



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):

08X530

School Name:

BANANA KELLY HIGH SCHOOL

Principal:

CHARLETTE POPE

Renewal School Comprehensive Educational Plan (RSCEP) Outline

Section 1: School Information Page

Section 2: Executive Summary and Organizing Principles

Section 3: School Leadership Team (SLT) Signature Page

Section 4: Renewal School Narrative

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

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

Section 6: Expanded Learning Time (ELT)

Section 7: Community School Description

Section 8: Academic Intervention Services (AIS)

Section 9: Career and Technical Education (CTE) Programs *(for high schools)*

Section 10: Professional Development Plan

Section 11: Title I Program Information

Section 12: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Banana Kelly High School School Number (DBN): 08x530
Grades Served: 9-12
School Address: 965 Longwood Avenue, Bronx NY 10459
Phone Number: 7188601242 Fax: 7188601934
School Contact Person: Charlette Pope Email Address: Cpope2@schools.nyc.gov
Principal: Charlette Pope
UFT Chapter Leader: Tasha Loeb
Parents' Association President: Barbara Womack
SLT Chairperson: Diana Vega
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Miriam Ramirez
Student Representative(s): Christopher Taveras
Tristen Jenkins
CBO Representative: **Joahan Suarez**

District Information

District: 8 Superintendent: Michael Alcott
Superintendent's Office Address: 2 Metrotech Center, 3rd Floor, Brooklyn NY 11201
Superintendent's Email Address: Malcott@schools.nyc.gov
Phone Number: 718-935-3074 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza, Bronx NY 10458
Director's Email Address: JRuiz2@schools.nyc.gov
Phone Number: 718-828-7776 Fax: 718-741-7746

Section 2: Executive Summary and Organizing Principles

The Objective

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

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

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

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

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

The arc of the School Renewal Program strategy:

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

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

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

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.

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

The RSCEP will also enable Renewal Schools that were designated as “Out of Time” Priority Schools during the 2014-15 school year to respond to additional state-mandated requirements, including: providing students access to Career and Technical Education (CTE) program offerings at schools in Good Standing beginning in the 2015-16 school year; and, mandatory professional development for school leadership and staff.

Information on the Framework for Great Schools and the DTSDE

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and RSCEP Development



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

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs and Renewal Committees are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans in response to the first five (5) elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is

foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

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

Accountability Tools and the Framework for Great Schools

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

NYSED’s Six DTSDE Tenets

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

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

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of

impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for RSCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 3: School Leadership Team (SLT) Signature Page

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

On the chart below:

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

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
x	Charlette Pope	*Principal or Designee	
x	Tasha Loeb	*UFT Chapter Leader or Designee	
x	Barbara Womack	*PA/PTA President or Designated Co-President	
x	Kenneth Carrington	DC 37 Representative (staff), if applicable	
	Miriam Ramirez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
x	Joahan Suarez	Community School Director (staff)	
x	Christopher Tavarez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
x	Emmanuel Ankomah	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
x	Maria Petrone	Staff	
x	Annalise Hylton	Staff	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
x	Diane Vega	Parent	
x	LaKiesha Jiggetts	Staff	
x	Ericilia Fabian	Parent	
x	Kimberly Booker	Parent	
x	Erica Herrera	Parent	
		Staff/Parent/Other Contributor	
		Staff/Parent/Other Contributor	
		Staff/Parent/Other Contributor	

Section 4: Renewal School Narrative

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

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

1. Contextual information about the school:

Transition:

The school has had 3 transitions of leadership from 2010 to 2015. Charlette Pope, head of schools became the Principal of Banana Kelly in December of 2012. During the course of the two years, the third new Principal, Charlette Pope conducted a needs assessment in the building that includes: programming, curriculum audit, system alignment, teacher observations and calibration, budget analysis, as well as practices and decisions that call for staffing.

Banana Kelly High School is a small school of approximately 382 students, that was redesigned and re-staffed in September of 2012. The school population of students includes 59% Hispanics, .7% Indian Alaskan, 37% Blacks, and 1.06% White. The student body includes % of Special Education Students and 8.5% English Language Learners. There are approximately The average attendance rate for the school from September 2014 to the present is 71%. Our mission at Banana Kelly HS is to foster a community of learners who will graduate as prepared impactful leaders. Students will develop the confidence and profiepop2ncy skills needed to gain admission and succeed in college and post secondary options.

