

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

08X452

School Name:

BRONX GUILD

Principal:

SAM DECKER

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Bronx Guild High School School Number (DBN): 08x452
Grades Served: 9-12
School Address: 1980 Lafayette Ave
Phone Number: 718 597-1587 Fax: 718 597-1371
School Contact Person: Sam Decker Email Address: sdecker@schools.nyc.gov
Principal: Sam Decker
UFT Chapter Leader: Robin Link
Parents' Association President: Elayna Guzman
SLT Chairperson: Abu Kaiser
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Yolanda Fontanez
Student Representative(s): Michael Vargas
Marvin Ortega

District Information

District: 8 Superintendent: Carron Staple
Superintendent's Office Address: 1 Fordham Plaza Bronx, New York 10458
Superintendent's Email Address: cstaple@schools.nyc.gov
Phone Number: 718-741-5834 Fax: 718-597-1371

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza Bronx, NY 10458
Director's Email Address: jruiz2@schools.nyc.gov
Phone Number: 718-741-5436 Fax: 718-597-1371

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sam Decker	*Principal or Designee	
Wyatt Matthews	*UFT Chapter Leader or Designee	
Elana Guzman Abu Kaiser	*PA/PTA President or Designated Co-President	
Dino Martinez	DC 37 Representative (staff), if applicable	
Yolanda Fontanez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Marvin Ortega Michael Vargas	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Amanda Martin Morris	Member/ Teacher	
Gabby Franza	Member/ Teacher	
Tim Boyle	Member/ Teacher	
Cassie Ellis	Member/ Teacher	
Lorin Schneider	Member/ School social Worker	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Candice Reyes	Member/ Guidance Counselor	
Cheryl Short	Member/ Parent	
Marienella Echevarria	Member/ Parent	
Mariana Navarro	Member/ Parent	
Diana Rivera	Member/ Parent	
Luis Miranda	Member/ Parent	
Santa Roman	Member/ Parent	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP 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 Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

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

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

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

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

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

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

The Quality Review 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 also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

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 CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The Bronx Guild is an unique school in the Soundview section of the Bronx that strives to help ground learning in the real world, and help young people make wise choices to prepare for their adult lives. We are an internship based school that loosely follows the Big Picture Schools model. Our 10th through 12th grade students participate in internships two days a week, and complete Learning Through Internship projects that contain an academic research component as well as a creative product. Our 9th graders participate in weekly structured field trips that prepare them to navigate the city and spark their curiosity for the internships that are to come. In addition, our cohorts stay with the same teachers for all 4 years of high schools. This helps produce strong relationships between adults and students that are a leverage for real learning.

We have an organic garden, a chicken coop, beehives and New York City's largest orchard—250 fruit trees – that we use as a laboratory for learning in a real world context. We truly believe in learning by doing.

For the past three years we have been grounding all of our instruction in literacy. We believe that literacy is the key to adult success, and we have been focusing all of our professional development in learning how to help expand literacy for all students, regardless of their literacy levels.

At the Guild we believe in community. Every person at the Guild is part of a learning community. We are supportive of our students, our parents, our faculty and staff. We work together to nurture all members of this learning community.

08X452 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	329	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	98
Types and Number of Special Classes (2014-15)					
# Visual Arts	7	# Music	N/A	# Drama	4
# Foreign Language	5	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	69.3%	% Attendance Rate			76.5%
% Free Lunch	72.4%	% Reduced Lunch			0.6%
% Limited English Proficient	9.5%	% Students with Disabilities			31.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			30.5%
% Hispanic or Latino	64.1%	% Asian or Native Hawaiian/Pacific Islander			3.8%
% White	1.3%	% Multi-Racial			0.3%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	8.34	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			46.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			5.03
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	47.8%	Mathematics Performance at levels 3 & 4			29.3%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	71.4%	% of 2nd year students who earned 10+ credits			74.0%
% of 3rd year students who earned 10+ credits	67.1%	4 Year Graduation Rate			56.8%
6 Year Graduation Rate	71.0%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

Based on the past three incoming 9th grade cohorts, 75% of incoming 9th graders came in as level 2’s in ELA. In addition to our incoming 9th graders, our current 10th, 11th and 12th graders have Lexile averages that are 200-300 points below the average Lexile for 10th, 11th and 12th graders in the city, state and nation as measured by the Performance Series assessment. This data was retrieved from Performance Series, which is the baseline reading exam is used to measure school wide Lexile levels.

