassadors, and character education.

##### Effective School Leadership

The Quality Review has indicated that the administration has provided the Hunts Point learning community with effective leadership. Evidence of that begins with all instructors being provided curriculum aligned to standards. The staff is offered on-going, needs-based professional development identified from various data sources. Teachers are also afforded opportunities to collaborate and practice research-based approaches to improve scholar achievement through the inquiry process. Teachers benefit from the observation loop which offers timely and focused feedback. The administration attempts to build leadership capacity through the Cabinet, department chairs, and Generation Ready cohorts (leadership, math, and ELA). The feedback from the 2014-2015 Quality Review indicated that “Administrators consistently communicate high expectations”.

##### Strong Family-Community Ties

The Framework for Great Schools Report 2015 showcases the school as having 3 out of 4 bars, meaning good, in Strong Family-Community Ties. The school continues to strive towards greater involvement of parents in the community. Our parents turn out in numbers for our parent teacher conferences (206 parents attended our May 6<sup>th</sup> conference). The school building is used as a base for conflict resolution. The school invites our community police officers from the 41<sup>st</sup> precinct to share peaceful mediation strategies with scholars and their families in an attempt to diffuse any misunderstandings that could potentially become school/neighborhood issues. According to the Middle School Snapshot, 95% of the parents are pleased with the work that the school is doing with scholars. The school plans to improve parent engagement using the following strategies: workshop offerings based on the needs and interests of scholars, families, and the community (after surveying their needs from prior workshops). The school will plan additional trips, academic and social celebrations (cultural and otherwise), and also for meeting expectations (i.e. 100% attendance awards, literacy book night, ESL- English classes, as well as, dances, etc.). The school will look to ASPIRA, our CBO, to provide additional support to maximize parent engagement.

##### Trust

According to the Framework for Great Schools Report 2015 the school scored 3 out of 4 bars. The school has worked to engage the staff in the renewal process by sharing Chancellor’s notes, turn-keying all information delivered at renewal workshops attended by various school stakeholders, and having transparent conversations during our Monday staff time. Data from the American Institute for Research (AIR) supports the fact that teachers feel that the principal communicates a clear vision, and that teachers feel that they can come to the principal to share any thoughts, questions or concerns.

However the Framework for Great Schools elements that still remain a challenge for the school are:

##### Rigorous Instruction

We understand that with rigor comes engagement, so the school has made a decision to have a Humanities-based approach using The American Reading Company and novel study as part of the resources to deliver the ELA Common Core Learning Standards (CCLS). The school will continue to utilize CMP3 Math with supplements from Glencoe to teach mathematics. The school will continue to use our teacher evaluation system (ADVANCE), and the Danielson Framework to identify teacher needs and support them. The school will continue to use data to drive instruction, understanding

standard expectations, areas of strength and difficulty for our scholars. Teachers will plan rigorous instruction that is differentiated to meet the needs of all of all scholars.

#### Collaborative Teachers

To support teacher practice and to provide teachers with greater opportunities to work collaboratively in support of greater scholar achievement the school will continue to provide teachers with opportunities through The Danielson Group, Innovative Designs for Education, Generation Ready, and the American Reading Company to support team building, acquire key strategies to improve instructional practice and effective use of data to diagnose and address scholars' academic needs (DataCation). The school will continue to provide time for teachers to collaborate with one another.

In summary we look forward to the following great things happening in the 2015-2016 school year:

- Collaboration with our new partner ASPIRA
- Continuing the existing partnerships supported by the SIG and other grants to support our rigorous curriculum, scholar achievement, as well as, the other components of the Framework that makes schools great
- Effects of our new Humanities-based curriculum program
- Continued support and improvement of teacher practice
- Continued support of the social-emotional needs of our scholars
- Effects of resources and strategies to support increased parent involvement

Through the community school endeavor the school will continue our work around the concept of becoming a “Lighthouse” for the community by offering greater support services to scholars and their families.

**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.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	I
<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>Based on the results of the 2014 DTSDE, the school received ratings of developing and ineffective for 3.2, 3.3, 3.4, and 3.5. However, adjustments have been made this year in SOPs 3.3, 3.4 and 3.5 which enabled the school to show improvements as developing as based on our 2015 Quality Review results as follows:</p> <ul style="list-style-type: none"> <li>3.3 – Teachers have been supported by Generation Ready in the creation of ELA, mathematics, and science CCLS aligned units of instruction. The teachers have also been exposed to the inquiry process (a protocol) which looks at a variety of standards-based data and assessment sources and surface needs. Teachers have also been given a “Bucketizing Tool” to look at scholar work. This tool allows an in-depth look at the root causes of scholar/class non-proficiency, and supports a change in instructional strategy, and improved practice. This supports improved scholar engagement, better enabling teachers to engage scholars in learning. At this time the need is to ensure that teachers have the content knowledge needed to plan and use the inquiry protocol cyclically (each unit), to aid in developing proficiency in identifying the scholars’ deficits and strengths, and adapting strategies to address the instructional needs of scholars. <ul style="list-style-type: none"> <li>3.4 – The school has adopted and plans to change our schedule to reflect programming of 30 minute intervals in order to offer focused instruction, which also will include time for teachers to partner with one another across grades and subjects to develop, monitor, and modify interdisciplinary units targeting the arts, technology and other enrichment opportunities. The school has struggled with engaging scholars in the</li> </ul> </li> </ul>		

90 minute block. Advance data noted that teachers needed to embrace the workshop model, focusing more on scholar-centered rather than teacher-centered classrooms.

- 3.5– The school community has been exposed to the system and structure of pre/post assessments to monitor and track the progress of scholars as they move through their subject’s units of instruction. The school has also partnered with DataCation to help store, score, and analyze standards-based assessments in order to inform teacher planning and scholar grouping and reflection. Innovative Design for Education (IDE) is another partner that supports the school with engaging teachers in planning for scholar-centered classrooms; thus providing opportunities for scholars to take ownership of their learning. The school noticed an increased need to ensure various data sources are used in monitoring scholar progress, as well as, to inform standards /skill based planning of instruction, grouping, and the differentiation of activities in an effort to meet the needs of all scholars.

However, the following SOP is an area where the school has not made progress:

- 3.2 – The school partnered with Generation Ready to support the effort to create CCLS aligned units of instruction for ELA, mathematics, and science. CCLS aligned resources and materials were purchased that will support the entry to the curricula that meets the needs of all scholars. The school’s priority need, at this time, is to ensure content standard knowledge, and rigorous coherent planning of instruction that is differentiated to support the needs of all scholars.

Our overall leveraged need for Tenet 3 is to devise a plan to develop teachers knowledge of the standards-based content, in order to support rigorous, coherent instructional planning, grouping, and activities that meet the needs of all for greater scholar achievement.

## **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)

In 2015-2016 school year we plan to use the following curricula for ELA and mathematics:

In ELA, instructors will use a Humanities themed unit driven by essential questions. For the reading workshop, the school has partnered with American Reading Company to support the texts that scholars will use throughout the units. The instruction will be supplemented with trade books, and guided texts from Scholastic. The school has adopted the TC units of study for writing.

A Generation Ready Consultant will support ELA instruction through 40 days of job embedded coaching, and look to take on a full-time Literacy Coach to work with all teachers across all content areas to support effective workshop model instruction and assist teachers adapt, modify and tier lesson plans to meet all students' needs.

In mathematics, instructors will continue to use EngageNY and Glencoe and supplement with Connected Math Project 3 (CMP3).

Math teachers will be supported with job embedded coaching from the National Training Network (NTN). And for STEM instructional support we will work with a Salvadori consultant and science lab robotic equipment acquired to update our current Science Lab spaces.

Through the analysis of various data teachers will utilize the inquiry practice protocol to identify class/ scholar needs and provide varied activities and approaches, in efforts to scaffold where necessary, the activities that are planned in efforts to ensure the success for all scholars.

In classrooms, teachers will continue to use the workshop model to deliver instruction, giving scholars time to work as well as, to share and internalize their authentic learning. Teachers will explicitly model skills and strategies, posting exemplars, and other process charts, as scholar referents to support learning. During the independent portion of the block scholars will be engaged in standards-based activities that are differentiated to allow for authentic expression. Teachers will facilitate scholar discussions using DOK level 3 and 4 questions, and encourage scholars to have accountable discourse with one another. Scholars will have access to texts at their level, and will be guided through higher levels and more complex texts as they progress.

With the help of our partner, ASPIRA, a community based organization, we are looking to craft an academically seamless day, where all classes and activities are connected and meaningful. For example, ASPIRA will partner with Scarsdale Strings to provide additional arts instruction.

We will have pre and post assessments that will be administered for each unit that checks for scholar understanding. Inquiry cycles will be implemented to inform and counsel scholars around their current performance levels in each content area. This data will be used to inform instruction, and to hold scholars accountable for their learning. The hope is that this will lead to a greater sense of independence that encourages scholars to take responsibility for their learning.

We have a site license for DataCation which provides a web-based system to collect data from our school-based pre and post assessments; student data can be analyzed by the administration, external consultants, DSR and mandated and related-services specialists. Teachers will take part in synthesizing the data amongst their peers by grade level and whole school. The needed revisions to units of instruction and lesson planning will be addressed at grade level and department meetings. Administration will monitor this work. We will see students progress 3-5% when comparing the pre/post exam of this and the next school year is the expectation.

To further support student engagement with rigorous CCR instruction we will run a SATURDAY SCHOLARS program which includes both enrichment and academics. In partnership with Makeosity we will design and implement a custom version of their Maker Kids program for our School community that will be conducted by Makeosity personnel and guest industry specialists in three hour sessions from 9am to 12pm on 1/9, 1/23, 2/6, 2/27, 4/2, 4/16, 5/7, 5/21, 6/4, 6/18.

The program will include, but not be limited to, the following topics: the design process, simple machine mechanical engineering, basic electronics, introductory robotics, basic coding and computer science, and computer assisted design (CAD) with an integrated overview of invention, entrepreneurialism and business creation.

Similar programming will be provided by Take Two Film Academy and a licensed dance teacher to provide dance/movement classes. Additional enrichment opportunities will be added as interest and attendance dictate.

### **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, there will be a 7 point increase (moving from 45-52) in the school's performance index based on the NY State ELA Exam as result of teachers being provided support to build ELA content knowledge and planning practices.

**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>Unpacking CCLS units of instruction to support content knowledge and provide strategies to support varied scholar entries to the curriculum</p>	<p>Teachers, Paraprofessionals, and scholar</p>	<p>Sept '15 – June '16</p>	<p>Generation Ready, and administration</p>
<p>Reinforcing the use of data and assessments from a variety of sources (item data analysis reports, MoSL and NYSITELL to inform planning)</p>	<p>Teachers, over-age, / under-credited, SIFE, and STH, and Paraprofessionals</p>	<p>Sept '15 – June '16</p>	<p>DataCation, Data Specialist, ASPIRA and administration</p>
<p>The school will implement the reading workshop model using the 100 Book Challenge curriculum as coached into by the American Reading Company. The American Reading Company will support teachers with 25 days of professional development.</p> <p>The school will continue to implement the Teachers College writing units of study moving the scholars toward authentic authorship</p>	<p>Teachers and scholars</p>	<p>June 2015 – June 2016</p>	<p>American Reading Company (100 Book Challenge) and the Teachers College Reading and Writing Project</p>
<p>Reinforcing the use of the inquiry process protocol</p>	<p>Teachers, and Paraprofessionals</p>	<p>Sept '15 – June '16</p>	<p>Administration</p>

**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>The following resources will be used as leverage to achieve this goal:</p> <ul style="list-style-type: none"> <li>• Scheduling will include teacher planning, department and grade meeting times</li> <li>• Human resources from within our school (teachers, administration, cabinet, and additional staff) and community (parents and CBO) as well as other partners (Generation Ready, and IDE)</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	X	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, 40% of students will demonstrate an increase of 1 level based on their school-based, on-demand writing assessment.
<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 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.	I
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	I
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	I
<p><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>Based on the results of the 2014 DTSDE the school received ratings of developing and ineffective for 5.2, 5.3, 5.4, and 5.5. However, adjustments have been made this year in SOPs 5.2, 5.3, 5.4 and 5.5 which enabled the school to show improvements as developing as based o our 2015 Quality Review results as follows:</p> <ul style="list-style-type: none"> <li>5.2 The Leadership Group provides a curriculum that supports scholars’ social and emotional learning (SEL) that involves all adults in the school. Our school has Advisory every Friday for one period. The Advisory curriculum offers lessons to improve social and emotional skills, attitudes, behavior, college and career, and academic performance. Providing scholars with Advisory in an attempt to foster, and develop a foundation for increased social adjustment, and academic performance should result in more positive social behaviors, fewer conduct problems, less emotional distress, and improved test scores and grades.</li> <li>5.3 The school uses PBIS, CIS, the Guidance Counselor, and social workers to articulate social-emotional expectations, as well as, our mission and vision to scholars, staff, and parents.</li> <li>5.4 The principal and teachers have developed a clear vision to graduate more scholars who are prepared for life and work in the 21<sup>st</sup> century. The SIT, Counseling Team, PBIS Team, and cabinet are representative of the entire school community, and meet on a weekly basis to set goals, monitor progress, discuss challenges, and plan next steps in improving our social-emotional progress.</li> </ul>		

5.5 The school will continue to groom the Owl Ambassadors, and the Scholar Council members. These scholars will meet regularly with the principal/Assistant Principals and the Dean to support efforts to address scholar social-emotional, developmental, and academic needs. During the meetings, summative data including Skedula and counseling notes will be used to report and analyze for socio-emotional monitoring, as well as, inform electronic communication with parents. The school uses RTI - Multi-Tier System to support and prioritize the needs of our scholars as seen in anecdotes, teacher referrals, attendance records, and shared parent concerns. The school has members of the staff who form the PBIS and Child Study teams; they will continue to meet regularly to support the social-emotional health of scholars, and to share next steps for teachers once all levels of intervention have been exhausted. Professional development that studies child development and behavior will be provided to parents and staff. The goal is to continue to articulate procedures, systems, and accountability for all stakeholders. Our overall leveraged need is to find solutions to reduce the amount of scholars having re-occurring incidents.

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

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

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

Stakeholders will describe the school as a lighthouse that serves the community academically, social emotionally, and extracurricular. The school will be seen as a safe haven for scholars seeking a holistic education. The school will be known as a community learning center that encompasses high expectation, real world application of scholar learning, and a learning establishment that prepares its scholars for college, career, and civic responsibilities.

The CBO partnerships will be a seamless extension supporting the schools mission and vision. The CBO will continue and expand on the school’s work with the scholars through a thorough, and collaborative approach to teaching and learning which encompasses programming, curriculum, social emotional supports, extracurricular activities, as well as, advance placement learning opportunities.

Student voice and leadership will be cultivated and heard through the Scholar’s Council, the Owl Ambassadors, the PBIS team, and the school leadership team.