At Banana Kelly HS our shared philosophy on how our students learn best is through exploratory experiences and culturally relevant curriculum exposures. In the two years at Banana Kelly HS Principal Pope has fostered a positive student-centered school culture whereby all stakeholders are responsible and held accountable for engaging students with opportunities to be challenged academically and social emotionally.

Space:

Banana Kelly High School (BKHS) has identified challenges caused by an over-aged, under credited population of over the counter students. However, Principal Pope has identified and developed structures and systems to transition these learners into the school community and to provide academic programs through the blended model for learning and Co-op Tech, YABC and other alternative placements. Banana Kelly High School is co-located with 2 other schools (Holcombe L. Rucker School of Community Research and Co-op Tech) on the Longwood Campus located in Community School District 8, in the poorest congressional district in the Nation, Hunts Point/South Bronx, New York.

Enrollment:

Banana Kelly High School has identified the academic and social emotional needs of the cohort of over the counter students and has implemented assistance by developing a resource supply center and all male and female mentorship programs specifically for English Language Learners, Students with Interrupted Formal Education (SIFE) utilizing Title III funding sources.

School Mission Statement:

Banana Kelly HS is a collaborative community that leverages internal and external partnerships to provide academic, social emotional and post secondary support resources to our children. The mission of Banana Kelly High School is to develop a thoughtful community where staff, parents and students can ambitiously challenge themselves to reach rigorous standards of excellence in a supportive culture through the evolvment of appropriate habits of mind. Our aim is to become a school where all students strive to articulate meaningful learning and apply what they learned to effect change in their communities and the broader environment. We will work to create a place where individual experiences and different learning styles are valued. We will work collaboratively to produce well-informed learners capable of shaping their own futures.

School Strengths:

In the elements of the Framework for Great Schools, we have made the most progress in creating a supportive environment and implementing rigorous instruction as evidenced by strong improvements in our Regents pass rates and our graduation rate.

To create a supportive environment, we targeted intervention services for students during school, after school and on Saturdays to meet their needs. We set up a guidance counselor to student ratio of 1:100 so our counselors could better know and support students. Each counselor created quarterly reports on credit gaps with their students as well as reviewed mock regent's data (administered in December and April) to target AIS/ELT services. A deep dive into the mock regents formative assessment data yielded writing as our students overarching weakness and was targeted in professional development to ensure we provided our students with rigorous instruction. Close reading strategies in all major subjects was developed and employed while Renewal School content coaches worked with our ELA, Science and SS teachers. Strong Regents performance last year raised cohort Q's (2014-2015) graduation rate to 50% while cohort P in 2013-14 had a graduation rate of 37%.

School Weakness:

Our weakest area in the framework for great schools has historically been and continues to be Family, Community ties. We have had 3 parent coordinators in 3 years and though we have had some strong community ties, our parent engagement has been weak.

This year a new Parent Coordinator has been hired to work with the new Community School Director and bridge existing strong community ties with parent engagement. The PTA has historically not been able to recruit enough parents to serve on SLT, this is the first year that our parent/staff ratio on SLT meets requirements.

CBO Partnerships

A. **Build-On** is a community based organization that supports Banana Kelly High School students through the engagement of community service opportunities, International Trek experiences, Mentorship and Deutsch Bank/Nasdaq Internship Programs.

B. **Sports and Arts** is a community based organization that supports Banana Kelly High School students with the engagement of college preparatory course offerings. The Maritime STEM Grant received in February 2012 under Principal Pope's leadership is a grant that affords our students opportunities to visit the Maritime Campus and to engage college course objectives by trained professors in the disciplines of Science, Technology, Engineering and Mathematics.

C. **Morris Heights Clinic** is a Health Clinic that was established in 2010 at the Longwood Campus. The Clinic provides clinical/physical health and mental health services to our students and the Banana Kelly Community. Students are enrolled and receive annual physical check-ups. On site there is a full time orthodontist, physiologist, and Medical Doctor. This partnership allows the Banana Kelly School Community to engage fitness and wellness workshops as well.