- Strengths

Our school-wide instructional program is based on Understanding by Design. All curriculums are written in house by teachers and administration, thus instruction is aligned with student need based on literacy. The priority need that will be addressed is raising reading levels which will be done by deliberately planning units and lessons that are driven by both literacy and content.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

From September 2015-June 2016 there be a 150-250 Lexile point increase of students in city wide lowest third in each grade (9-12) as measured by Performance Series three times per year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Literacy Professional Development through Scholastic, Datacation Professional Development (to assist in reading scholarship data)</p>	<p>Teaching Staff</p>	<p>September 2015-16</p>	<p>Administrative staff</p>
<p>Implementation of Read 180 Literacy Program</p>	<p>ELLs, Lowest 1/3 and lowest level readers in 9th and 10th grade</p>	<p>September 2015-16 ongoing</p>	<p>Administrative staff, Special Education team and 2 Read 180 teachers</p>
<p>Monthly progress report, PupilPath, Parent Teacher conferences, Phone Blast, College Reception and Open Door policy</p>	<p>Parents</p>	<p>September 2015-16 ongoing</p>	<p>Parent Coordinator, Teachers, Guidance Counselor, Social Worker and Administrative Staff</p>
<p>Implementation of literacy strategies in all classrooms supported by school-wide literacy team</p>	<p>Lowest 1/3</p>	<p>September 2015-16 ongoing</p>	<p>Literacy Team teacher leader</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>The school will purchase Read 180 software and reading resources to support this program. In addition, teachers will be trained in Read 180 professional development. Per Session will also be provided to teachers on the Literacy Team who will plan and implement monthly professional development sessions for staff. PTA Funding will be used to provide materials for College Reception.</p>											
<p>Part 4b. 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		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Lexile assessment 3x a year, scholarship report 5x per term, Read 180 planning meetings and bi-monthly professional development and student work protocols

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

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

In 20114/15 we had 24 suspensions, including 4 superintendent suspensions. We have struggled with a response to student misbehavior that is educational rather than punitive and allows students to learn to make better choices and make restitution for their mistakes.

Strengths;

- We are a small community where students are supported by teachers who stay with them for all four years of high school
- Students are in advisories that allow them to form relationships with peers and teachers over four years of high school
- We include social/emotional growth in everything we plan, and believe that relationships are a key leverage to help students succeed

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

We will reduce the number of suspensions from 24 in 2014/15, including 4 superintendent suspensions, to 20 in 2015/16 through the introduction of a Restorative Justice program.

Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
We will form a committee of teachers and staff to revisit our suspension/detention policies	Students who have more than 10 detentions and 2 suspensions	2015/16 ongoing	Administration, Teachers, students, Guidance Counselor
Form a student committee for peer mediation	Students who showed improved behavior over a semester	2015/16 ongoing	Administration, Teachers, students, Guidance Counselor
Make use of the Skedula demerit system to track negative behaviors while implementing a merit system to reward positive behavior and allows students to erase demerits.	All students	2015/16 ongoing	Administration, Teachers, students, Guidance Counselor
Engage families in the process through Skedula and Pupil Path	Students, parents	2015/16 ongoing	Administration, Teachers, students, Guidance Counselor, parents

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Skedula will be purchased to track student anectdotals and per session will be paid to teacher to facilitate our after school restorative justice program.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

We will review detention suspension data for the first semester at the start of the Spring semester and gauge our success.