The school will continue to have clear rules and consequences for all scholars as measured through the Chancellors Regulations and Code of Student Conduct. The school will continue to have high expectations for teachers and scholars as collaboratively created in the staff and scholar handbooks. The school will continue to use the PBIS matrix, along with the student planners to promote character education and healthy social emotional interaction.

The climate of the school is safe, organized and caring, and individuality is respected and protected. Our focus is to strengthen the engagement and participation of parents through intensive parental involvement, training, and organized activities to meet the goal. Our mission is to enable parents to be proactive problem solvers, to engage in effective decision making, to partner with our school, and to become advocates for their children’s educational and social needs. Our goal is to increase attendance by one percent, decrease superintendent suspensions by 20% and principal suspensions by 20%.

The Instructional Cabinet along with SIT/RTI team will use and analyze a wide range of data sources to develop intervention plans to address the needs of our scholars. These data sources will include progress reports, report cards, standardized tests, informal assessments, behavioral intervention plans, conduct sheets, teacher/parent /student rating scales, screening data, classroom observations, behavioral logs, disciplinary referrals, and attendance data.

## **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, there will be a 20% decrease in classroom OORS reported incidents as a result of implementing PBIS and individualized incentives in the class and collaborating with our partners such as ASPIRA, Counseling in Schools and The Point.

**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>• Engage families and expand their understanding of a supportive environment in order to support their children at home.</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>Parent and community workshop offerings will be provided on Positive Behavior Intervention System (PBIS), RTI, and other socio- emotional strategies to support parent home/school collaboration</p>	<p>Parents and scholars as well as other members of the community (i.e. partners)</p>	<p>Sept 2015- June 2016</p>	<p>Parent Coordinator, Parent Association President, teachers and responsible AP</p>
<p>PBIS</p>	<p>All teachers, students including (over-age, SWD, ENL, all scholars including those with re-occurring incidents ,</p>	<p>Sept 2015- June 2016</p>	<p>Child Study Team members , dean, teacher and responsible AP</p>
<p>Scholars will become Owl Ambassadors. They were attend all school based events, and help support the vision and mission of the school.</p>	<p>All students</p>	<p>Sept 2015- June 2016</p>	<p>Principal, Assistant Principal, parent Coordinator</p>
<p>Astor will serve as clinical and counselling supports.</p>	<p>Students and families</p>	<p>Sept 2015 - June 2016</p>	<p>Child Study Team, dean, teachers, administrators, and counselors.</p>

**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.											
Teachers, the Leadership Program, Counseling in Schools, PBIS, Parent Coordinator, teachers, Parent Association President, administration, and ASPIRA,											
<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	X	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, there will be a 20% decrease in B24 OORS reported incidents as a result of implementing conflict resolution education in collaboration with our CBO partner, Counseling in Schools, as well as having students become conflict resolution advisers.
<b>Part 6b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	I
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.	I
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	I
<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>Based on the results of the 2014 DTSDE the school received ratings of developing and ineffective for 4.2, 4.3, 4.4, and 4.5. However, adjustments have been made this year in SOPs 4.2, 4.4, and 4.5 which enabled the school to show improvements as developing as based on our 2015 Quality Review results a follows:</p> <ul style="list-style-type: none"> <li>4.2 – Collaboration with two (2) partners, both funded through the SIG (Innovative Designs for Education (IDE) and Generation Ready) the coaches will continue the work begun in supporting and exposing teachers to practices around developing and utilizing standards-based subject units of instruction. The school provided additional planning professional development on teacher suggested planning templates, as well as, resources to create and develop CCLS aligned activities. Department heads have also met once per week to be approximate learning around the inquiry process, which is a process of analyzing data to inform planning to support scholar deficiencies. Although some teachers have been evidencing the implementation of lessons from units that are aligned to standards, teaching point, and activities, this still remains an area where we would like to see all teachers getting to where others have progressed; so additional support will be provided to improve teacher effectiveness in this area.</li> <li>4.4 – The school partnered with Scholastic and American Reading Company who will be supporting teachers in creating a learning environment that is inclusive of all of the components of balanced literacy, including explicit teaching, ongoing assessment using conferencing, independent practice, guided reading, literature circles, shared learning, etc. IDE (SIG funded partner) is also supporting this work through their work on Active Student Learner Classroom, where the mission is to use the constructivist view enabling scholars to take charge of their learning. Administration has seen the struggle that teachers have with their learning environments and how</li> </ul>		

additional supports will be needed to cater to the strengths of scholars, and also to meet needs identified through assessment.

- 4.5 – Starting this year teachers have been exposed to a pre/post unit assessment practice. After analyzing the pre-assessment data, teachers will be able to inform their planning, purposefully group, as well as, plan differentiated activities. Teachers can also use other formative assessments such as exit tickets and summative assessments (like the post assessment) to monitor and measure growth. Since partners like Skedula and DataCation (SIG funded) have provided professional development offering support on aligning standards to questions, within commonly developed unit assessments, more support will be provided to teachers in showing evidence of these practices, with units, lesson plans and activities which will be next steps in their journey toward being more effective in the area.

However, the following SOP is an area where the school has not made progress:

- 4.3 – The above mentioned coaches from IDE and Generation Ready along with administration have been instrumental in exposing teachers to a teaching methodology that supports multiple points of entry for all learners. The school as a belief that the workshop model methodology, with the use of explicit teaching, blended learning, guided practice and conferencing, will be how all learners will have access to the standards based curriculum. Teachers will continue to approximate learning around evidencing differentiated activities/work products, thus providing valid challenge and scaffolds where necessary to ensure standards-aligned activities that provides access to all learners.

The overall leveraged need of tenant 4 is to have teacher evidenced, differentiated activities centered around the strengths and needs of all scholars.

## **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?

The school plans to have time incorporated into the school day and/or during extended times after school on Monday and Tuesday to have teachers collaborate. Also, teacher collaboration will happen in Inquiry sessions, at grade/department level meetings and through inter-visitation.

The school uses the workshop model for teaching and learning, with blended learning and technology tucked in. Teacher teams will use a student focused inquiry model to plan units and lessons based on writing across content areas and citing evidence to support one's ideas. The school’s core values will be used to aid in planning units along with alignment to state standards and the Grades 6-8 scope and sequence for social studies and science.

The school has a protocol and safety intervention ladder of referral that is spelled out in both the scholar and staff handbooks. The protocol begins with classroom interventions, counseling to mediate any scholar misunderstandings as an attempt to refocus the scholars, and culminating, if necessary in a Dean’s referral. The school community, including parents, the dean, counselors, and administration is kept in the safety information loop through postings to Skedula. Scholar buy-in to our PBIS matrix also aids in keeping safe classrooms.

The focus for data review will be regular and ongoing beginning with reviewing and synthesizing data (pre/post unit assessment, MOSL, item analysis from state examinations, and in class assessments (running records, conference notes, black line master, scholar products), unit/lesson development, inquiry-based activity planning, and revising (as necessary), lesson and activity planning.

Teachers will identify a focus group of scholars that crosses grades and includes all subgroups to assess school academic needs, plan lessons, assess scholar outcomes, and revise craft moves; this will be done in a cyclical process using a

protocol agreed upon by teachers within the specific inquiry teams (ELA, math, social studies, STEAM, Special Education, ENL).

The school will continue to work toward having inquiry and department teams engaged in the practices described. Through sources such as EngageNY, professional development, inquiry team inter-visitation, and using the challenge of the standards, instruction will deepen and become differentiated to meet the needs of scholars. The work will be done through the collaboration of teachers, with the support of the administration and ASPIRA.

**Part 3 – Annual Goal**

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

By June 2016, all students will increase their overall points on the TC Writing Assessments by at least 6 points from pre to post on-demand tests for each of the four units as a result of teacher teams engaging in inquiry cycles aligned to the school's instructional focus, authentic writing.

**Part 4 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</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>Workshops will be provided to share strategies for parents to use at home in promoting acquisition of goal setting and self-assessing and monitoring skills</p>	<p>Parents of all scholars including high needs scholars</p>	<p>Sept 2015 – June 2016</p>	<p>Parent Association President, Parent Coordinator, teachers, coaches, administration</p>
<p>Reinforcing the practice of analyzing varied sources of data and assessments to inform planning; including supporting scholars to self and peer assess using rubrics during activities and monitoring progress when comparing pre/post goals.</p>	<p>Teachers, Paraprofessionals,  All scholars including, ENL’s, , SWD, over-aged</p>	<p>Sept 2015 –June 2016</p>	<p>Skedula, ASPIRA and administration</p>

	students and scholars with high absence rates		

**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>The following resources will be leveraged to achieve this goal:</p> <ul style="list-style-type: none"> <li>• Scheduling will include teacher planning times for inquiry, department and grade meeting times</li> <li>• Human resources from within the school (teachers, administration, cabinet, and staff), community (parents and CBO), and other partners (Generation Ready, NTN, Counseling in Schools, American Reading Company and IDE)</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	X	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, teachers will have completed 3 inquiry cycles using pre and post assessments from a focused subgroup that represents all scholar subgroups using TC Writing as the measurement.
<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).	⊖
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	⊖
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.	⊖
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).	+
<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>Based on the results of the 2014 DTSDE the school received ratings of developing and ineffective for 2.2, 2.3, 2.4, and 2.5.</p> <p>However, adjustments have been made to this year in SOP 2.2 which enabled us to show consistency and maintain gains achieved as based on our 2015 Quality Review results as follows :</p> <ul style="list-style-type: none"> <li>2.2 - According to the 2014 Quality Review Report “Administrators consistently communicate high expectations for achievement and success by students and are developing systems by which staff can be trained and held accountable for such goals...” The school has an extended cabinet comprised of a variety of staff/ stakeholders that make up its school community which, along with the staff development committee (SDC) members review school accountability data, and use it to assess strengths and needs as outlined in the RSCEP. The school community generated a motto / ‘core values’. The core values are: Trust, Accountability, Bravery, Perseverance, and Integrity. The cabinet will continue to improve by seeking to closely monitor the highlighted areas cited as developing, and revise approaches not yielding expected results.</li> <li>2.3 - Members of the SDC review a variety of school accountability data (city and state included), share this analysis, implications, and suggestions with members of the extended cabinet, administration, the school leadership team, and other community stakeholders. After reviewing the contributions, administration then decides how to best organize programs, human and fiscal resources. A part of each Monday’s professional development is set aside to share these decisions and get feedback from the school learning community. A vision board was created as a constant visual reminder of the school’s focus. Administration will continue to</li> </ul>		

develop and hone its craft in seeking to be increasing proficient with Galaxy, and utilizing benchmarks to track fiscal expenditures (grants and school funding), in an effort to maximize budget dollars to support the school community and scholar achievement .

- 2.4 – Administration shares the responsibility of conducting observations and providing feedback to teachers, using the DOE Advance system. Observations are not just held to the regulated amount of formal and informal observations mandated, but include additional feedback that cycles back to support identified instructional concerns. (outside of the DOE mandate) in efforts to support improved teacher practice. The observation data is one of the sources that drive the work of the staff development committee (SDC) which in turn plans the targeted support teachers receive. Engaging scholars in learning is an area of focus with teacher practice. Going forward, additional and targeted support will be provided to improve the effectiveness of teachers in order to evidence authentic standards-aligned instruction which will result in differentiated work products to improve scholar engagement.

- 2.5 – The school has the following evidence-based systems to examine and improve individual and school-wide practices as defined in the RSCEP:

Student achievement, curriculum and teacher practices:

- NYS ELA and mathematics Item Data Analysis
- MOSL
- Schoolnet
- DataCation
- Pre/post unit assessment
- Other class and student work products

Leadership development:

- Administration attend and participate in on all professional development provided to staff and facilitated by partners and other vendors
- DOE, union and other outside school professional development are selectively chosen for attendance by administration
- Feedback by Principal to AP's and from Superintendent to Principal are adhered to via Goals and Objectives and PPO
- Administration also adheres to feedback provided from state, city, school accountability tool reports like (QR, SQR, IIT)

Community/family engagement; and

Student social and emotional developmental health:

- Skedula
- OORS
- Teacher anecdotal and incident reports
- Child Study Team (CST) and the referral process and forms
- IEP / SESIS and School Based Support Team (SBST) process
- PBIS

The school realizes that more support is needed to improve how the data is analyzed used to inform instructional next steps of teachers and scholars.

The overall leveraged need is to improve the effectiveness of teachers within the instructional core components of the teacher evaluation system (ADVANCE): 1e-Designing Coherent Curriculum, 3b-Questions and Discussion techniques, 3c-Engaging Students In Learning, 3d- Using Assessments In Instruction

## **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 shares her vision with all stakeholders on a regular basis. Her message "I can see the end, and it is amazing" is a constant beacon of light as we strive to positively change and inspire in our learning community. Her vision is spread in the way of a monthly newsletter to the staff, our morning announcements, during our staff professional development, and in her day-to-day routine as she interacts with scholars, teachers, and parents. We will strengthen our vision, mission, instructional practices, and social emotional ties by creating a strategic plan with an embedded, consistent feedback loop with our CBO partner, ASPIRA. Our aim is to fill gaps and omit redundancies in services.

The best evidence to be put into place to insure that improvement is occurring would be from input coming from the scholars and community. As our school is the "safe" place in the community and a place that can bring people together, the feedback we receive from the community would be very important. Looking at students' academic data as well will show that the teaching and learning is occurring on a day to day basis. To turn the school around, collaboration will have to come in many forms, and from a variety of groups working together to best support the needs of the Hunts Point Middle School family. These partnerships would include the staff of the school and our scholars' families, as well as our CBO's-- Graham Windham, ASPIRA, The Leadership Program, Counseling in Schools, Astor, and The Point CDC. Collaborations involving all vested in the school will include social-emotional components, academic, and building strong community ties which would make our school a beacon of light for the entire community, showing that our scholars are capable of amazing things.

We will continue to utilize a shared calendar between the principal and assistant principals to organize our classroom visits, and work with Advance to provide accurate, timely and actionable feedback to all teachers. The data collected during these observations will help in developing professional development trainings geared towards areas in which the school community shows where growth is needed.

The principal regularly meets and discusses personal objectives, growths and next steps with assistant principals, both formally and informally. In our weekly cabinet meetings, the Principals Weekly is reviewed and responsibilities are parceled out in an attempt to build internal leadership capacity.

### **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, on average teachers will improve .5 pts on their rating of Danielson component 3D as a result of timely, meaningful and actionable feedback.