D. **Educational Alchemy, S.C.R.E.A.M. and Vision Seekers** are three community based organizations that focus on gender specific mentorship, providing internship opportunities, Advisory Curriculum development and professional development as well of "Her-story" and "SWAG" (Students With A Goal).

College and Career Readiness

As of June 2013, the Principal has re-established the College Now Program with Hostos. Approximately seven 12th grade students engaged and completed the College Now Courses and accumulated up to three College Credits each. The school has established a grade level honors track and grade level Advisory Program.

In Principal Pope's two years as the Principal she has hired two of three full time Guidance Counselors and one full time Social worker. These strategic hiring decisions support the daily social emotional, advisory and academic needs of our students.

ELT Summary:

The school will meet the following SED requirements for the ELT Program in a Renewal School by ensuring that the instructional program will be a combination of academics and enrichment. The academic portion of the program will

consist of integrating test preparation strategies and skill development while using current and up to date Regent's questions for review. In addition , ESL students and students with disabilities will be provided with skills and strategies for improved overall academic performance and social /emotional growth. Enrichment opportunities such as, arts and sports programs will be provided.

- Incoming 9th graders will attend a 4 week summer bridge program to facilitate the transition to high school. During this summer institute, their acclimation to the school's culture will be developed while they take courses in Math, Science and English for credit. Students will also be exposed to the STEAM curriculum by working once a week with SUNY Maritime College. During this time students will participate in hands on project based learning. This summer bridge program will be taught by Banana Kelly High School teachers and SUNY Maritime Staff.
- Under credited 10th grade students will also attend this 4 week summer program to increase this cohort to be on track for graduation.

Under credited 11th & 12th grade students will be offered a 6 week off site summer program to increase the likelihood of graduation.

- All students attend school in a 9th period day program. This 9th period program will consist of both remediation in the areas of Math, Science , History and English as well as enrichment courses.

All programs will be provided by licensed and experienced teachers and staff from several CBO's who also have a strong interest and desire to teach the content to the students. Professional development will be provided through bi-weekly staff meetings, teacher team meetings and department meetings.

Student enrollment and retention efforts will be made for all students. Daily attendance will be taken and monitored each day. Written notification will be sent to parents, phone calls will be made to homes as well as using the school messenger system. Students will have parents sign consent forms and return to school as part of the process.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	I
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	I
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	I
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>3.2 School leaders, and (HSRI) High School Renewal Initiative staff will support the quality implementation of rigorous and coherent curricula aligned to CCLS. Based on the recommendations identified during the IIT review, the school leader will deploy resources to align CCLS curriculum and lesson/unit plans as follows:</p> <ul style="list-style-type: none"> School leaders and HSRI instructional support team will use teacher meeting times to review elements in unit and lesson plan templates to ensure a common understanding of how to develop and implement rigorous lessons. Each element will contain authentic learning activities that demonstrate what the specific measurable learning objectives will be and how (the learning tasks and process) the students will learn. School leaders and HSRI instructional support team will re-establish school wide protocols to look at lesson plans, student work and student data. Based on the information generated, assess the effectiveness of the teaching and learning for all subgroups and identify data-based adjustments necessary for curricula and plans in order to provide all students with opportunities for academic success. <p>3.3 Teachers ensure that unit and lesson plans are appropriately aligned to CCLS coherent curriculum. In accordance with the IIT Review and the HSRI (High School Renewal Initiative) action plan, the following needs will be addressed:</p> <ul style="list-style-type: none"> Teachers, HSRI (High School Renewal Initiative) Coaches and Administrators will calibrate their shared beliefs around curriculum that emphasizes higher order thinking skills using Engage New York Curriculum resources in ELA and Math. Teacher WITSI teams across disciplines, grades 9 and 10 will meet weekly to share work products and to improve tasks by creating multiple entry points. 		

- Cohort 1 and Cohort 2 WITSI Teachers will use universal writing rubrics and tennis charts to identify sub skills that students will practice to improve their writing.