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

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

Conducting question-based sustained research projects aligns to the Common Core State Standards and assists in increasing students’ college and career readiness. Students in all grades engaged in a research-based Learning Through Internship (LTI) curriculum in the 2014/15 school year and many students presented their research papers and projects in their final presentations at the end of the term.

Teachers worked in grade teams to implement the curriculum in the 2014/15 school year and collaborated to analyze student work and progress and make adjustments to increase student performance.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Seventy percent of students will complete a research paper aligned to an essential question and to their internship in both the Fall and Spring terms.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The LTI Team will conduct monthly school-wide trainings on the LTI Curriculum. The team will include instructional training for facilitating the curriculum for students with disabilities, as well as those in the lowest one-third.</p>	<p>All students, including students with disabilities and those in the lowest one-third</p>	<p>Monthly from September through June</p>	<p>LTI Team composed of the Internship Coordinator, Assistant Principal, at least one teacher from each grade level, and a member of the Special Education team.</p>
<p>Grade teams will meet weekly to examine student work from Crew Period, the period during which students engage in the LTI Curriculum. Grade teams will make adjustments to the lesson plans based on student progress. The Special Education teacher will provide support with differentiating instruction for students with disabilities and those in the lowest one-third.</p>	<p>All students, including students with disabilities and those in the lowest one-third</p>	<p>Weekly from September through June</p>	<p>Grade teams, including Crew Leaders (who each teach one core subject) a Special Education teacher and an administrative grade team liaison</p>
<p>The Internship Coordinator, who is also the leader of the LTI Team, will work in each crew once a month to assist the teacher in implementing the LTI Curriculum and to work with specific students, including those with disabilities and in those in the lowest one-third, on developing their research projects.</p>	<p>All students, including students with disabilities and those in the lowest one-third</p>	<p>Monthly from September through June</p>	<p>Internship Coordinator, teachers</p>
<p>Each student will use the Learning Through Internship Curriculum Guide Workbook to scaffold their learning through the research process. The guide breaks down the steps of completing the research into several steps; development of a topic, development of guiding questions, finding resources, creating “factoid” cards, outlining the final paper, writing, editing and revising. Students are required to reach benchmarks that are outlined in the guide each marking period.</p> <p>Benchmark assignments will be tracked online via PupilPath for parents and students to track progress.</p>	<p>All students, including students with disabilities and those in the lowest one-third</p>	<p>Once each marking period, for a total of five marking periods per term</p>	<p>Crew Leaders and administration</p>

<p>Marking period reports cards will be sent home to families alerting parents/guardians to their student's overall grade.</p> <p>Grade teams will monitor scholarship data during grade team meetings, as well as during individual coaching sessions with their administrative coach.</p>			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The Learning Through Internship Guide has been printed for each student. Supplies that are needed for the research process (binders, note cards, etc.) are also provided for teachers. In addition, Learning Through Internship Team members gather after school and earn per session for their planning meetings.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
Scholarship data will be tracked on PupilPath each marking period. Data analysis will be conducted in both weekly grade team meetings and in weekly individual teacher coaching sessions to determine how many students are on track to complete the goal by the end of the fall term. At the conclusion of the fall term, administration will analyze how many students reached the goal of completing the research paper aligned to an essential question and the student's internship and will work with the teacher teams to make adjustments for the Spring term.										
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

Teachers met weekly with administrative coaches in the 2014/15 school year to receive feedback on instructional practices and lesson plans and support in meeting instructional goals. In addition, teachers were designated as grade level leaders and co-led grade teams with an administrator.

In the 2015/16 school year, the school seeks to continue to nurture the growth of teachers by weekly coaching meetings and co-led weekly grade team meetings with the goal of specifically addressing student achievement and increasing scholarship rates.