**Part 4 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</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>Meet with our CBO (ASPIRA) for strategic planning to synthesize a variety sources of data ranging from Effort to Outcomes (E.T.O)and the New Visions DataSorta. Meeting with stakeholders of the school community and administration to devise, orchestrate, monitor and revise plan to support teacher effectiveness and scholar improved</p>	<p>Parent /Community, scholars, teachers, all scholars including those of high need (SWD, ENL, over-age, hold over, and those with high absences etc)</p>	<p>June 2015 through June 2016</p>	<p>CBO director in conjunction with Cabinet and SLT, PA , PC and administration</p>
<p>Administration will continue to receive professional development on the use of research based programs, and systems (i.e. ADVANCE, Danielson Framework for teachers) in efforts to be highly effective in what does great teacher practice looks like and how do we get teachers to evidence it, thus improving the school</p>	<p>Administration, instructional coaches, department heads and teachers</p>	<p>May 2015 through August 2015</p>	<p>Principal’s Cabinet, and SDC</p>
<p>Continue with our professional development cycle - using parent interests and shared needs to plan workshops.</p>	<p>Parent and community</p>	<p>Sept 2015 and ongoing</p>	<p>CBO director, administration, SLT, PC and PA</p>

**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.											
Continued professional development through NTN and the administration, TDEC, DSRs and Model Lead Teacher in order to calibrate of staff and administration shared understanding around the Danielson framework.											
<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	X	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, on average teachers will improve .2 points on their rating of Danielson component 3D as a result of timely, meaningful, and actionable feedback.											
<b>Part 6b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

**Section 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.	I
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.	I
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	I
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	I
<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>Based on the results of the 2014 DTSDE the school received ratings of ineffective for 6.2, 6.3, 6.4, and 6.5. However, adjustments have been made this year in SOPs 6.2, 6.3, and 6.5 which enabled us to show gains achieved after noted as developing as based on our 2015 Quality Review results as follows:</p> <ul style="list-style-type: none"> <li>6.2, 6.3 and 6.5 – According to the 2014 Quality Review Report “Administrators consistently communicate high expectations for achievement and success by students and are developing systems by which staff can be trained and held accountable for such goals and parents can be given feedback regarding student progress toward those goals.” The school offers parents weekly opportunities to have reciprocal communication when attending parent engagement Tuesdays. This is where teachers engage in communicating to parents the high expectations of the school from a menu of items; thus sharing scholar academic and socio-emotional progress. Parents then can share how best the children learn and what they feel they can do at home to support the cause. Report cards are given four (4) times a year. Parents have access to Skedula’s Pupil Path system which is used to enter grades, post anecdotes, and communicate through e-mail between staff and guardians. The school has a strong Parent Coordinator that is involved in the community, and attends the CEC meetings to share and disseminate information discussed at the meetings. The PC also plans ESL Parent Workshops using computer technology, and exposes parents to the Common Core, all in support of helping parents to help their children meet the communicated high expectations. The schools administration, parent coordinator, and parent association president all have open door policies to enable parents the opportunity to have in person discussions. ASPIRA, our PC and PA will collaborate with other stakeholders within the school to see how opportunities can be improved to ensure regular and increased communication is evidenced to help parents assist their children meet academic and socio-emotional milestones.</li> </ul>		

However, the following SOP remains an area of challenge:

- 6.4 – The school has a variety of data sources (attendance, academic and socio-emotional) that teachers and school make available to parents in support of empowering families to understand the expectation and process it takes for a scholar to succeed. Although the above three (3) statements of practice showcases a variety of things the school is doing to evidence reciprocal communication of high expectations in support of parent engagement and scholar learning success, the school continues to struggle around maintaining current contact information and effective ways to have increased parent involvement. Lastly, increasing support needs to be placed on how best to support parent / members of the community around their housing and health related concerns.

The school's overall leveraged need is to develop effective strategies to support, and successfully navigate parent / community interactions, while providing interest driven activities, which would increase parent involvement in the school leading to greater scholar academic progress.

## **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?

A ribbon cutting is planned for November 2nd, 2015 to introduce and celebrate the concept of the new Community School model. ASPIRA and the school will plan activities that give families information around the concept of the school as a Lighthouse. Information will also be provided that outlines ASPIRA's partnership with the school, and the school's mission and vision. School safety officers will be a part of the roll out and information sessions to define their expanding role in the school community. Prior to the ribbon cutting, information sessions will be held for incoming 6<sup>th</sup> graders, and the entire community that describes the Community School model, and the integral role that family and community have in this endeavor.

Workshops and hands-on demonstrations will be offered to families that outline the expectations of the common core, the school's shift to a humanities-based lens, inquiry work, and the expanded learning time initiative. There will also be literature and website information (including DOE) provided so that families can do further research on their own.

The school will integrate a quarterly Discovery Night where parents will be welcomed in to meet and greet staff members, explore the school building and classrooms, and partake in a gallery walk to view scholar work products. The school will maintain its open door policy wherein parents are always welcome to meet with administration, schedule appointments to see staff, and work with the parent coordinator to address concerns and celebrate scholar learning. With the assistance of ASPIRA, the school will ramp up Parent Tuesday offerings.

In collaboration with ASPIRA, the school will create a family room outfitted to meeting the needs of parents. Also, adult ESL, GED, technology, career preparation, and parenting classes will be offered. Part of the Family Room access will be a bank of computers where parents can come in, log on to Pupil Path and access scholar data and progress. The parent coordinator and other staff members (including Mouse Squad members, Owl Ambassadors, parent volunteers) will be provided to help parents navigate this system. Parents will be invited in to volunteer and to participate in school activities. Parents will be supported by the staff being open, welcoming and knowledgeable of the procedures of the school. Parents will also be encouraged to attend CEC meetings and citywide trainings. In addition, the school will continue its collaboration with Mercy College who provides parents opportunities for district wide networking.

The school will partner with ASPIRA in joint decision making to ensure that the parents are welcomed and celebrated on a monthly basis. The school will implement a monthly “Breakfast with the Principal” outlining the direction the school is going in, and addressing any concerns of the parents.

### **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, 75% of parents will have participated in a parent-teacher conference as a result of targeted parent engagement by the Parent Coordinator and CBO, ASPIRA, and an increase in academic-focused and engaging family activities.

### **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 stronger family and community ties and to increase parent involvement in support of improved student outcomes.</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>Plan and execute regular visits to the neighboring community to share / communication of school events.</p>	<p>Parents of our scholars, community businesses</p>	<p>September 2015 and ongoing</p>	<p>Parent Coordinator, CST, Attendance Team, SLT, HPAC, ASPIRA, CIS</p>
<p>In collaboration with ASPIRA outreach will be done to vendors, religious organizations, and parents to solicit ideas on how the school can best support identified needs.</p>	<p>Parents of our scholars, neighborhood vendors, faith-based organizations</p>	<p>September 2015 and ongoing</p>	<p>ASPIRA, Parent Coordinator, and Attendance Team CIS, SLT</p>
<p>Provide workshops, and other offerings that are of interest to the school community .</p>	<p>Parents of our scholars</p>	<p>September 2013 and ongoing</p>	<p>Parent coordinator , HPAC, ASPIRA, Staff, Beacon</p>

**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>Parent Coordinator, Parent Association President, ASPIRA, teachers, and other partners from grant sources.</p>											
<p><b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
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	X	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, 50% of families will have communicated with school staff regarding their child's progress as a result of parent engagement resources provided by our Community Based Organizations.

**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.
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By February 2016 our ELT supported by ASPIRA will have provided support to scholars in order for them to produce at least four authentic writing products utilizing the Teacher College rubrics, with at least 50% of scholars receiving a score of at least a 2 on a CCLS based writing rubric for 3 out of 4 of the completed writing products.
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### **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.				
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				

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

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

In collaboration with ASPIRA, the school will design an ELT program that meets the needs and interests of all scholars. The activities will be problem-based and project based, infusing the core values of the school. The scholars will be administered an interest survey from which a menu of activities can be created .

These include :

- Academic Enhancement Academy (AEA) - The AEA will consist of academic support components which will be aligned with English Language Arts (ELA), Math and STEM New York City/State Common Core Learning Standards. The Components include: Homework Help (HW Help), Individual Tutoring, and Group Tutoring – AEA scholars will receive HW Help and/or tutoring in subject areas where the most assistance is needed.
- Techbridge (STEM) - The curriculum is designed to interest scholar in STEM, promote inquiry, and highlight real-world applications so scholars can see how STEM careers make the world a better place. ASPIRA will subcontract Youth Success after school program. The focus of Youth Success is to help youth acquire the skills they need to bolster their academic development. Youth Success, LLC was founded on the principals of improving student opportunity, achievement and success through academic assistance. ASPIRA will train the staff of Youth Success in successful implementation of the Techbridge curricula.
- S.P.AR.K.S. - The Sports and Fitness Academy will use the Sparks Physical Education Program curriculum to engage scholars in physical fitness/sports and nutrition activities which enable them to live healthy lives. ASPIRA will subcontract The Leadership Program who has a proven record of success in implementing S.P.A.R.K program initiatives.

Our blended learning environment will be tucked into the ELT; scholars will have an opportunity to use technology into explore their stated interests.

The Humanities curriculum, as an area of focus, offers a broad spectrum of instructional opportunities for scholars. Algebra I and Living Environments are high school, credit bearing classes that will be offered. The school will also ramp up its STEAM activities as supported by Urban Advantage and OMNI learn. The arts and music will be tucked into this program through the use of the state-of-the-art mac compute lab (on site); opportunities for graphic design will also be offered. Another new course offering will be Scholars as Authors which will focus on authentic writing skills. The school plans to offer ecological courses through The New York Parks department which supports our Seed Folks program. This will supplement the classroom experience and be designed to strengthen writing skills. The planning for this course will be a joint effort of 424 teachers and ELT personnel. The school also plans to offer digital storytelling under this umbrella.

Through the SIG the school offers professional development using The Leadership Program, IDE, Urban Advantage, the New York Historical Society, The Parks Department, and Datacation that will support the innovative rollout of this work. ASPIRA and members of the PA will be a part of all professional development opportunities in an effort to support this work.

The school and ASPIRA will use multiple data sources to identify scholar interest, strengths, and needs in order to prioritize and schedule a range of activities. Interest surveys will be offered quarterly to keep a pulse on scholar interests. Parents will kept informed through workshops, scholar generated newsletters, PA meetings, and Discovery Night activities.

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

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

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

3. Explain how you will evaluate the program to assess impact on student achievement.

The ASPIRA director will coordinate the ELT program in close communication with the school staff, SLT, and administration. The entities will meet weekly to set expectations, monitor progress, address concerns, and to revise the plan as needed. Impact on student learning will be monitored by reviewing scholar products, with a focus on the scholar writing component using a focus group of writers that include scholar work from all subgroups.

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

August 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.

DOE certified teachers will be used for ELT instruction as well as CBO partner ASPIRA. Instructional resources will include Rally, technology -- iPads, desktop and laptops and 100 Book Challenge. An extra hour has been added to the school day to incorporate ELT.

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

**Part 6 – ELT Progress Monitoring**

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

By February 2016, the school will see a 10% increase of enrolled scholars who score a level 2 on CCLS-aligned writing rubrics on at least two completed authentic writing products as measured by the Teachers College Writing Progressions continuum/rubric.

**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 February 2016, ASPIRA will be supporting the goal found within Strong Family and Community Ties by performing a needs assessment and ensuring at least 1 need targeted is to increase parent engagement; as evidenced by their planning and collaboration with school administration and teacher teams to assist and bring about one workshop a month that's of parent and community desire .

### **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.

With a strong coordinated approach to enhance learning opportunities and improve academic performance among at-risk students, ASPIRA will forge a strong partnership between the principal, teachers and parents, as well as, engaged community partner organizations (i.e., Community Based Organizations [CBOs]). Thus, in general, populations to be served in the community schools model include low-income scholars/ families in temporary housing with challenges impeding their ability to succeed in school, families, parents and teachers. Relevant community based organizations will provide services to meet identified needs. Since each school is unique -- thus, requiring a *crafted* set of services to meet needs -- ASPIRA, in partnership with the School Leadership Team and the Community School Team (CST), will conduct a needs assessment to determine required scope of services to meet identified needs of targeted populations. For example, ASPIRA will sub-contract with RAMAPO to provide teacher and staff development within the scope of the community schools model. In addition, for scholars requiring mental health services, ASPIRA will work with Astor Services for Children and Families to support those individuals that require mental health services.

Scope of services to be provided include the following:

#### **Expanded Learning and Enrichment Activities**

The ASPIRA Expanded and Extended Learning Time (ELT) model is built on the elements of the most effective, research-tested; school- based programs with a strong foundation consisting of school and community partnerships, principal leadership and richly varied curricula offering scholars multiple avenues to master core skills and knowledge. ASPIRA effectively utilizes its program model to align enrichment activities with community schools, while also meeting the Regent's Reform priority for college and career readiness through the provision of comprehensive ELT services addressing specific scholar needs.

Within the community schools framework, ASPIRA ELT activities will support and enhance regular school day education standards with program services by matching identified scholar needs with rigorous academic instruction and enrichment, while addressing the same subjects taught in their schools from a differentiated, more advanced approach. Moreover, to ensure that program activities are useful and significant to scholars, staff members, school

administrators and pertinent community partners will closely collaborate so that ASPIRA's program does not supplant or duplicate in-school efforts. The focus will be to have fully integrated supplemental support offered in areas where students require the greatest attention for subject mastery.

Program activities are customized in consultation with administrative staff, teachers, counselors and students. Teachers participate in the provision of activities, ensuring that lessons are closely aligned with both New York State and New York City Common Core curricula. Scholars' school-day teachers are consulted when designing schedules for each scholar. The CSA and program staff members work with teachers to continually monitor scholar attendance and achievement, ensuring that activities are responsive to respective needs, and adjust to any noted changes.

Based on the ASPIRA's ELT model the following community school learning enrichment activities are recommended:

- Techbridge (STEM) - The curriculum is designed to interest scholar in STEM, promote inquiry, and highlight real-world applications so scholars can see how STEM careers make the world a better place. ASPIRA will subcontract Youth Success after school program. The focus of Youth Success is to help youth acquire the skills they need to bolster their academic development. Youth Success, LLC was founded on the principles of improving student opportunity, achievement and success through academic assistance.
- Academic Enhancement Academy (AEA) - The AEA will consist of academic support components which will be aligned with English Language Arts (ELA), Math and STEM New York City/State Common Core Learning Standards. The Components include: Homework Help (HW Help), Individual Tutoring, and Group Tutoring – AEA scholars will receive HW Help and/or tutoring in subject areas where the most assistance is needed.
- S.P.AR.K.S. - The Sports and Fitness Academy will use the Sparks Physical Education Program curriculum to engage scholars in physical fitness/sports and nutrition activities which enable them to live healthy lives. ASPIRA will subcontract The Leadership Program who has a proven record of success in implementing a S.P.A.R.K program initiatives.

### **Mental Health Services**

A community school (CS) is both a place and a set of partnerships between the school and other community resources. ASPIRA will integrate the mental health component into the school community through shared leadership/partnerships between ASPIRA, the school, community stakeholders, scholars, parents and families, and by offering an array of comprehensive services and activities designed to address specific scholar and family needs.