3.4 In accordance with the SED IIT School recommendations, teacher collaborations within and across grades and subjects will enable students to have access to a robust curriculum. The school leaders in collaboration with the (DSR) Director of School Renewal will redesign the structure of common planning across grades and subjects to ensure that teacher professional learning communities lead to the use of strategic inquiry supported by the HSRI (High School Renewal Initiative) Action Plan. This plan includes the utilization of WITsi (Writing is Thinking- Strategic Inquiry) to use protocols and targeted intervention strategies. School leaders and staff will share instructional shifts and work collaboratively with the HSRI (High School Renewal Initiative) Coaches, Lead CBO Replications to increase rigor in their tasks across curriculum.

- Cohort 1 and Cohort 2 WITSi teachers will use a cyclical inquiry process to examine student work.
- Cohort 1 and Cohort 2 WITSi teachers will use the results of inquiry team work to modify unit plans and lessons.
- Cohort 1 and Cohort 2 WITSi teachers will integrate results of inquiry team work into pedagogical practice (teacher moves) in order to ensure access to content and skill mastery for all students.

3.5 In accordance with the SED IIT School recommendations, teachers will implement a comprehensive system for using formative and summative assessments for strategic short and long range curriculum planning that involves student reflection, tracking of, and ownership of learning.

- Teacher teams will use the formative and summative assessment data to give students on-going specific feedback of next steps and to inform adjustments made to instructional strategies for sub-groups or classes of students in need of re-teaching strategies.
- SWD, ELL's, Seniors, all sub groups must be followed by a data-tracking system with benchmarks to assess their progress.

Part 2 – Summative Vision for Rigorous Instruction

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

Consider the following questions:

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

The school leaders have identified planning and preparation as the catalyst for improving the rigor of instruction. Academically, the school is in the process of developing curriculum units across the content areas that is aligned to the CCLS Standards. Banana Kelly teachers are in the beginning stages of planning EngageNY Units of study. School leaders provide common planning time for teacher teams to collaborate and to engage looking at student work cycles. The teacher teams are beginning to utilize protocols that guide revisions to both teacher practice and curriculum. The leaders have established systems and structures for grade teams and grade level guidance counselors to analyze student data and grade related social emotional data trends, in an effort to address student academic and social-emotional issues before they become larger problems. This includes grade level town halls to address concerns as well as academic interventions with students and parents.

To further develop our curricula for the upcoming 2015-2016 school year, we will use EngageNY for ELA and Math as well as New Visions for Social Studies and Science. To improve student writing, one instructional shift will include the expansion of WITSi to include grades 9th and 10th grades. Teachers across all grade and content areas have begun to

infuse WITSi writing strategies within their classrooms. Additionally, forward planning professional development sessions will be provided in June and July of 2015 and in early September by teachers already trained in the inquiry work. The HSRI (High School Renewal Initiative) coaches and Principal will familiarize all teachers with the strategic inquiry portion of WITSi. All teachers will be afforded opportunities to monitor student progress using the strategic inquiry process that utilizes tennis charts to document and analyze student progress from a micro to macro cosmic perspective. Based on the data from these tennis charts, teachers will determine levels of scaffolding for the students being tracked. WITSi will also be added to the curriculum over the summer to Math and ELA as well some units in Science and Social Studies.

Banana Kelly High School will continue to engage and strengthen the community partnerships with COOP Tech to offer CTE courses for students who are over aged, under credited and therefore not college bound. In addition, AP courses will be jointly offered in collaboration with Holcombe L. Rucker School of Community Research in the disciplines of World History, Literature, and Psychology. Additionally, Banana Kelly students who are identified in the top one third, will engage a honors track and will have continued access to the College Now Program in association with HOSTOS College.