The average percentage of students earning 10+ credits in the 2013/14 school year was 70.83%. The average percentage of students in the lowest one-third earning 10+ credits in the 2013/14 school year was 53%.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Passing rates will increase in each grade for the lowest one-third by 10% by marking period five each term. Teachers will meet weekly with an administrator instructional coach to receive feedback on classroom visits, lesson plans and to examine student scholarship data to meet this student outcome.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will meet weekly with their coaches to debrief classroom visits and lesson plans, as well as analyze student data on PupilPath.</p>	<p>All students, including those with disabilities and those in the lowest one-third.</p>	<p>Weekly from September through June</p>	<p>Teachers, administration</p>
<p>Administrators and grade teams will meet weekly to analyze student scholarship data and co-create action plans for students with low progress. The Special Education teacher will provide specific support for students with disabilities and those in the lowest one-third.</p>	<p>All students, including those with disabilities and those in the lowest one-third.</p>	<p>Weekly from September through June</p>	<p>Grade teams composed of teachers from each subject area and a Special Education teacher, administration</p>
<p>Administrators will meet with ADVANCE coach Astrid Jacobo to continue to build capacity to effectively analyze and provide feedback of teacher performance, with the goal of increasing student achievement outcomes.</p>	<p>All students, including those with disabilities and those in the lowest one-third.</p>	<p>Bimonthly from September through June</p>	<p>Administration, Advance coach</p>
<p>Teachers and school leaders will use the online grading system to track progress of students in each of their classes. The online grading system is accessible to all student and parents/guardians, as well as school staff.</p>	<p>All students, including those with disabilities and those in the lowest one-third.</p>	<p>Once per marking period for five marking periods each term Teachers, administration</p>	<p>Teachers, administration, students and parents/guardians</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Teachers and staff will use the online gradebook, PupilPath, to track the goals. The school schedule includes an early dismissal day with time in the afternoon for weekly grade team meetings. Administration will also use the support provided by the district in the form of an Advance Coach to refine our practices around teacher observations and feedback.</p>
<p>Part 4b. 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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Weekly coaching sessions will be tracked on an online calendar and minutes will be taken for each session. Grade team meeting agendas and minutes will also be maintained online weekly. In addition, student scholarship data will be tracked each marking period, for five marking periods each term.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

Although the Bronx Guild has a full time Guidance Counselor/College Counselor, we have struggled to get parent involvement with the college process, including our financial aid night which was only attended last year by 3 parents. Consequently, many of our students only chose to apply to college in the city, and then only 2 year colleges. In 2014 22 students were accepted to 2 year colleges. 6 students were accepted at a 4 year college or university. 2 students were accepted at a co-op tech.

Strengths

- Full time college counselor
- All students are required to have a post high school plan.
- Teachers have the same students for all 4 years of high school and are consequently familiar with students’ families.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By involving parents in the college process, particularly when their children enter 9th grade, we will raise the acceptance rate of students to four year universities by 10% a year starting in with the 2016 cohort.

Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Using Pupil path parents can monitor student achievement and progress towards graduation—improving communication between teachers, parents, students and the college counselor about post high school goals.	Parents	2015/16 ongoing	Administration staff, College Counselor, teachers
The special education team will include post high school planning in all IEP meetings, starting when students enter in the 9 th grade.	Students with IEPs	2015/16, ongoing	Special education teachers, college counselor, students, parents
College counselor will hold informational meetings about college 4 times a year, including a financial aid night for current seniors; college counselor will meet with parents during parent teacher night	parents	2015/16, ongoing	Administration, College Counselor, senior teachers
School will sponsor 11 th grade college trip for students and parents in the Spring of 2016	Parents, students	Spring 2016	Administration, College counselor, PTA

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Skedula will be purchased to monitor student achievement and communicate with parents and families. Two Special Education teachers will be hired to expand this program and strengthen post-high school planning. Parent Involvement funding will be used to support college trips. Per session will also be allocated for the facilitation of college night for parents.										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant	SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Parent Attendance sheets for College meetings, Parent Teacher Conferences and student college application spreadsheets