The ASPIRA CS approach is a strategy – as opposed to a program -- whose model fosters social and emotional skills development based on the NYS Guidelines for Social and Emotional Development and Learning. The approach is augmented with enrichment activities which engage young people with content focusing on prevention, early intervention, community development and youth empowerment strategies.

The following strategies within the community schools framework delineate how ASPIRA will integrate services in partnership with identified and qualified CBO partners to track all pertinent data utilizing its Efforts to Outcome MIS:

- Evaluate scholars by assessing needs through interviews and various assessment instruments. The counselor will work with scholars to develop action plans and conduct reflective self-assessments.
- Provide confidential counseling on a one-to-one basis (minimally consisting of two, 30-minute sessions per month). Counseling will focus on pro-social development, financial education, and plans for asset building.
- Maintain contact and progress notes, as well as, running records using a case management methodology.
- Inform school staff (i.e. Guidance Counselors, Parent Coordinator, Teachers, Principal, Dean) on a regular basis of scholar progress (or impediments with the aim of adjusting action plan when necessary).
- Coordinate co-curricular activities supporting youth development and academic success (e.g., incentive-based projects and educational trips).
- ASPIRA will sub-contract Astor Services for Children and Families. All organizations are licensed mental, community health and resolution providers.

Key strategic partnerships will be used to enhance resource development for mental health services, thereby ensuring high-quality programming and sustainability. ASPIRA will collaborate with a multitude of established partner organizations to offer a full range of health, mental health and social services designed to promote stability and well-being, while removing barriers to learning. Mental health services will be designed according to the identified needs of the community school cohort, and will be grounded in evidence-based, recovery-oriented, family-centered interventions to ensure scholar, family and school success. Specific services may include: individual therapy to scholars through an on-site clinic; collateral sessions to parents/family therapy; professional development and education for staff and school personnel engaged in community schools; and, school- and community-wide interventions, and outreach to support a culture of awareness, recovery, and wellness throughout the school continuum.

### **Family and Parental Empowerment Services**

ASPIRA uses “Every Person Influences Children’s, Family Engagement Series” curricula to promote work with partner schools and engender a healthy and consistent learning environment among parents. ASPIRA’s impactful parent involvement programs include Culturally Responsive Family Engagement Professional Development, which builds capacity for staff to become culturally responsive, thus enabling them to effectively engage and immerse families as education partners. Topics of the curriculum include the following:

- **“Taking Charge of Your Child’s Future”** - Focuses on inspiring parents to realize the extent to which they play an influential role as their child’s first and primary teacher, while improving scholar attendance and achievement through supportive activities at home, as well as, enhanced communication with school teachers and administrators within the framework of the community school and expected outcomes.
- **“Parents as Advocates Training”** – An in-depth multi-session training which develops the skills of parents to help their children succeed academically, build individual relationships with the child and teacher, create a supportive home environment, and understand school systems, as well as, academic standards.
- **“Ready, Set, Read”** – A parenting series which promotes literacy in the home while helping parents understand how to support their child’s literacy by providing simple activities to do with their children, regardless of the parent’s education level.
- **Parent Leadership Academy** – Coursework designed to enhance skills for parents in leadership roles on school-based teams. Curricula will focus on the aims of the community school, and how parents can best serve to achieve individual scholar and school-wide success. Emphasis will be placed on a “big-picture” comprehensive approach and how the community school strategy fits within a community development framework.

As part of ASPIRA’s community schools success vision, Parent Engagement and Empowerment services are provided to targeted families in need of crisis intervention. Referrals to outside agencies or institutions for consistent counseling and guidance are identified by the Community Schools Administrator and CS-based staff members to address serious issues that may be impeding a scholars’ academic success (i.e., domestic violence, child abuse, substance abuse, health concerns, inadequate housing, cultural assimilation/immigration and socio-economic concerns).

As part of the community schools approach to assure incorporation of parents in the community schools strategy, and to identify needed services among families, ASPIRA staff members, under the guidance of the Community Schools Administrator and in consultation with relevant Community Leadership Team members (i.e., school guidance counselor), incorporates the following proven methods to maximize impact and ensure scholar success:

- **Home Visits** – Initial home visits will be conducted at the beginning of the school year to introduce ASPIRA’s role within the community school to both scholars and parents. Through planned visitations, the Community School Administrator or relevant ASPIRA staff members will meet with the family to assess family dynamics and to foster a family partnership with the aim of developing action plans addressing factors prohibiting scholars from achieving academic success. Based on the assessment, strategies to address identified factors will be compassionately implemented.
- **Parent Meetings** – Meetings will be planned with families on an as-needed basis. Informal counseling sessions will provide an outlet for parents to discuss any issues which may be preventing the scholars’ and/or family progress. Staff will assist parents in designing goals and problem solving strategies to overcome obstacles they may be facing. Referrals to appropriate agencies will be made, as necessary, within the framework of the community schools strategy.
- **Workshops** – The Community School Administrator and ASPIRA staff members will collaborate with the school’s Parent Coordinator and Attendance Supervisor on parent workshops and work to develop strategies encouraging greater family involvement in other school activities.

## Conclusion

Within the framework of the community schools strategy, a comprehensive needs assessment, as mentioned above, will be conducted. Once needs are identified, adequate community services designed to meet identified needs will be implemented. Services will be coordinated by the Community Schools Administrator in partnership with the Principal, Teachers and Parents engaged in the School Leadership Team and the Community Schools Team.

**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.

1 – The school will leverage the Community School Administrator, the School Leadership Team and the needs and asset assessment, as well as, Expanded Learning Time and Mental Health Programming, by consistently and cohesively engaging teachers and administrators to assure that established and identified Individual Action Plans relevant to the scholar are appropriately implemented, according to the community school strategy and established protocols. School staff members will work closely with the SLT and the CLT to identify and group eligible scholars in tiered cohorts, according to their expected level of service, using the NYC DOE Selection Criteria within the community schools framework. Moreover, data derived from the Efforts to Outcome program, and relevant digital school-based programs, will help to inform how to best leverage resources to achieve individual academic success.

Teachers and administrators will be encouraged to work on a consistent basis with the Community School Administrator when issues arise. They will be expected to assure that all resources available through the community schools initiative are accessed to assure scholar academic achievement and success. In addition, professional training will be conducted to quickly identify, and integrate any required emotional or support services for scholars and their families.

2 – Once the personalized needs of scholars are identified vis-à-vis the needs and assets assessment, constant monitoring of scholar progress will be monitored and appropriate programming adjustments will be made based on those observations, and in consultation with the Community School Administrator, and appropriate parties in the Community Leadership Team.

Based on prior meetings, planned programming appears to meet needs, which will reflect the needs assessment conducted by the Community Schools Administrator. It has been agreed that if a particular service is required to meet a unique need, the appropriate community based organization will be identified and sub-contracted, or an appropriate referral will take place.

3 – In partnership with the School Leadership Team and the Community Schools Team, a schedule will be designed and implemented to assure the active input and engagement of parents and families in the construct, design, and implementation of the community school. Monthly forums involving the SLT and the CLT, parents and community stakeholders will take place as part of a broader engagement strategy, which includes home visits, telephone calls, e-mails and family-friendly, school-based events. Measures will be taken to assure a safe, welcoming school environment where parent engagement and input will be consistently encouraged within the community schools framework and over-arching strategy. Teachers and administrators are encouraged to be highly pro-active and to work closely with the Community Leadership Team to identify and anticipate any family issues which may impede the success and academic achievement of the scholar.

4 – Weekly meeting will be scheduled with the CSD, relevant assistant principals, teachers and key members of partner CBOs to examine trends in data services from the Attendance Taking System and the Efforts to Outcome system implemented by ASPIRA. IAPs will be closely examined and programming and services adjustments will be made to assure scholar success.

In partnership with the SLT, CLT and the CSD, the community school and ASPIRA will track progress toward meeting programmatic goals by conducting a community need and assets analysis report which aides in cultivating a comprehensive impactful program, incorporating school and community resources. ASPIRA will focus on identifying “internal” and “external” barriers relative to scholar success, as well as, readily available community resources to foster a shared vision. ASPIRA documents agreements with all partners, reflecting a deep commitment with the partner school, as well as, established protocols and procedures. ASPIRA then tracks the following areas by collecting all pertinent data utilizing the Efforts to Outcome (ETO) system:

1. Community School Team - By scheduling regular meetings, keeping decision-makers informed and engaged, and working in conjunction with the School Leadership Team, ASPIRA aligns support with school goals and education standards by providing comprehensive services and activities designed to address specific school and community needs.

2. Parent Engagement – Parent meetings are planned with families on an as-needed basis. Informal counseling sessions will provide an outlet for parents to discuss any issues which may be preventing the students’ and/or family progress. Staff will assist parents in designing goals and problem solving strategies to overcome obstacles they may be facing. Referrals to appropriate agencies will be made, as necessary.

3. Participation in extended learning and enrichment activities - ASPIRA activities will align regular school day education standards with CS services, and match the targeted needs of individual scholars with rigorous academic enrichment, and social/emotional support. To ensure that program services and activities are useful and significant to scholars, program staff, and the SLT will methodically collaborate to ensure support in areas

where scholars need the most help and then formulate individual academic plans which are used to track progress toward goals.

4. Utilization rates for mental health services and improved mental health - Initial home visits will be conducted at the beginning of the school year to introduce the ASPIRA program to both scholars and parents. Through planned visitations, ASPIRA will meet with the family to assess family dynamics and to foster a family partnership with the aim of developing action plans addressing factors prohibiting scholars from achieving academic success. Based on the assessment, strategies to address identified factors will be compassionately implemented. Periodic scholar assessment of needs through interviews and various assessment instruments allow counselors to work with scholars to develop action plans and conduct reflective self-assessments. Counselors will maintain contact and progress notes, as well as, running records using a case management methodology. If necessary, staff provides appropriate referrals to certified and qualified partner mental health agencies.

Increasing school resources is driven by a shared success vision. Failure is not an option. Throughout the process, data is gathered and analyzed to inform deeper understanding of issues to alleviate barriers and facilitate movement toward goals and outcomes. Multiple assessments to inform the process, including scholar and parent needs, teacher and community resource assessments and the construct of a Community Eco Map, detailing community demographics and socio-economic conditions to inform a strategy for increasing resources from the local community and the ASPIRA network (i.e., non-profit partners, corporate funders, local businesses).

### **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.

1 – In partnership with the SLT and the CLT, ASPIRA will oversee CS programs. ASPIRA understands that staff members, both paid and volunteer, play a crucial role in successful community school program implementation; therefore the hiring strategy includes recruiting individuals with high quality competency levels. Staff members must possess a minimum of an Associate’s Degree, or be a college Junior or Senior in good standing (BA degree a plus). In addition, staff must major in a related area of study (i.e, health, sports and fitness, education, youth development, social work or education). The recruitment and hiring of staff is functionally aligned with ASPIRA’s community school program model, and design to ensure that all participants are fully able to achieve strategic goals.

In addition, ASPIRA places a high value on the following staff attributes: a significant connection to the program’s host school, often resulting in program staff who are also employed by the day-school (e.g., paraprofessionals, administrative staff, certified teachers); knowledge of students’ backgrounds, cultures, and their communities, ability to write and submit lesson plans; be caring, compassionate and energetic. Staff should have leadership qualities, show initiative, work independently, and have a desire to make a positive impact on children’s lives. The majority of key staff will be reflective of the community participants’ ethnicity with some actually living in the community. This will help to create community identification, allowing community youth to receive more access and responses from the program. It will also help to increase organizational and individual understanding of how the various dimensions of culture impact served families, and how effectively staff members interact with them.

Staff will receive a two week orientation session aligned to support effective performance. Staff will begin their training by receiving a 10-step orientation process covering specific job responsibilities and expectations; overview of the program goals; organization mission, philosophy and history; distribution and review of the personnel handbook;

culture and cultural competence principles; understanding of the various cultural groups within communities served by partner schools; and a culturally competent service delivery process.

In partnership with the Community School, the ASPIRA Expanded and Extended Learning Time (ELT) model is built on the elements of the most effective, research-tested, after-school programs with a strong foundation consisting of school and community partnerships, principal leadership and a richly varied curriculum offering scholars multiple avenues to master core skills and knowledge.

- ASPIRA effectively utilizes its program model to align enrichment activities with school and district goals, while also meeting the Regent’s Reform priority for college and career readiness through the provision of comprehensive ELT services addressing specific scholar needs.
- ELT activities support and enhance regular school day education standards with program services by matching identified scholar needs with rigorous academic instruction and enrichment, while addressing the same subjects taught in their schools from a differentiated, more advanced approach. Moreover, to ensure that program activities are useful and significant to scholars, staff members and school administrators collaborate so that ASPIRA’s program does not supplant or duplicate in-school efforts. Integrated supplemental support is offered in areas where scholars require the greatest attention for subject mastery.
- Program activities are customized in consultation with administrative staff, teachers, counselors and scholars. Teachers participate in the provision of activities, ensuring that lessons are closely aligned with both New York State and New York City Common Core curricula. Scholars’ school-day teachers are consulted when designing schedules for each scholar. Program staff works with teachers to continually monitor scholar attendance and achievement, ensuring that activities are responsive to respective changing needs.