Under the current Administration Regents pass rates continue to improve marginally, we have identified that students continue to struggle with passing the state regents exams due to lack of proficiency in reading and writing. Most of our students enter high school below grade levels in Mathematics and Literacy. As a result, we engage school-wide early intervention strategies which includes 9th Grade Summer Bridge programs and blended on-line courses using NovaNet, a skills based Software program. Consequently, teachers often provide varied scaffolds to bridge the gaps in understanding from our student's elementary and middle school educational careers. This approach has unintentional consequences, which include a lack of rigor in student task. Consequently this has left students unable to self-preserve through struggle tasks and they are unable to demonstrate mastery of the content required to think critically. In an effort to address this shortcoming, the Banana Kelly School Community adopted an academic behavior, perseverance that all students are required to demonstrate in order to engage the process of solving rigorous tasks. The school community including students, teachers, administrators and parents have been introduced to this academic behavior and have worked to incorporate perseverance into all aspects of the school. Teachers are working hands on with administration and coaches from the High School Renewal Initiative to develop a common understanding of what is rigorous instructions and what are rigorous tasks. In addition, Professional Development has been designed to match the instructional needs and goals of Banana Kelly High School teachers and students. To better allow students the time necessary to engage in rigor tasks, the master schedule will expand class times from 45 minutes to 60 minutes. Not only will students have extra learning time as a result they will also have more time to engage in task and to work collaboratively on homework and project based learning tasks. We believe students learn best by engaging exploratory experiences, that are tactile and interdisciplinary. Hence, teacher practice will shift to more student centered work including group work task and Socratic Seminars where the teacher assumes the role of facilitator. Furthermore, to make sure all students have access or multiple entry points into the task, teachers will continue to receive professional development in annotation of text, summarizing of text, vocabulary acquisition resources, tiered questioning as well as the writing inquiry strategies of WITSi.

Banana Kelly will engage programming shifts to ensure consistency across content area, teachers will teach 4 days a week with the fifth day set aside for common planning and to work with content area coaches. During this time, teachers will use data to adapt curricula, instruction and assessments to meet student needs. Assessments will vary by department with units ending in a culminating task. Students will also be assessed on their use of Accountable Talk, annotation, and note taking skills. School-wide assessments will include Mock Regents which will be offered twice a year as a benchmark to measure student progress in all classes that end in a Regent Exam. Additionally, teachers and coaches will work together to create WITSi assignments that include sentence and paragraph strategies. The work from these assessments will be reviewed using Tennis Charts so that determinations can be made regarding levels of scaffolding. Other student work including culminating task will all be reviewed in department meetings using a HSRI (High School Renewal Initiative) rigor checklist as well as a version of the Consultancy Protocol for looking at student work. To ensure best instructional practices are being implemented across classrooms, walk-throughs and observations will be frequent with real time feedback in the form of a summary of observations bi-weekly that records trends as well formal and informal feedback from ADVANCE.

With this work, we hope to achieve our HSRI (High School Renewal Initiative) benchmarks, increase in 4 year graduation rate from 43% to 48%, increase the 4 year college readiness index from 4.6% to 5.0% percent to be college ready in Math and ELA and to increase the the Regents Completion rate from 23.4% to 27.3%.

Part 3 – Annual Goal

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

The school community focusing in on grades 9 and/or 10 will engage in a systematic and comprehensive use of data to identify and guide lesson planning. Curricula and units of study aligned with common core standards will be revised based on teacher feedback and student assessment results as evidenced by:

By June 2016 teachers will plan and implement Common Core aligned curricula using Engage NY modules for ELA Math, and writing strategies in grades 9 and 10 to strategically assess student work to customize and differentiate tasks and instruction for diverse learners and provide feedback to promote student learning as evidenced by:

- Establish a baseline for 50% of teachers earning a rating of effective or higher on Danielson competency 1e: Using Assessment in Instruction
- Establish a baseline for 50% of teachers earning a rating of effective or higher on Danielson competency 3c: Engaging Students in Learning
- 80% of students will complete 4 CCLS aligned Performance Based Assessments in ELA and Math and 2 CCLS aligned tasks in Social Studies and Science

The impact on student achievement will be:

- By June 2016, the Regents Completion Rate will meet or exceed 27.3%
 - By June 2016, the College and Career Preparatory Index will meet or exceed 11.7%
- By June 2016, the 4-Year Graduation Rate will meet or exceed 48.5 %

Part 4 – 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 Rigorous Instruction and the Common Core 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? (include school, educational consultants and/or CBO staff)
Teachers in grades 9-12 will adapt and implement 2 EngageNY modules comprised of 3 units each in ELA and Math.	STUDENTS	JUNE 2015	Teachers
Professional Development Plan Including :	Teachers, Students	September 2015 - June 2016	Principal, Assistant Principal, SRI Coaches, Teachers