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	We will use Skedula to use scholarship reports to determine students failing each marking period. There are five marking periods in each term.	Read 180, Small group work, one on one instruction, after school tutoring, Saturday workshops	Small group work, one on one instruction, after school tutoring, Saturday workshops	During school day, after school, Saturday School.
Mathematics	We will use Skedula to use scholarship reports to determine students failing each marking period. There are five marking periods in each term.	Small group work, one on one instruction, after school tutoring, Saturday workshops	Small group work, one on one instruction, after school tutoring, Saturday workshops	During school day, after school tutoring, Saturday workshops
Science	We will use Skedula to use scholarship reports to determine students failing each marking period. There are five marking periods in each term.	Small group work, one on one instruction, after school tutoring, Saturday workshops	Small group work, one on one instruction, after school tutoring, Saturday workshops	During school day, after school tutoring, Saturday workshops
Social Studies	We will use Skedula to use scholarship reports to determine students failing each marking period. There are five marking periods in each term.	Small group work, one on one instruction, after school tutoring, Saturday workshops	Small group work, one on one instruction, after school tutoring, Saturday workshops	During school day, after school tutoring, Saturday workshops
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	We will use Skedula to use scholarship data, as well as teacher and social worker referrals to determine students who are failing or at-risk each marking	Small group work, one on one instruction, after school tutoring, Saturday workshops	Small group work, one on one instruction, after school tutoring, Saturday workshops	During school day, after school tutoring, Saturday workshops

	period. There are five marking periods each term.			
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teacher turnover is low, but when needed we reach out to partner organizations, network, DOE employment fairs, Teaching Fellows and TFA for possible candidates. Teachers are observed frequently (once a week) and meet with coaches weekly for feedback and planning. School wide PD is held for 2 hours every Wednesday. Teachers are encouraged to attend off site PD when applicable

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
School wide PD is calendared in weekly, for two hours; Administrators and support staff attend network PD; All staff are encouraged to attend off site PD when applicable and appropriate. Teachers meet with coaches weekly for coaching and planning. Grade teams meet weekly to plan, assess student work and participate in kid talk. 5 Teachers are participating in DOE Teacher Leadership Program, a year long training, along with the Assistant Principal. Principal and Assistant Principal meet and work with Big Picture Learning, our CBO partner.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers chose assessments in grade and content teams which meet weekly.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	203,820.00	X	5a, b, c, d, e part 4b
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	5a part 4b
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,358,658.00	X	5a, b, c, d, e part 4b

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and

advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** 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.

- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: 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 CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. The Bronx Guild High 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. **[School name]** 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

[School name] , 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 Common Core State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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 to 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>Bronx Guild High School</u>	DBN: <u>08x452</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below)	
<input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>23</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>4</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: At the Bronx Guild, each grade (9-12) has a dedicated ELL stream that the students follow. ELL students in each grade receive services in a general education setting with heterogeneous classes. Instruction is delivered through push in services and through one on one time with teachers during our advisory period. All of our students participate in internships two days a week, including our ELL students at all levels. On Tuesdays and Thursdays ELL students attend enrichment classes after attending their internships. In addition, we strive to place students in internships where language acquisition at all levels continues and is enriched. Internships can take place after school hours, and on Saturdays with the agreement of all parties.

- In order to support after school and Saturday services we would like to purchase supplementary books for subject area classes(Living environment, Global History, US History, English) which would allow our bi-lingual students to use these resoures in addition to the English versions to aid them in their language development. We also want to purchase bilingual glosseries for students to use in the classroom. We also wish to continue our upgrades of technology. We have smartboard technology in six classrooms, and laptop carts for each classroom. We want to purchase software programs to complement these technologies specifically for our ELLs. All of these materials will be used by our 34 ELL students, their advisors and core curriculum teachers, as well as the ESL teacher. These will be used by afterschool and Saturday enrichment, to capture the interest of students and facilitate the instruction of language with interest based projects and extracurricula activities. All of our teachers plan together at least once a week, and all teachers meet weekly in grade teams to further plan for student need.