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

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

**Task**

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

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Formative and summative Assessments, running records, Teacher recommendation anchored in data, Unit Benchmark Assessments, Report card	Reciprocal Teaching, Decoding Strategies, metacognitive strategies, Targeted guided reading, writing workshop	Small group, one to one .Tier 1 Scholars who are approaching grade level standards that require ongoing, differentiated instruction. Tier 2 p rovided up to 3 times per week for 45 minutes. Tier 3 Small group instruction pull out/ push in Cooperative Teaching provided by SETSS Teacher	During school and after school
<b>Mathematics</b>	Formative and Unit Benchmark Assessments summative Assessments, running records, Unit Benchmark assessments	Prescribed instruction anchored in data	Small group Tier 1 students who ae approaching grade level standards that require on going differentiated instruction. Tier 2 provided up 3 times per week for 45 minutes. (small group). Tier 3 group instruction pull out/ push in Cooperative Teaching provided by SETSS Teacher	During school and after school
<b>Science</b>	Multiple measures such as state/or criterion reference test, Unit benchmark assessments	Prescribed instruction anchored in data	Small group instruction pull out .	During school and after school
<b>Social Studies</b>	Formative and summative Assessments,	Prescribed instruction anchored in data	Small group instruction pull out.	During school and after school

	running records, Unit benchmark			
<b>At-risk services</b> <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	Child Study Team, Dean referrals ,Parents, Teacher recommendation anchored in data	<p>Provide a strong system assistance to seek help. The school counseling program will provide strategies to assist students in healthy goal setting and redefining positive life roles. Preventing school violence through character education, peer mediation, social skills and behavioral interventions, such as anger management and bullying prevention. Mentoring programs, after-school activities, intramural sports programs, skills in making positive choices .</p> <p><b><u>Step One – Tier I</u></b> <b><u>“Universal Screening”</u></b></p> <p>All students at the beginning of the year are placed in assigned classes. This is based on age, promotion grade level, transfer-in grade, parental decision and/or involvement, and I.E.P. and any mandated programs already in place. Once classes have started, the classroom teachers and all out of classroom/service provider staff who come in contact with students, start a 6 – 10 week observation and assessment period to evaluate the current educational setting/program. The following measures are used for initial assessment:</p> <ul style="list-style-type: none"> <li>• Teacher’s College flexible groupings</li> <li>• Formal Data (NY State testing scores</li> </ul>	One to One counseling, group counseling, art therapy,	During school and outside agencies after school

		<p>– ELA, Math, Sci, NYSESLAT, NYSITEL, Spanish LAB, and item analysis documentation)</p> <ul style="list-style-type: none"> <li>• Informal Data - classwork, homework, behavior and social interactions, conversations, parent meetings, input from service providers, comparing incoming scores to observable work, use of the American Reading Company’s Reading Program and assessment protocols in their IRLA (English) and ENIL (Spanish).</li> <li>•</li> </ul> <p>After the initial observation period where various methodologies and practices were tried, and no change or gains have been observed, the student is referred to the CST (Child Study Team) for possible Tier II applications.</p> <p><b><u>Step Two – Tier II “Small group Target Teaching”</u></b></p> <p>Groups of 8 to 10 students are created who</p>		
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		<p>demonstrate a similar challenge point/deficit in a specific content area or a social/behavioral need. Specific teachers/specialists are assigned to work with a group based on scheduling. A 6 – 10 week observation and assessment period to evaluate the improvement, no movement, or regression of the students in the target group. At the end of this period, the CST meets to evaluate the data presented. If no movement is seen, another 6- 10 weeks of contact can be assigned for those students who need it. If improvement is evident in some students, they may be dismissed from the small group targeted instruction grouping of Tier II. Tier II instruction must be given in a different setting from the regular classroom environment. It can be administered at a separate table/area in the back of the classroom by the classroom teacher as a separate and</p>		
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		<p>additional instruction time. It can also be administered in a separate location by a specialist or by the classroom teacher as additional instruction time. The parent/guardian is kept abreast of the status and progress of their child at regular intervals. The following services are offered:</p> <ul style="list-style-type: none"> <li>• ENL/ESL</li> <li>• AIS for E.L.A.and MATH</li> <li>• AIS in Spanish for MATH</li> <li>• SETSS for all content areas</li> <li>• At risk small group Counseling</li> <li>•</li> </ul> <p><b><u>Step Three – Tier III “Intensive ONE on ONE targeted teaching.”</u></b></p> <p>At this level the student has demonstrated minimal and struggling ability to progress in the focus subject area of challenge after multiple reapplications and various strategies at the Tier II level.</p>		
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		<p>The student is placed with a specialist in a ONE to ONE (sometimes although rarely TWO to ONE) situation. Instruction must be given in a different setting from the regular classroom environment. It can be administered at a separate table/area in the back of the classroom by the classroom teacher as a separate and additional instruction time. It can also be administered in a separate location by a specialist or by the classroom teacher as additional instruction time. Intensive care is given to the individual student to help them show progress and understanding in the target/subject area. A 6 – 10 week observation and assessment period to evaluate the improvement, no movement, or regression of the student is set. At the end of this period, an additional 6 – 10 weeks of instruction at the Tier III level can be conducted. After the agreed to number of reapplication</p>		
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		<p>sessions has been completed, the CST meets to evaluate the data presented. If no movement is seen at the Tier III level, the next step is to advise the parent and forward with an Official Evaluation for the possibility of a special education program and the incorporation of an Individual Education Plan (I.E.P.). The parent/guardian is called in for an in person meeting and all findings and possible next steps are discussed together.</p>		
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## 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.

Since the inception of M.S. 424, we have enjoyed an extremely high retention rate of staff. To ensure staff retention we provide ongoing differentiated professional development opportunities in an effort to build capacity. We work closely with our Network to provide staff with avenues for leadership within the Department of Education.

In the event that we have to replace a staff member, we take the following steps:

- Current staff member recommendations
- The Principal's Secretary works closely with the network Human Resources point person to ensure that anyone who is not deemed highly qualified submits all required documentation and meets assessment deadlines.
- Mentors are assigned to support first year teachers in curriculum development, classroom management and professional enhancement.

Content Area Specialists are assigned to assist teachers with the implementation of new Department of Education curriculum mandates

#### 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).

To ensure that teachers' professional skills are current with latest curriculum and instructional practices, the Cabinet works diligently with the Staff Development Committee to offer professional learning workshops facilitated by school-based staff, partners and consultants to all staff members based on the results of our needs analysis.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

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

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

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**Part 4: SWP Schools Only**

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

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

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

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
The school developed a Measurement of Student Learning Committee prior to the summer session. The committee's directive is making decisions about assessments and growth measurements that will be instituted throughout the coming year. The committee performs the research and analyzes the best fit for our students and the effective use of available human/systems resources. The final recommendations are reviewed by the teaching staff to obtain consensus and awareness. In addition an internal scoring committee was developed to perform all rubric based assessments and systematize the flow of item analysis data into various systems. The information gathered from the various assessments are consolidated in the school data repository. The Staff Development Committee analyzed data from multiple sources to identify needs, and collaborated to plan professional learning support for our staff in support of those identified needs to improve instruction for all students.

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

<b>Directions:</b> 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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u> <sup>2</sup> . <b>On the chart below</b> , 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	371,352.00	x	22-25
Title I School Improvement 1003(a)	Federal	N/A		
Title I Priority and Focus School Improvement Funds	Federal	\$73,911	x	18-21, 26-30, 31-34
Title II, Part A	Federal	0		13-16, 26-30, 31-34

Title III, Part A	Federal	11,200.00	x	22-25, 26-30
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,499,949.00		

**<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. The Hunts Point Middle 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. The Hunts Point Middle 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)**

The Hunts Point Middle 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>The Hunts Point M.S.</u>	DBN: <u>08x424</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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>100</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>4</u>
# of certified ESL/Bilingual teachers: <u>3</u>
# of content area teachers: <u>1</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:           The Title III Program is composed of two elements: The first component is blended learning which is technology based. The second component is to support ELLs with citing evidence from a text and building comprehension skills that will help them with CCLS demands. The program will run afterschool Wednesday thru Friday from 2:30pm till 4:30pm. Also on Saturdays during Saturday Academy from 9:00am till 12:00pm. This years Title III program began in October 2014 and will end in June 2015. The 2014 - 2015 Title III grant will continue the existing program.

### RATIONALE:

The blended learning component of the program consists of Educationcity.com and RosettaStone.com. These software programs are both based on individual progress and they monitor and increase Rigor level as the student moves from module to module. There is a component to print out progress and challenge points in real time. Both programs will be used to develop and advance the English Language Skills of our students. The weekly reader NEWSFORYOU is used to promote oracy skills as well as literacy skills through current events. High interest texts promote higher involvement and increased use of new vocabulary and grammatical structure in all ESL modalities: L/S/R/W. The NYSESLAT testing prep program ATTANASIO & ATTANASIO is to help those ELLs taking the NYSESLAT. The 2014 NYSESLAT scores showed an increase due to the use of this new protocol in our school. The ESL Certified and Bilingual teachers will monitor progress and inform instruction based on data provided by this program three days after school.

### SUBGROUPS:

The Rosetta Stone will be used only by Beginner/Newcomer ELLs. The other programs will be used by some BEGINNER, and all INTERMEDIATE and ADVANCED level ELLs in school during afterschool sessions, and Saturday academy for small group instruction or for independent work during group time. Studies have shown that using internet interactive programs that are based on individual student pacing, help students achieve higher understanding and usage of the target curriculum. The students using these software programs will be monitored by the Bilingual Ed teachers and the ESL teacher.

### RATIONALE:

An updated version of the Attanasio & Associates NYSESLAT testing expertise program will be purchased. This program consists of student workbooks, a teacher guide, and a CD for consumable production or for easy projection. The program is divided into grades and follows the structure of the State exam as well as the CCLS. Our school services 6th, 7th, and 8th grade which is included in the K – 12 programs. The protocols in the workbook can also be used to assess individual strong points and challenge areas that need to be reviewed. These testing expertise materials will be used by the licensed ESL teacher and the T.B.E. teacher during afterschool hours 2:30pm - 4:30pm, and during Saturday Academy. The 2014 NYSESLAT testing scores showed an increase due to the newly implemented use of this curriculum.

### SUBGROUPS:

All of these programs would be implemented as supplemental to the Content areas and ESL program for our ELL population.

The software programs can also be at home in the evening and on weekends. They are student paced and work can be done independently and tracked via the programs report generators.

### SCHEDULE AND DURATION:

The ATTANASIO NYSESLAT testing expertise materials are for after school programs and Saturday academy use.

Students will be able to independently work on these programs to supplement the after school

## Part B: Direct Instruction Supplemental Program Information

curriculum with the supervision and sometimes assistance of the ESL teacher. Time allotted to work will be based on the schedule of each after school class. It is recommended for at least 3 sessions at home 20minutes each as well.

Saturday Academy will be able to utilize all programs: two software, one reader, and one test prep. Saturday's schedule is 9:00am till 12:00pm. There is one self contained TBE/ELL group set up. These students will have a curriculum integrated of Math, Science, and ELA arts. In addition they will have software time on Educationcity and Rosetta Stone to improve their English Language skills. Attanasio test prep for the NYSESLAT will be included for apx 30mins each Saturday as well. The NEWSFORYOU weekly reader will be integrated into the ELA and/or Social Studies in afterschool and on Saturdays as well.

There will be 1 ESL Certified teacher, 2 Bilingual Education teachers and 1 Special Ed teacher invloved with this grant. The 1 Special Ed teacher and 1 Bilingual. Ed teachers will be working on Saturday and using ESL strategies, the software, the weekly reader, and the testing prep curriculum to build up the content area skills of our ELL population. The Special Ed and the Bilingual Ed teacher co-teach at the Saturday Academy. There are 30 students in the Saturday Academy program. They are in a self contained classroom with the Bilingual Ed and the Special Ed teacher. Each teacher practices flexible grouping to maximize contact time. The afterschool program consists of 1 ESL teacher and 1 Bilingual Ed teacher.

### - LANGUAGE OF INSTRUCTION:

All programs are in English. However, Educationcity.com does have a Math component in Spanish for new arrivals struggling in the new target language of English.

### - TYPES OF MATERIALS:

Educationcity.com = -> blended learning, adaptive targeted instruction

Rosettastone.com = -> blended learning, adaptive targeted instruction

ATTANASIO Texts = -> consumable textbook materials

- NEWSFOR YOU = -> leveled current events reader

## Part C: Professional Development

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

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

Begin description here: \_\_\_\_\_

### - RATIONALE:

Professional Learning Sessions:

\*TEQ SMART software training for creating ESL lessons and applications for ELLs. - Outside Consultants

\*Danielson Group linking CCLS to ESL instruction - Outside consultants

\*Generation Ready lessons that include Language goals for ELLs - Outside consultant

\* UFT sponsored Middle School Conference on Feb 28

- These professional learning opportunities for Title III teachers will be scheduled on Wednesday afternoons and Saturday mornings once a month starting in January 2015 and will continue until June 2015. The above mentioned outside consultants will be paid under the Title III P.D. funds. Except for the UFT conference which will be held on Saturday Feb 28th at an alternative location.

## Part C: Professional Development

- Due to the fact MS 424 has apx 158 ELLs (both proficient and active) the whole school would benefit from PLC on current ESL methodologies as well as incorporating updated and new concepts on ESL instruction. I.E. Finding links in the CCLS and instruction of ELLs, how does RTI effect the ELL?, how can Socratic Circles be used in the ESL environment to increase oracy?. Professional Learning Circles are conducted in-house by jobbed in professionals or by a staff member receiving training off-site and returning and acting as a turn-key facilitator. The off-site professional development requires registration fees and sometimes travel (minimum) reimbursement if far from school. Also, paying for professional developers to come into our school sometimes comes with a fee.

### TEACHERS TO RECEIVE TRAINING:

All professional training offered by the outside consultants will be offered to the 4 teachers under the Title III program.

- TEQ SMART Equipment Training with trainers coming to M.S. 424 on Wednesdays and on Saturdays. This training would be to assist the teachers to utilize the many applications of the SMART board and how to incorporate educationcity.com and rosettastone.com into a interactive lesson.

Generation Ready Trainers offering Wednesday and Saturday work shops. These sessions would be to assist teachers to differentiate instruction for the ELLs in all classrooms and how to incorporate the use of the NEWSFORYOU and NYSESLAT testing expertise curriculum.

Educationcity.com, Rosettastone.com, NEWSFORYOU, and the ATTANASIO & ATTANASIO curriculums do not incur any expenses for training on how to implement or use these supplimental educational materials, but they should be scheduled into the professional learning circles. Any training that would be required for these, are included with the program fees and can be turnkeyed by the ESL Coordinator who is well versed in all the above.

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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:

The grant funding would be used to help facilitate monthly parent meetings that would focus on the ESL component. Each month these meetings have a language section due to the high number of current ELLs and former ELLs at our schools. In addition, there is a HIGH percentage of limited English speaking parents and/or guardians in our learning community. Therefore an afterschool ESL workshop on Tuesdays and Wednesdays will be offered to parents.

### SCHEDULE AND DURATION:

The ESL parent workshops would take place after school on Tuesday 3:50pm - 4:40pm and on Wednesdays from 2:35pm - 4:30pm. They will start January 2015 and run through June 2015.

**Part D: Parental Engagement Activities**

TOPICS TO BE COVERED (but not limited to):

Basic English conversation skills, how to talk to your child and their teachers, reviewing of basic English structures, basic computer skills, and some English Language instruction using ESL software.

MATERIALS/PROVIDER(S)

The materials that would be needed for this type of workshop are books, pens, refreshments, possible videos, and sign in codes for usage with Educationcity.com for on line English language instruction. The Technology Lab will be opened after school based on the facilitators' schedule. Parent educational trips can be scheduled taking into budgetary and time constraints. (museums, art exhibits, etc) Also, per diem rate of pay for the ESL Coordinator to facilitate these workshops is needed.

NOTIFICATION OF PARENTS:

A monthly school newsletter is produced and is distributed to each student to bring home to their parent/guardian. The school Parent Coordinator and Parents' Association maintains a mailing list as well as an email blast list for advisement. There is a school bulletin board designated for Parent Information.

There is a monthly parent meeting held in our school as well. The ESL Coordinator is currently also creating an email string of parents/guardians of current students who are designated as ELLs. Also automated phone call system is in use to advise parents of any upcoming events or workshops. In addition there is a monthly morning Parent Meeting. All parental engagement regarding the Title III grant program will be announced at these morning monthly meetings as well.