<ul style="list-style-type: none"> ● SRI PD for EngageNY Math and ELA - offered to teacher leads 7 times throughout 2015-2016. ● A plan to spread/turnkey Strategic Inquiry and Writing is Thinking writing strategies to other teachers on 9th and 10th grade with support from SRI coaches. ● SRI PD for Writing is Thinking writing strategies and Strategic Inquiry <p>○ Writing is Thinking boot camp sessions in fall for 10th grade teachers and 9th grade teachers who did not attend in 2014-2015, continuing with all participants throughout 2015-2016 school year</p> <ul style="list-style-type: none"> ● Ongoing weekly PD's to align and support implementation of rigorous instruction/curriculum. PD will be aligned through collaboration with SRI team. <p>PD for teachers around providing students with timely, specific, rubric-based, and actionable feedback that accurately captures strengths, challenges, and next steps to promote students' ownership of their own learning and a clear understanding of how to move to the next level.</p>			
<p>9th and 10th grade teacher teams comprised of a teacher lead and teachers in various content areas will engage in strategic inquiry to analyze student work and assessment data, and make all necessary curriculum revisions.</p>	Teachers	September 2015- June 2016	Teachers, SRI coaches
<p>Model classrooms will be developed to support teacher growth and will act as labs where colleagues can come to watch pedagogical, content planning and behavior management best practices. These classrooms will be taught by both Peer Collaborative and Model teachers who will receive compensation in the form of either an annual salary boost and/or an extra planning period. These roles will also provide additional opportunities for teachers to assume leadership roles to grow professionally, and share their instructional practices with peers, while remaining in the classroom.</p> <ul style="list-style-type: none"> ● Model Teachers use their classrooms to serve as a laboratory and resource to support the professional growth of colleagues. Working closely with other teacher leaders, the Model Teacher is a resource to other teachers by demonstrating effective teaching strategies. This position will also be responsible for serving on the professional development committee. <p>Peer Collaborative Teachers support their colleagues through coaching and inter-visitations to improve instructional and student learning aligned to the <u>Danielson Framework for Teaching</u> and the teachers in this position</p>	Teachers	September 2015- June 2016	Principal, Assistant Principal, Model teacher(s), Peer Collaborative Teacher, SRI Coaches

will also be responsible for serving on the professional development committee.

Part 5 – Budget and Resource Alignment

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

- The use of the HSRI instructional coaches and WITsi teacher teams for the 9th and 10th grade cohorts for demonstration of lessons, modeling, developing norms and common language among teachers and students in the implementation of curriculum, development of assessments, best teaching-learning practices and analysis of students’ work for the subject/grade
- The use of the HSRI instructional coaches and WITsi teacher teams for 9th and 10th grade cohorts for conducting sessions on data analysis
- Teachers would need to attend external PDs or engaged in common planning. Funding will be used for bringing in substitute for per diem activities
- Scheduling for inter/intra-school PDs
- Use of NYCDOE resources such as Language Learners and Student Support instructional materials such as Handbook for Professional Learning
- OTPS for students consumables and other CCLS-aligned materials
 - Funding will be necessary to ensure that relevant technology is in place, the instructional materials (e.g. books) and qualified personnel or providers are secured for successful implementation of every aspects of the plan.

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

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

Part 6 – Progress Monitoring

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

- By February 2016, students would have completed 50% of their CCLS aligned summative performance based assessments tasks in four core subject areas.
- By February 2016, our median rating on Danielson rubric 1e (Designing Coherent Instruction) will be “Effective” or higher--with a standard deviation of < .4
- By February 2016, we will review Regents data, individual student Credit Accumulation and Scholarship Reports to ensure that progress is being made towards our June 2016 goal for Student Progress/Performance and for graduation rate.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	I
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>As stated in the Diagnostic Tool for School and District Effectiveness, the following needs were identified:</p> <ul style="list-style-type: none"> Develop and implement a shared vision inclusive of staff, students and parents in collaboration with CBO partners as to how their collective contributions are essential in maintaining a school community that creates a sense of ownership for stakeholders. Design and conduct a student needs assessment to identify academic, extracurricular, attendance, counseling needs in collaboration with CBO partners . Revise , implement and monitor staff referral process in need of academic, attendance, behavioral, social/emotional supports. Collect and assess evidence of student progress. 		