- We would like to utlize our Title III funds to provide after-school and Saturday programming for ELL students. The ESL teacher and two core content teachers certified in math and social studies are meeting three days each week on Mondays, Wednesday and Fridays from 3:15 to 4:15 (thirty eight sessions total) to provide small group instruction and language enrichment through extra curricula activities to students. The ESL and math teacher will be facilitating math enrichment on Monday and Friday and the ESL and social studies teacher will work with students on Wednesdays with a focus on literacy, research and vocabulary. The rationale behind the program offerings is to provide a balance of both numeracy and literacy enrichment for English Language Learners with instructional activities that encourage personalization and differentiation, as well as content. Beginning December 6 we will provide Saturday classes for 3 hours for six weeks from 9 AM to 12 PM to facilitate literacy-based instruction for ELL and former ELL students, as well as prepare these students for the January Regents. Instructional activities will include workshop model lessons with both independent and group work activities, implementation of literacy strategies, RAFT writing, essay outlining and vocabulary enrichment. We will also provide Saturday classes in May and June for the same purpose.

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

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here: At the Bronx Guild we provide professional development once a week for 3 hours and 30 minutes. Professional Development occurs each Tuesday, with grade team meetings to examine student need and progress, followed by PD aligned to the Bronx Guild Instructional framework. We address needs of all students, including ELLs, through working on Engagment, individualization, understanding, tone and culture, assessment/data, instructional strategies and differentiation. We work on key scaffolding supports for ELLs including reading and writing, myths about ELL language acquisition and learning styles. We dedicate every other PD to literacy with a focus on raising lexil scores for all students. In addition in these sessions we devote 30 minutes to the reading strategies specifically tailored to ELLS. PD takes place on Tuesdays from 1:25-3:15, every week. In addition, grade teams meet weekly, from 12:20-1:15 Tuesdays to devise strategies for struggling readers, students with IEPs and ELLs. These sessions are led by the ESL teacher and the bi-lingual certified SPED teacher, as well as admins.

-
We will use our Title III funds to develop these skills in our ESL teachers and content teachers.

Part D: Parental Engagement Activities

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

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

Begin description here: We provide our ELL parents with opportunities to get involved at our school on many levels. We evaluate the needs of our parents by conducting surveys as well as participating in discussions at parent meetings and making phone calls home. Based on this information we provide monthly workshops at school about topics interesting to parents, including rights of parents, technology supports including accessing Skedula which is our school database and parent information center. These activities take place once a month in the evenings (30-60 minutes) and on Saturdays every other month, if parents prefer. We invite teachers, the parent coordinator and an administrator to participate as well. We also communicate with parents through mailings which explain about college resources and school activities, which are translated for ELL parents. We would like to use these funds for aper, postage, and translation. We translate all letters and written communication in Spanish and English, which is done by our office manager. In addition we translate letters to Bengali for 8 parents that we know need this service. We also use an ASL translator during parent/teacher nights and conferences when we need it for 2 specific parents. If we need further translation services we use the DOE translation hotline.

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"> • Per session • Per diem 	\$ _____	–
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	\$ _____	\$ _____

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **08x452** School Name: **Bronx Guild**
Superintendent: **Carron Staple**

Before you begin, please check the following:

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

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

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

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

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

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

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

Spanish
Bengali
Arabic
French
Sign Language

Part B: Creating a Communications Calendar

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

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

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

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

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

Part C: Providing Language Assistance Services

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

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

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

calling with students' families for conferencing when necessary.

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

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

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

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

Part D: Training Staff on Policies and Procedures

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

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

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

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

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

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

Part F: Monitoring and Quality Control

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

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