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**Part E: Budget**

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

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

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

**Part E: Budget**

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

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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>424</b>
School Name <b>Hunts Point Middle School M.S. 424</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>Sonya Johnson</b>	Assistant Principal <b>Michael Lopez</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Alan Reiff: ENL Coordinator</b>	School Counselor <b>Jeanette Rivera</b>
Teacher/Subject Area <b>Juana Jaime: Bilingual Ed</b>	Parent <b>Jennifer Hernandez/P.A. Pres.</b>
Teacher/Subject Area <b>Wanda Cabrera/Attendance Sec.</b>	Parent Coordinator <b>Natalie Barrett</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Dr. Karen Ames</b>	Other (Name and Title) <b>Yaser Jaber: ESL Teacher</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	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	335	Total number of ELLs	88	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

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

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

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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>							1	2	1					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>	89	<b>Newcomers</b> (ELLs receiving service 0-3 years)	65	<b>ELL Students with Disabilities</b>	21
<b>SIFE</b>	3	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	16	<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>	17	2		1			0			0
<b>DL</b>	0			0						0
<b>ENL</b>	45		9	18		6	8		6	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE							3	4	11					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							21	24	17					0
Chinese							0	0	0					0
Russian							0	0	0					0
Bengali							0	0	0					0
Urdu							0	0	0					0
Arabic							2	0	3					0
Haitian							0	0	0					0
French							0	1	1					0
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	0	0					0
Other Fulani							1		1					0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	0	0	0	0	0	0	13	16	16	0	0	0	0	0
<b>Emerging</b> (Low Intermediate)	0	0	0	0	0	0	5	2	2	0	0	0	0	0
<b>Transitioning</b> (High Intermediate)	0	0	0	0	0	0	1	2	1	0	0	0	0	0
<b>Expanding</b> (Advanced)	0	0	0	0	0	0	8	1	9	0	0	0	0	0
<b>Commanding</b> (Proficient)	0	0	0	0	0	0	0	6	2	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							0	0	0					0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							0	6	2					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	9	2	0	0	0
7	15	1	0	0	0
8	20	0	0	0	0
NYSAA	0	0	0	0	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	4	8	0	2	0	1	0	0	0
7	8	6	2	0	0	0	0	0	0
8	13	4	3	1	0	0	0	0	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)	0	3	10	0				
Chinese Reading Test	0	0	0	0				

**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.  
 Our school uses the following assessment tools to assess the early literacy skills of our ELLs. Formally we use ACHIEVE3000.COM (in English and in Spanish), the NYSITEL results, Spanish LAB results when applicable, American Reading Company's IRLA in English and ENIL in Spanish, Fountas and Pinnell as needed, and the LENS to evaluate if a student is a SIFE when applicable. Informally we use informmal oral interviews, content/classroom teacher observations/collected date , first making period results (first 6weeks), outcome of classroom and homework assignments, service provider input where applicable, and parent involve where applicable. The insights from the data these tools provide help to group by language level for scheduling. Students may be placed in the General Ed environment with ESL services or in the Bilingual Ed program (Spanish) based on parental choice after a discussion of prelininary findings. Also it provides data to know how many new incoming students might be SIFE as well as which students may have literacy in another language other than English. The Spanish LAB assesses the level of Spanish proficiency at entry as well. We utilize these results to plan our remedia, general ed. and enrichment programming of our ELL population.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 What is revealed on performance levels of the NYSITELL and the NYSESLAT and by grade, will be different for each school in each district. For the Hunts Point Middle school (distric 8), the data shows that the majority of our newly arrived students are pre-literate and/or SIFE in their first language based on the NYSITELL and by observations. We also see a pattern that there is a boost of growth in ENL scores after the first year, then the increases are not as large in the following years. The 2015 NYSESLAT was a new format and structure. Teachers did not have access to testing materials to properly prepare ENL students with testing expertise. However, the 2015 scores showed that the majority of ELLs at our school made progress. The NYC ELL Periodic Assessment is also a tool to show trends. This assessment is administered in the Fall and in the Spring of the school year. In 2015 a majority of our ENL students showed an increase/gain in correct answers on this assessment when comparing the two measurements.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 The Hunts Point Middle school had only ONE certified ESL teacher who also acted as the ESL Coordinator. Minimum training has been taken on how to utilize the AMAO tool. Starting in Sept 2015, here is a second ESL certified teacher and this will help facilitate out of

the building training, which can then be turnkeyed. However, the minimum usage up to present, does provide an overview of many sources of data in one place. It can be used for grouping, lesson planning based on lowest/highest modality scores, and to track long term ELL progress. But it must be stated that without the proper opportunities to attend training, the AMAO cannot be fully considered at this time. In addition, the AMAO contains specific measurements linked to New York State Testing outcomes. The goals are set at an expectation level for students in general education with a command of the English Language. Due to the fact that many of our students enter with very low skills: due to ELL status, or Special Ed status, meeting the AMAO measurements will be a challenge for us.

4. For each program, answer the following:

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

A consistent pattern in 6<sup>th</sup> grade is that students enter our school with Advanced level NYSESLAT scores and level 3 ELA scores and the reality of work and performance in person does not correlate. It balances out a bit more in 7<sup>th</sup> grade and by 8<sup>th</sup> grade test scores are a more realistic view of actual student ability. ELLs taking tests in their home language (Spanish, Arabic, French, and Fulani) at our school are being assessed in Math, Science, and Social Studies depending on grade level and access to translators and translated testing materials. Due to the fact that the content work is generally being taught in English, taking a test in the home language may prove to be confusing. Concepts taught in English, unless taught simultaneously with vocabulary enrichment in the home language, might prove to be too much to grasp by ELLs. Teachers with ELLs in their General Ed population are encouraged to, and receive P.D. on how to incorporate ENL strategies to achieve this differentiated goal. The ELL periodic assessment is used in a few ways at our school. One is to track progress from Fall to Spring: increased vocabulary, listening, and reading skills. Also this data identifies students who have a decrease in their ENL level. A decrease can be due to many reasons: academic and/or home life. The data can corroborate similar findings and observations about the student. The ELL periodic Assessment is also used as formal assessment data and proof for ELL promotional criteria in the event ELA scores do not make the cut and the student is eligible for MLT promotional criteria. The home language is used to discuss the results with the student as well as with the parent/guardian. The two largest language groups at our school are Spanish and French. We have translators/interpreters of both languages here.

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

Due to the fact we are a middle school, we do not have a mandatory RTI policy. However, we do follow an in-house RTI protocol developed by our ESL Coordinator. This protocol is used for RTI Tier II level and when staffing allows, Tier III level. The newly implemented Extended Learning Time (ELT) falls under the RTI Tier II structure as well.

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

The child's second language development is considered in instructional decisions in the following way. Once a language level is determined (using various formal and informal assessment tools) their rigor level can be determined. A student placing at Transitioning (high intermediate) and at Expanding (advanced level) can function in a general ed setting with push-in assistance. Students at Entering (beginner level) and Emerging (low intermediate level), tend to do better in a pull out foundations environment. Development also plays a role in grouping of ELLs. Groupings are re-assessed at regular intervals. In addition, parental choice is always taken into consideration when making any instructional decisions.

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?

not applicable

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

Success of our ELLs is based on formal and informal evaluation. 1- GAINS as compared to the FALL and SPRING NYC periodic ELL assessment, 2- for New arrivals: GAINS as compared to the NYSITELL to the NYSESLAT and on both periodic assessments 3- GAINS as compared from the previous years NYSESLAT scores to the current year's NYSESLAT scores. 4- Individual Conferencing for L/S skills 5- increased use of TIER II and TIER III vocabulary, 6- Performance on classroom and homework assignments and on content area projects. 7 - Increased LEXILE levels on ACHIEVE3000.com 8- Increased student motivation level when attempting to communicate in English. 8- Input from all teachers and service providers who have contact with ELLs.

## Part IV: ELL Identification Process

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

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

The Student and parent/guardian enters school for registration. Initial contact is made by Parent Coordinator and/or office staff to have an informal conversation and distribute general registration forms. If initial contact demonstrates observable possible "ELL MARKERS" the ESL Coordinator or his/her authorized-certificed representative is called to the office. The HLIS survey is completed by the parent/guardian and a conversation ensues with the parent/guardian, the student, and the ESL Coordinator or his/her authorized-certificed representative. If the language of the parent/guardian is not a translatable "in-house" language, either the parent/guardian is asked to bring an adult friend who is bilingual in English and the Home Language or we utilize the DOE's T & I unit call in service. Based on the answers to the written and verbal questions, and based on the parent/guardian request, the new arrival is determined to be an ELL. In our school, we have English, Spanish or French speakers to assist parents/guardians one on one at the time of registration. The other two language groups we encounter: Arabic and Fulani are done with a family translator or with the DOE's T & I unit call in service. The parent/guardian is then shown and explained the three educational choices offered for ELLs. (N.B. our school only offers two of the three). The Parent Choice brochure (distribution in one of the covered languages) is discussed and explained. Parents/guardians are given the official choice letter in English or in one of the covered languages to read and think about. A date is set for an ELL parent orientation for a group showing of the official video on Parent Choice. The student is placed in a temporary class assignment based on the outcome of this initial interview, and within 24 hours (in most cases) the NYSITELL is administered. If the student's home language is Spanish, the Spanish LAB is also administered. The results are scanned and within 24 hours the results show up in ATS. Based on parent choice and the scores, an official placement is made. The parent/guardian is given the official placement and a welcome to the ENL program letter. The letters are usually mailed directly to the home or if the parent has requested, we will hold it for them to come get it in person. All correspondence with parents is done based on their home language selection. The entire process from enrollment date to official notification takes approximately 5 to 10 days: with 10 days being the maximum allowable time.

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).

Starting in September 2015, our school will implement the LENS to identify SIFEs. In addition, all student work and observations, data in the CUM folder, and input by all out of classroom service providers is taken into consideration.

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 Language Proficiency Team (LPT) at our school consists of the following people. The I.E.P./Special Education Program Supervisor (Bilingual) , The ESL Coordinator (Tri-lingual), the School Psychologist, the School Social Worker (Bilingual), the school Guidance Councilor (Bilingual), and the ESL Teacher. The LPT team meets regularly. At the beginning of the school year, as as newly registered students arrive, the team looks at all the documents accompanying the student. The items/modifications of the I.E.P. are reviewed along with all data in ATS that is relevant. All stipulations of the I.E.P. (language acquisition and development included) are incorporated into the students programming and all teachers who come in contact with this student have access to the modifications/differentiation required for that ELL student. Input by the classroom teacher(s) and results on informal and formal assessments are re-evaluated at regular intervals to ensure the best learning strategies and situations are in place for all students as well as students with I.E.P.s

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/guardians are mailed the official placement or non-entitlement letter as soon as determination is made: based on NYSESLAT scores or NYSITELL outcome. Occasionally parents come in to pick it up in person. Very rarely do we send notices home with the student because these letters rarely make it home. The only letters sure to make it home are those that are beneficial to the student themselves like a trip permission slip. In addition, many parents participate with the DATAFICATION/SKEDULA email advisement system. We often send messages that they need to come into the school to pick up documents. To date we have never had a problem with meeting the 5 day notification window.

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).

Since this is a new policy, we have no past practice. However, to ensure parents are informed, we will advise them in writing (for new arrivals and transfer in students). We will advise continuing students with a letter as well. The letter will be mailed home. We will also discuss this at our Annual Parents of ELLs meeting at the beginning of the school year. All parents in attendance, sign in at this meeting.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
- Parents/guardians are explained all three program choices in English, Spanish and French by either the ESL Coordinator, the Parent Coordinator, the ENL teacher, or a designated-certified pedagogue. The documents are looked at together and all questions are answered. The official choice video is shown at a ELL Parent Orientation event. Parents/guardians also have the opportunity to talk to other parents/guardians via the Parents Association. We have never had a problem with getting documents back completed in a timely fashion. From first contact to completion of all assessments and entry into ATS and results received and letters sent, it usually takes one school week maximum.
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.
- We have never had this problem with parents at our school. However, should we not receive these forms back, we make phone calls, we send letters home, and we then try to speak to the parent in person at one of their visits to our school. We also utilize "robo-auto call" phone system to get mass messages out, as well as using DATAFICATION/SKEDULA email messages to parents.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- We have never had to deal with this situation at our school. However, if we did have such a situation, we would remind parents via mailings, phone calls, and in person when they are in the building. All contact would be done in the language of choice of the parent/guardia. The ESL Coordinator maintains a log sheet similar to the Appendix K admissions program data tracker.
9. Describe how your school ensures that placement parent notification letters are distributed.
- Placement parent notification letters are either mailed to parents/guardians or given to parents in hand after being called to come in to pick it up. Rarely are these documents given to students to hand carry home. A possible change to ensure distribution would be to collect parent emails so documents can be scanned and emailed in the future.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- Copies of all documents sent are kept in two places: an ELL binder in the ESL Coordinator's office and a second set in placed in the student CUM folder.
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.
- At the beginning of each school year, all returning and transfer in ELLs are identified using ATS reports (i.e. RLAT, RLER) . New arrivals are also identified in ATS after taking the NYSITELL. The student names generated become the ENL program. These numbers, along with all new enrollments are then relayed to the State for the correct number of NYSESLAT exams to be sent at the appropriate time. Extra assessments are always included to account for the continuing new enrollments. Once the NYSESLAT assessment window is open, the first part of the assessment is conducted: the one on one speaking part. It has traditionally been done in two ways at our school. Three teachers conduct the individual speaking sessions. Two teachers score immediately while listening to the student speak . The third teacher involved, the ESL Coordinator, can not score because these students are in his program. He conducts and records the responses and the other two teachers listen and score. With the addition of a second ENL teacher, he can conduct the speaking part for students NOT included in his student roster. Make-up sessions are continued throughout the window of assessment. Once the Listening/Reading/Writing window opens, groups of apxromiately 25 - 30 ELLs take this part together. Students with I.E.Ps. are tested in accordance to their modifications. The actual testing sessions are conducted by the same three teachers, this year with the additional assistance of the 2<sup>nd</sup> ENL teacher. Make-up sessions are conducted throughout the window of assessment. Once all students have taken all parts of the NYSESLAT, the scoring and "bubbling in" period begins. A team of teachers, usually 6 - 7, spend an afternoon reading and scoring the appropriate parts of the NYSESLAT. Prior to commencing this scoring, a norming and training session has taken place for all involved. Throughout the entire tesing process, all of the safe guards and mandatory signatures are maintained as per State instructions. Both the ENL Coordinator and the ENL Teacher are not involved with scoring any studednt that they instruct. At the end, all components are boxed up and sent to the appropriate receiving stations per the instruction memo. We then wait till August to get the results.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- The scores are received in August. Parents are notified in September when the school year starts by mail and/or in person if they prefer to come into the office to pick them up. We find sending notices home in most cases, does not work.
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 2015 - 2016 school year is the third year of the current ENL Coordinator at The Hunts Point Middle School. Based on the past three years, the trend shows that parents request either the TBE or the General Education with ENL services programs. This is due to the fact that we do not offer a Dual Language Program. In three years, no parent has requested a student Transfer due to only two

of the three programs being offered. The data shows that 100% of our parents are able to select one of the two programs offered at our school. If we had the student numbers, it would be a better educational choice to offer a double Bilingual Bridge class rather than a Triple Bilingual Bridge class. Curriculums for three grades are a challenge to merge into an educational plan. However, based on parent choice for a Bilingual Program, this is the only available solution within budgetary/staffing confinements.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