Part 2 – Summative Vision for Supportive Environment

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

- How would you want school stakeholders to describe the school?
- What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?
- How is student voice and leadership supported?
- What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?

5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

1. We want our stakeholders to think of our school as a place where everyone--students, teachers, parents, school partners, administrators . . .--learns, grows, celebrates, and contributes.
2. Our CBO partnerships support a broad array of school needs and interests. Morris Heights health clinics provides counseling, medical treatment, and dental treatment to help us address students' basic needs. Sports and the Arts provides sports and arts program, college trips and support building a CTE program. Build-on provides our students a community service program. SCREAM provides mentoring and advisory for our students. Replications, our new lead partner, provides professional development, coordination, and community outreach services to help us integrate and maximize our partnerships. It also provides supplementary academic programming to increase student achievement.
3. We incorporate and support student voice and leadership through peer mentoring, student government, surveying students, and including students on the School Leadership Team.
4. I
5. We need to be more systematic in how we address social-emotional issues, and our first step in doing so is to create a Student Support Team that includes representation from our teachers, CBO partners, disciplinary and guidance staff. The team will have three key goals: 1) increase student attendance, 2) reduce the number and severity of student incidents, 3) develop a student culture with the habits of mind that lead to success.
6. The Student Support Team will measure the success of our efforts to support student social and emotional development using three data sets:
 - a. Student attendance
 - b. Student discipline data
 - c. 7 Habits of Highly Effective Kids survey data
7. We will have a data tracking calendar that we will update monthly and that will be posted outside the main office. We will study the data at monthly SLT and faculty meetings and develop policy and action plans based on our collective understanding of what the data are telling us.

The community school coordinator will be responsible for coordinating and supervising all efforts to improve attendance and reduce chronic attendance. With the support of the Student Support Team, we anticipate the CSC will lead us to meet our attendance goals.

Part 3 – Annual Goal

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

The school and its CBO partners will continue to sustain and nurture a school culture where students feel safe, supported and challenged by the school's administration, their teachers and peers in class and through their extra-curricular programs and activities; parents feel the school administration and staff welcomes them and is responsive to their feedback; and teachers feel recognized by school leaders.

This goal will be achieved by the activities and programs below but not limited to them and further detailed in the action plan:

- Establishing a school-wide committee to review and utilize Learning Environment Survey Data for improvement.
- Collaborating with CBO's to implement programs and services that support academic and social emotional supports for individual students and their families.
- Analyzing and improving CBO and guidance department services for every grade level.

As a result of an improving school culture by providing a more supportive environment the following measurable benchmarks will be achieved by June 2016:

Student attendance benchmark:

- Student attendance will be at least 79.9% .
- College and Career Preparatory Course Index will be 11.7% (or choose another one of the benchmarks)
- 4 Year Graduation Rate will be 48.5%. (or choose another one of the benchmarks)
- A survey will be administered at the beginning of the school year, November 2015 and March 2016 to progress monitor improvements in providing a more supportive environment for students, parents and staff using the following benchmarks

(measurable benchmarks will be established based on the baseline results of the 2014-2015 NYC School Survey Report. The following questions will be used in the survey):

Student survey questions:

- 1- Most of the teaching staff at my school
give me extra help when I need it.
- 2- My school...
offers a wide variety of programs, classes and activities to keep me interested in school.
- 3- At my school...
there is a person or program that helps students resolve conflicts.

Parent survey questions:

- 1- How satisfied are you with the response that you get when contact your child's school?
- 2- My child's school...
Makes me feel welcome.
is responsive to parent feedback.
- 3- At my school.....
My child is safe.

Teacher survey questions:

- 1- I have sufficient materials, equipment and assistive technology in good condition to teach my classes.
 - 2- At my school
There is a person or a program that helps students resolve conflicts.
 - 3- School leaders...
Provide time for collaboration among teachers.
 - 4- Teachers in my school...
Work together on teams to improve their instructional practice.
- By June 2016, staff will offer ongoing and detailed feedback and guidance/advisement supports that provide college and career readiness to students.
 - Staff/CBO's will establish a culture of learning that consistently communicates high expectations for all students as evidenced by increased promotion/graduation rate.