The Freestanding ENL program has a mixed scheduled. This is done to incorporate the stand-alone and integrated ENL components. When creating class lists, ELL proficiency levels were taken into consideration when assigning students. This was done to accommodate the ENL educational/contact time. At the time of this writing the 2015-2016 program is still being compiled due to assessment of all data and conducting NYSITELLS. All ENL instruction will be done by one of the two ENL certified teachers on staff. The proposed plan is as follows. Best efforts were made to place all ELLs in one or two classes per grade for scheduling ENL service time. ENTERING and EMERGING level ELLs will receive their ENL stand-alone instruction in the ENL Language Lab. in a mixed proficiency level setting. It will be a homogenous grouping of these two levels that will be ungraded and solely based on language level. Currently there are 35 students in this category across all three grades. Therefore two groups will have to be created. The pull-out schedule will not take place during ELA or MATH time. They will receive their ENL integrated instruction by one of the two ENL certified teachers pushing-in during content area teaching. The ELLs will be grouped together in the general education setting (round table, desks/chairs next to each other) and receive direct assistance to function in the Gen. Ed environment (360 minutes per week). The push-in structure will be homogenous by grade and levels will be mixed. TRANSITIONING and EXPANDING level ELLs will receive their ENL integrated instruction in a push-in setting during content area teaching. ELLs at these two levels depending on individual motivation and ability, may or may not be grouped together in the Gen. Ed. content area environment. The push-in structure will be by grade and the levels will be mixed (180 minutes per week). Currently there are 22 students in this category across all three grades. COMMANDING level ELLs will receive their ENL integrated instruction in ENL in a push-in setting in one of their content area classes: preference being E.L.A. At the COMMANDING level ELLs are highly functional in the Gen. Ed. environment and only need reassurance and occasional clarification with class work. There are 8 students in this category (six in 6<sup>th</sup> grade and two in 8<sup>th</sup> grade). In addition starting in September 2015 we have a Special Education/Bilingual License teacher working with our ELL/SpEd population in a CTT 7<sup>th</sup> grade setting. At the time of filing this document the actual schedule for teacher/student contact time to track ENL hours has not been finalized.

- b. TBE program. *If applicable.*

The Transitional Bilingual Program at The Hunts Point Middle School is set-up as a Triple Bridge class: 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade Spanish speakers are placed together based on parent choice. At present, we do not have more than 15 ELLs per grade to have three separate TBE classes: or even two with one being a single grade and one being a regular bridge with two grades. Currently we have 18 Spanish speakers in our TBE program. It is not only a mixed grade environment but a mixed level environment as well. There are 17 ENTERING level ELLs with all having less than 1 year in the U.S.A. and one TRANSITIONING level ELL whose parents are considering moving him into the FREESTANDING ENL program. The 17 ENTERING Level ELLs have low HL skills based on formal and informal assessment and the possibility for SIFE status is under consideration for a few based as well. The LENS will need to be administered to confirm this observation. Two SIFE ELLs already exist within this grouping. This class is self-contained and travels as a whole at all times. They receive 90 minutes a day of E.L.A. instruction with an ENL certified teacher. This instruction is done whole class in an integrated setting with students grouped based on functional level and/or grade. Out of the 18, 9 are new arrivals and exempt for one year from the ELA. Instructional differentiation will be created to give the ENTERING level ELLs more foundation and structure, while the remaining will receive instruction more closely related to grade level content work suited to assist them to show growth on all Standardized tests. For the TBE bridge students, we made an educational decision to have teachers rotate into their classroom rather than have them rotate out as other students do. This was done to reduce the stress of being in not only a new

environment, but a new language situation as well. They receive their E.L.A./ENL instruction by an ESL licence teacher in their classroom. They receive 450 minutes of ENL instruction in this way. They receive their SCIENCE content work in their classroom in English. Their MATH content area is conducted in HL (Spanish) in their classroom. Their SOCIAL STUDIES content area is conducted in English in their classroom. TECHNOLOGY, ART, MUSIC, and PHYSICAL EDUCATION are conducted in alternative classrooms and the students transition as a whole group. It is our intention to place an ENL teacher in their classroom during content area work other than their ELA instruction.

c. DL program. *If applicable.*

not applicable for our school as we do not have a DL Program

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)?

In the TBE program, students are grouped by class and mixed levels. They receive 450 minutes per week of English Language Arts/English as a New Language. This exceeds the 360 minutes for Entering and Emerging, as well as the 180 minutes for Transitioning and Expanding. It should be noted that the TBE program has only one student in Transitioning; all the remaining are at the Entering and Emerging level. In the ENL program, students will receive their ENL minutes in either a push-in or pull-out program. Entering and Emerging level students (360 minutes per week) will receive stand-alone ENL instruction in the ENL Language Lab. Students scoring at Transitioning and above (180 minutes per week) will receive their Intergrated ENL instruction as push-in support in one of the content area classes. Commanding Level students (90 minutes per week) will also receive their flexibility ENL support during a content area class.

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.

TBE Program -

The ELA core content is delivered in English using an ESL methodology.

Math core content is delivered in HL Spanish.

Social Studies, Science, Music, and Physical Education core content are delieverd in English with the goal of placing an ENL license teacher in as many classes as possible to offer support using ESL methodology.

Art is delievered in English and Spanish due to the fact that the teacher is Bilingual but does not hold a Bilingual License.

ENL Program -

Students in the 6<sup>th</sup> grade are in self-contained classes. Entering and Emerging level students receive their stand-alone ENL instruction in the Language Lab in a pull out model. Transitioning level and above receive their integrated ENL instruction in a push-in model during their ELA content instruction time. The other core content areas are delivered in English following the TC workshop model groupings: the ELLs are in one group receiving differentiated instruction based on their ENL level.

Students in the 7<sup>th</sup> and 8<sup>th</sup> grade transition from classroom to classroom based on the content. Entering and Emerging level students are grouped together in a pull out setting and receive their ENL instruction in the ENL Language Lab. Transitioning level and above receive their ENL instruction in a push-in model during one of their content area classes. The TC workshop model for grouping of ELLs is following in these grades /content areas as well. Students who are in a self-contained Special Education program receive their ENL instruction is one of two ways: a) via push-in or pull-out in their classroom or b) via a licensed Bilingual/Special Ed teacher. At present only the 7<sup>th</sup> grade has access to this dual certified teacher.

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

The majority of our ELLs have Spanish as their Home Language and we are able to maintain an TBE Spanish class. If an ELL is a new arrival we use the Spanish-Lab results from their arrival and compare it to the ELE results at the end of the year. In previous years, we have also conducted Native Language informal assessments throughout the year to track progress. Presently we are still searching for an accurate method to track Spanish Language progress for our TBE Spanish class. For our few ELLs whose HL is not Spanish I.E. - French, Fulani, and Arabic, we have no procedure in place to evaluate HL. These students follow an ENL program and the focus is to increase the target language of English.

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

All ELLs are routinely assessed in the four modalities informally and informally. The previous years NYSESLAT scores are used as a base line in September to help target ENL in the area they need most assistance. In October the NYC Periodic ELL Assessment is administered. It is compared to the February NYC Periodic ELL Assessment for gains/losses. Informal assessment of class projects that involve speaking, writing, reading and listening is also tracked.

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

Our school follows the TC workshop model for classroom instruction. This model has built in structures for flexible groupings based for differentiation and level. Our school also believes that blended learning (technology infusion) works best for our scholars. Our SIFEs are all Spanish home language speakers. We incorporate more NL (Spanish) support for this sub-group. They also are automatically leveled on ACHIEVE3000.com in their NL. As they increase their ability the reading level and rigor level automatically increases with this software. Newcomers receive more pull-out ENL services that provides foundation English Skills I.E. basic vocabulary, sentence structure, conversation techniques. NL is also used at times to reinforce the lesson or to clarify any confusion. Developing students receive more push-in ENL services. At this level they can function in the general education environment in the content area classroom with support. Less - if any, NL is used for these students. The majority of our Long Term have I.E.P.s. They all have Spanish as their HL except for one who has Arabic as his HL. If they are in the 7<sup>th</sup> grade CTT classroom, they have a S.E./Biling License teacher with them for all classes. Many of our Long Term ELLs also receive other support services I.E. SLP. All teachers who interact with these students meet to discuss a unified course of action to best meet their needs. The Former ELLs group is new this year. These students are fully functional in the general education content area environment and need only occasional support and clarification. These students are grouped with non ELLs in the classroom and often act as leaders.

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.

Due to the fact that this is a new policy, there is no past practice or school procedure already in place. However, should this situation arise, we will follow the guidelines in the English Language Learner Policy and Reference Guide. Between 6 and 12 months from the re-identification decision, student work will be reviewed to see if there are any adverse changes to the level and/or quality. A discussion with the parents as well as with all teachers this student comes in contact with, will be conducted for input based on changes observed. Should such situation occur, additional support services must be provided to this student and the determination may be reversed based on consulting with all parties involved.

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

ELL-SWDs must have equal access to high-quality instruction designed to help them meet high expectations as well as follow all modifications of their I.E.P.s. Teachers should employ strategies known to be effective with ELLs, such as drawing on their prior knowledge; providing opportunities to review previously learned concepts and teaching them to employ those concepts; organizing themes or strands that connect the curriculum across subject areas; and providing individual guidance, assistance, and support to fill gaps in background knowledge. Early intervention strategies must be implemented as soon as learning problems/delays are observed. Examples of early intervention include clinical teaching, peer and expert consultation, teacher assistance teams, and alternative programs such as those that offer tutorial or remedial instruction in the context of general education. Teachers conduct curriculum-based assessment to monitor student progress and use the data from these assessments to plan and modify instruction in Clinical teaching. Peers or experts work collaboratively with Gen. Ed. teachers to address students' learning problems/delays and to implement recommendations for interventions. Teachers can share instructional resources, observe each other's classrooms, and offer suggestions for improving instruction or managing behavior. ENL teachers can help general education teachers by demonstrating strategies to integrate ELLs into the mainstream classrooms.

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

Our class schedule includes 5 self contained S.E. classes: two on 6<sup>th</sup> grade, two on 7<sup>th</sup> grade and one in 8<sup>th</sup> grade. The ELL-SWDs that are in these classes receive their ENL instruction either as push-in or pull-out. We strive to maintain the least disruptive environment for our ELL-SWDs to learn in. The least amount of pull-out is the optimum situation wherever possible. The 7<sup>th</sup> grade ELL-SWDs have a designated Bilingual/S.E. teacher in that specific CTT classroom. The I.E.P.s of each ELL is reviewed and the stipulations, and modifications are taken into consideration at all times.

Chart

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

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

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

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



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

Chart

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

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

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

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

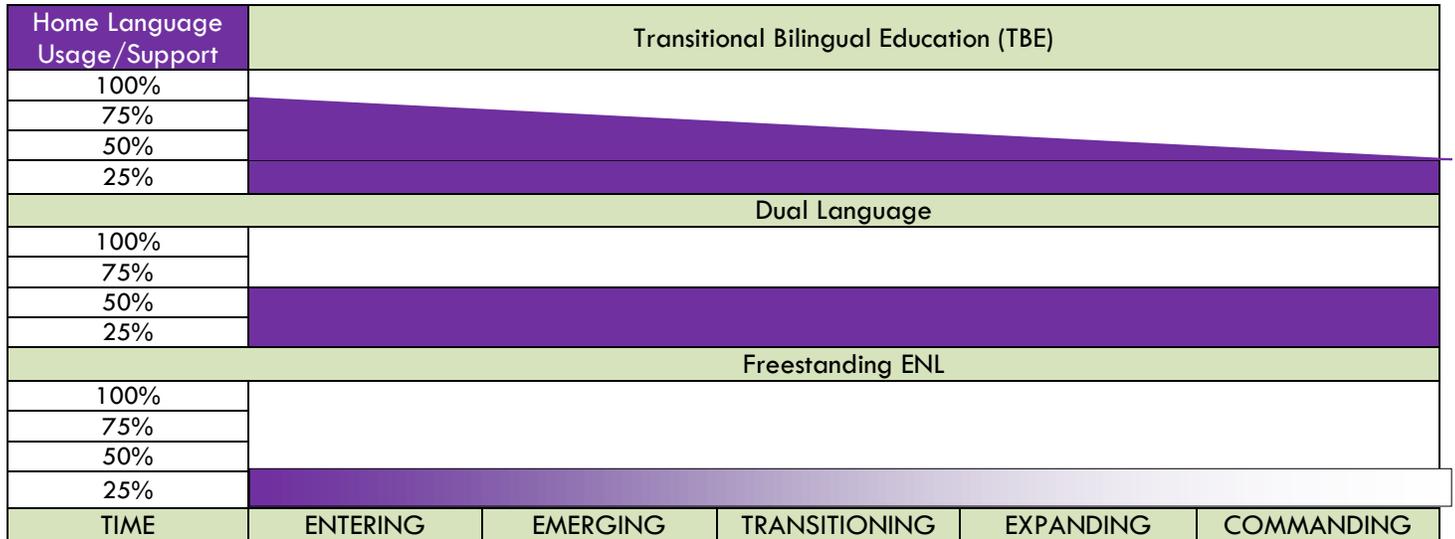


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. To date the majority of our intervention programs for all students have been in English only. The support services offered in our school are SLP, Counseling, SETTS, and ENL. The SLP teacher offers support in content areas based on I.E.P. stipulation. The SETTS teacher offers I.E.P. mandated services and "at-risk" (RTI Tier II) services. The SETTS program covers all content areas and is based on using targeted vocabulary for each content area to increase access and understand by all students in the program: not just ELLs. There is an A.I.S. group that is conducted in HL Spanish. This group works with all content areas and is facilitated by the Bilingual Ed license teacher. The SLP teacher, the SETSS teacher and the Biling Ed teacher who teach these intervention programs meet on a regular basis with the ENL Coordinator to discuss pedagogical choices. In addition we have a School Implementation Team (SIT). This team helps teachers resolve problems they routinely encounter in their ELL, ELL-SWDs, Gen Ed classroom. These teams, compromised of two to four general education teachers and the teacher who requests assistance, design interventions to help struggling students. Team members work to reach a consensus about the nature of a student's problem; determine priorities for intervention, help the classroom teacher to select strategies or approaches to solve the problem; assign responsibility for carrying out the recommendations, and establish a follow-up plan to monitor progress. The classroom teacher then implements the plan, and follow-up meetings are held to review progress toward resolution of the problem.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Based on the gains from the 2015 NYC Periodic ELL assessment and the 2015 NYSESLAT scores, and the 2015 NYSITELL vs NYSESLAT scores for new arrivals, our programming for 2014 - 2015 was successful. Although we can always do better, the structure seemed to work. Our goal is to create low language level groups in a pull-out setting as well as schedule high language level push-in instruction. Some students will need a mixture of both. The goal is to assess the individual student and find a medium to provide the differentiated instruction each student needs within the limitations and confines of our budget and structure.
12. What new programs or improvements will be considered for the upcoming school year?

In the coming 2015 -2016 school year, we have made the following improvements to our programming.

  - 1- A second ENL license teacher has been hired. This teacher will help meet the mandated minutes of ENL instruction as per student level.
  - 2- A dual license teacher Special Education/Bilingual Education has been hired for a CTT 7<sup>th</sup> grade class. This will help meet the required ENL hours in a self-contained environment.
  - 3- More Professional Development with a focus of ENL strategies for staff will be scheduled.
  - 4- Parent ENL classes will be scheduled for two afternoons weekly.
  - 5- Our T.B.E. Bridge class will be receiving Technology classes in English.
  - 6- Our T.B.E. Bridge class will be traveling to other classrooms to receive content area instruction in English with push-in ENL assistance.
  - 7- The DOE Translation and Interpretation unit will be utilized more to reach more parents in their HL.
13. What programs/services for ELLs will be discontinued and why?

At this time, no programs will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Our ELL population is included in all school programs including after school and supplemental services. When notices are posted or distributed for students to select what they would like to participate in, the notices are in English and Spanish: our main HLs. For students whose HL is French we have three French staff member who can translate it for them. For students whose HL is Arabic or Fulani, we have been able to have other students translate. With the introduction of Extended Learning Time this school year, our TBE program will have one hour daily extended time (self-contained) and our ELLs will have the option to stay in a content area Extended Learning Time environment or in an ENL self contained Extended Learning Time environment. We also offer a Saturday Academy for all of our students where a self-contained ENL class/group is held.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

The following instructional materials are used but are not limited to, to support the ELLs in our school.

  - 1- ipad translation apps
  - 2- Entering Level ELLs = starfall.com and educationcity.com software.
  - 3- Emerging and up ELL levels = educationcity.com and achieve3000.com software
  - 4- ATTANASIO & ATTANASIO testing expertise materials (all levels)
  - 5- NEWSFORYOU ESL weekly newspaper reader (Emerging level and up)
  - 6- American Reading Company's IRLA independent reading program (all levels)
  - 7- Rosetta Stone software in English for our TBE program students.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Home language (HL) is delivered in the TBE Bridge program through Math instruction in Spanish and with the American Reading Company's IRLA program in Spanish. Home Language (HL) support in the ENL program is offered by using the HL to clarify and offer extra assistance during small group work. Our ENL Coordinator is able to function in Spanish and French and this offers our ENL students a level of comfort that is unique to our school.

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

When providing ELLs with services/resources, our school takes many factors into consideration. First we strive to meet the State Mandated minutes of instruction that correspond to the NYSESLAT levels. (Entering/Emerging = 360 mins per week, Transitioning/Expanding = 180 mins per week, Commanding = 90 mins per week). As a middle school servicing 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade, we take academic and linguistic level into consideration as well. We may mix students from all three grades who are linguistically at the same level I.E. a Beginner pull-out group may have all three grades in it. However, we try to keep 6<sup>th</sup> grade homogenous and find mixing 7<sup>th</sup> and 8<sup>th</sup> graders more socially and developmentally acceptable. The four modalities of ENL - Reading/Writing/Listening/Speaking are always the driving structure in planning services and grade and age appropriate work is chosen to maintain high interest and motivation levels. Our social/behavior service providers also take age and grade into consideration when forming groups.

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).

For the 2015 - 2016 school year, we conducted a 6<sup>th</sup> grade orientation prior to the start of the school year. Parents of ELLs as well as ELLs were welcomed and received a separate opportunity to hear about our ENL programs and ask questions. Throughout the school year as new arrivals and transfer-ins are enrolled, our ENL Coordinator and our Bilingual Social Worker have an open door policy to help students adjust as well as have a safe space to come to. The Parent Coordinator also conducts walk throughs with new students when they enroll, so they are familiar with the school.

19. What language electives are offered to ELLs?

Our school does not offer any elective classes in our student programming at this time.

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)?

not applicable

## 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.)

All teachers at our school come in contact with ELLs. Therefore Professional Development for ELL personnel will include all staff. We will oblige the 15% requirement of all Professional Development targeted for ENL. Our plan is to include but not limited to:

  - 1- ENL strategies to use in the classroom
  - 2- Fishbowl modeling of strategies/techniques and discussion afterwards
  - 3- Outside ENL facilitators
  - 4- ENL on line video instruction
  - 5- Best practice Co-teaching strategies
  - 6- Differentiating content area instruction for ELLs
  - 7- One RosettaStone license will be bought to use for whole group instruction (20 mins per session) to learn Spanish during Monday's group professional sessions.
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?

The above items but not limited to will also be included. With the addition of off-site Professional Development offered by the DOE DELLSS office and contractual educational programs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Presently, our Bilingual Social worker, Bilingual Pupil Accounting Secretary, and Bilingual Parent Coordinator are tasked with assisting students with the transition from middle school to high school. The other bilingual staff members offer support as needed with Spanish, and French. Our goal will be to find professional development for those directly involved with this transition to help them better fulfill this role.
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.

Our school has a Professional Learning Team (PLT) which is responsible for and oversees all in-house Professional Development. The PLT will strive to develop a new Professional Development Plan for 2015 - 2016 that incorporates the requirements of CR Part 154.2 which states that a minimum of 15% of total hours for all teachers must be dedicated to language acquisition and a minimum of 50% of total hours for bilingual education/ENL teachers must be dedicated to language acquisition. All professional development must be aligned with core content area instruction. Topics to be included but not limited to will be best practices for co-teaching strategies, integrating language and content instruction for ELLs. At all Professional Development sessions, teachers will receive an agenda outlining the goals and topics in focus and a sign-in sheet is always maintained to track attendance.

### 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?

Starting with the 2015 - 2016 school year, we will provide annual individual meetings with parents of ELLs to discuss the above mentioned, but not limited to in the following ways. We will continue to utilize the Parent Engagement time on Tuesday afternoons to schedule meetings and/or make phone calls to parents. We will continue to schedule meetings and/or phone calls during Professional Prep periods and after school, as well as evening hour phone calls home to parents who are unavailable due to work schedules during business hours. By the end of April all parents of ELLs have had the opportunity for this one on one discussion. In addition, we will hold our Parents' of ELLs night within the first 6 weeks of school. At this gathering we re-show the mandated Parent Choice video (in the HL of the specific parent sub-grouping), we go over first observations and answer any questions the parent/guardian has. Due to the fact the majority of our Parents' HL is Spanish we use in-house staff for translation/interpretation. For the parents whose HL is French, we also have in-house staff for translation/interpretation. The parents who have Fulani as their HL, are usually fluent in French as well, and they bring other family members to assist in translation. Should we find ourselves with other language groups not covered in-house, we will fully utilize the DOE's T & I services department. All teachers use the existing procedure of maintain a log of meetings with parents in SKEDULA, as well as maintaining a parent sign in sheet for meetings. This sheet is created using EXCEL and shows 1 - Parent name 2 - student name 3 - date seen 4 - topics discussed 5- signature.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. One of the specific activities that foster parental involvement for parents of ELLs at our school is our after school adult ESL program. We used part of our Title III Supp Grant money to hold classes for the Parents of ELLs to learn ENL. They not only learn ENL but they are exposed to different ways that they can interact with their children that promote learning. ASPIRA, our community partner, will also offer Adult ENL classes that will mirror our structure. We conduct monthly Parent Association meetings. These meetings are held in English and Spanish with all documents and discussions held in both languages. For parents whose HL is not English or Spanish, our goal is to use the DOE Translation and Interpretation unit's services as well as our in-house translators based on the based on the school staff language survey.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Starting in September 2015, our Community Based Organization, "ASPIRA", plans to conduct workshops or offer services to ELL parents/families. Presently this schedule is still being coordinating and has yet to be implemented.
5. How do you evaluate the needs of the parents?
  - 1- Based on the responses on the Home Language Survey
  - 2- Conversations with the Parent Coordinator, the Pupil Accounting Secretary (both bilingual SP/EN)
  - 3- Conversations with our students who express what their parents may want/need.
  - 4- the Parents Association President conducts polls/surveys.
  - 5- End of school year official Parent Survey responses.
  - 6- Conversations with classroom teachers/service providers during conferences and parent engagement time.
6. How do your parental involvement activities address the needs of the parents?

Updating SKEDULA for grades/attendance/anecdotal = parents have real time updates on students  
Phone calls/letters being sent home = written/verbal updates in their HL  
Parent Newsletter = updates on activities that parents/students might engage in both during the school day and extra-curricular.  
Parent meetings = in person ONE on ONE conferences to discuss progress

### 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.

In addition to the regular school day curriculum, our school offers many after school programs. Each of these program facilitators are aware of the high number of ELLs in our school (88 at the time of filing). They take this into account and make sure that each student no matter what their language level, home language, or linguistic ability, have equal access.

Saturday Academy - a class just for ELLs to improve their English skills in all content areas is held.

Graham Windam Group - organizes an after school program and includes bilingual facilitators to make sure the ELL population can participate fully. In addition to the above, we offer the following enrichment opportunities. To participate in any of these listed, students must come to a full hour of tutoring before any enrichment program. This tutoring includes ENL.

Girls and Boys Basketball Teams, Dance club, Chorus, LaCrosse team, Chess Club, Young Grant Writers Committee, and Diamonds in the Rough (girls discussion group). All ELLs are encouraged to participate in these activities to improve their interpersonal relationship skills as well as their ENL skills. Also, due to the fact that our school is a Renewal/Community School, we have partnered with ASPIRA. We look forward to programming from ASPIRA that will offer assistance to lower level ELLs as well as enrichment to the higher level ELLs in our school.

## Part VI: LAP Assurances

School Name: _		School DBN: <b>#INGEST ERROR!</b>	
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)
Sonya Johnson	Principal		9/15/15
Michael Lopez	Assistant Principal		9/15/15
Natalie Barrett	Parent Coordinator		9/15/15
Alan Reiff/ENL Coordinator	ENL/Bilingual Teacher		9/15/15
Jennifer Hernandez/P.A.	Parent		9/15/15
Willie Alexander/SETSS	Teacher/Subject Area		9/15/15
Yaser Jaber/ENL Teacher	Teacher/Subject Area		9/15/15
	Coach		9/15/15
	Coach		9/15/15
Jeanette Rivera	School Counselor		9/15/15
Dr. Karen Ames	Superintendent		9/15/15
	Borough Field Support Center Staff Member _____		
Wanda Cabrera	Other <u>Pupil Att. Secty.</u>		9/15/15
Isabel Quinones	Other <u>I.E.P. Coordinator</u>		9/15/15
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **08X424** School Name: **Hunts Point Middle School**  
Superintendent: **Dr. Karen Ames**

### 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.

At first meeting (walk-in) or upon registration, all parents are greeted in the main office by our bilingual staff. This is the first opportunity to assess the home language of the parent. The next steps are when the parent/guardian completes the HLIS and designates their language preference for all school communication, and when the parent/guardian completes the Student Emergency Blue Contact card and makes their designates there as well. This information populates the "RHLA" report in ATS. The RHLA report can be used to follow-up and and reinforce parent language choice throughout the year for new registrants' parents, as well as for returning students' parents. In addition, our Parent Coordinator maintains constant communicatin with our parents and ensures at monthly meetings, and via phone calls, that parent language preferences are maintained and upheld.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The parent preferred languages for both written and oral communication at the Hunts Point Middle School are Arabic, English, French, Spanish, Fulani, Mandinka, and Twi.

## **Part B: Creating a Communications Calendar**

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

Our practice is to always produce all communication to parents I.E. - Calendars, Newsletters, meeting announcements, Program changes, etc. in both English and Spanish. For Arabic and French we either use Google Translate or send out the documents to the T & I Unit. However, many of our written correspondence is not produced with enough lead time to send to the T & I Unit. Subsequently items would come back "after the fact of importance." We strive to utilize the T & I Unit as much as we can. We find that involving family members or family friends to help translate and interpret works best for our needs. Our parent population appears to be very satisfied with our line of communication to date.

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.

It is difficult to predict most of the informal interactions with parents. However, for Parent-teacher conferences and meet the staff night, we have staff on hand who are bilingual in English, Spanish and French to assist. Our 4 Arabic speaking families come with language assistance, as well as the Fulani, Mandinga and Twi speakers. The Fulani, Manding, and Twi speaking families are also able to communicate in French: we have in house speakers of French as well.

## **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.

All of the items listed in Part B are automatically translated and printed in both English and Spanish. We are fortunate to have an ample number of in-house bilingual staff. For French, we have in-house staff for oral communication and strive to use the Translation & Interpretation Services (TIS) when a family member or family friend is not available to assist with written communication. For the Arabic, we try our best to use the TIS when a family member or family friend is not available to assist with both oral and written communication. The Fulani, Mandinka, and TWI, the situation is a bit more complicated. These languages are predominantly oral languages and their orthography can be represented using Latin or Arabic letters: therefore a structured, systematic standardized written language is not easily accessible. We try to involve a family member or a family friend of the family to ensure understanding. Also we have found that many of the families stating that their home language was one of the West African languages,

I.E. - Fulani, Mandingo, Twi, that they also read and understand French. In this language, although not their first choice, we can disseminate information in a way that parents are more comfortable with, then in English.

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.

The answer to this question is the same as above for translation needs.

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

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

At the beginning of the year, all staff members received a flyer and an email informing them about the T & I Unit and how to use the services offered there. We have the required posters and notices in highly visible places to remind all staff as well. At regular intervals, at staff meetings, everyone is reminded about the T & I Unit and the services they offer. When changes occur, an all staff email is sent out. Finally, the Language Access staff survey for languages available in-house is distributed each school year to collect language availability.

#### **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

The T & I Unit welcome posters, Parents' Bill of Rights, and Parents Guide to Language Access are posted in the required places in our school. They are highly prominent and visible. The Language ID Guide and is posted at the Security Desk and in the Main Office as well. Our Parent Coordinator is aware of the T & I Unit and the protocols for Parent Language Choice and Access.

#### **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 Coordinator and the Language Access Coordinator distribute a parent survey at the beginning of the school year and in January to ensure parents feel their home language request for oral and written communication is satisfactory. In addition, whenever a parent comes into the office or has a meeting they are asked if they understand English and/or if they need home language assistance at that time.