Part 4 – 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). • Engage families and expand their understanding of a supportive environment 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? (include school, educational consultants and/or CBO staff)</p>
<p>Create and implement a school-wide environment committee to develop a vision statement, create a directory of programs and services; and create a system for progress monitoring and a summative evaluation. The progress monitoring and the summative evaluation will be facilitated by the school environment committee (Review of 5B of the RSCEP).</p>	<p>All Students (AIS, ESL Students, Students with disabilities, excessively absent students, Students with social/emotional needs.</p>	<p>August 2015- August 2016</p>	<p>Principal Assistant Principal CBO's Parents Guidance Students</p>
<p>Revise, implement and progress monitor school attendance plan and referral system for academic support and social/emotional needs through a subcommittee that reports to the assistant principal and the school environment committee.</p>	<p>All Students</p>	<p>Daily from August 2015 to August 2016</p>	<p>Principal Assistant Principal School Staff CBO's Students</p>
<p>Implement and progress monitor the measurable benchmarks in section 5B.</p>	<p>All Students Parents</p>	<p>September 2015, January 2016 & May 2016</p>	<p>Principal Assistant Principal School Staff Parent Coordinator CBO's</p>

<p>Teachers, counselors and CBO's will communicate weekly with the parents of their students via telephone and Skedula online anecdotal's utilizing Tuesday after- school.</p> <p>Establish a school-wide attendance plan to monitor and track student attendance</p>	All Students	<p>September 2015-June 2016</p> <p>September 2015/Weekly</p>	<p>Principal</p> <p>Assistant Principal</p> <p>School Staff</p> <p>Parent Coordinator</p> <p>Principal</p> <p>Assistant Principal</p> <p>CBO's</p> <p>Parent Coordinator</p>
---	--------------	--	--

Part 5 – Budget and Resource Alignment

<p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • Ongoing partnerships are being established with the lead CBO, Replications and other relevant CBOs to ensure that a strong social-emotional development program is implemented to suit the needs of the students. • Also, the guidance counselors who will be attending PBIS training sessions and implementing the elements of the program to suit the needs of the students. • The use of tangible incentives as part of the program • Purchasing of items for the incentive program • In cases where teachers will attend PBIS trainings, the relevant arrangement will be made for substitute teachers to cover classrooms. As a result, relevant funding will be used for securing these teachers. • Cost may be incurred for partnering with the outside providers for presenting PBIS training to our parents. • The parent coordinator will coordinate activities with the providers • The use of the PBIS protocol for improving students' behavior and attendance records students 											
<p>Part 5b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February of 2016, our students' median score using a teacher-generated, school-wide writing rubric will have improved by 15 percentage points.</p> <p>By February 2016, our teachers' Seven Habits of Highly Effective Teachers survey median score will have increased by 15 percentage points.</p>
<p>Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	I
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	I
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Areas of strengths: QR 4.2 Teacher Teams (Based on March 2015 Quality Review)</p> <ul style="list-style-type: none"> Grade level teams are emerging in the use of inquiry to improve instructional practices <p>Areas of need:</p> <ul style="list-style-type: none"> As per DTSDE report, most teachers are not planning and providing CCLS-aligned lessons that incorporate higher-order questions and contain high levels of text and content complexity. In addition, teacher dominated pedagogy limited the quantity of student questions and depth of discussions. As per DTSDE report, most teachers do not use achievement data and baseline formative and summative assessments to inform and adjust instructional strategies and groupings as well as to provide timely feedback to students. Establish a systematized structure for Content Teams of teachers to understand, discuss, identify and implement protocols for analyzing student work in order to modify curriculum, improve instruction, and provide students with actionable feedback. Assess the quality of implementation of Content Area Teacher Teams <p>QR 1.1 Curriculum (Based on March 2015 QR)</p> <p>There is a need for teacher teams to consistently implement the instructional shifts of the Common Core Learning Standards.</p>		

Part 2 – Summative Vision for Collaborative Teachers

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

Questions to consider:

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

The Administrative team at Banana Kelly HS developed horizontal and vertical organizational structures for teachers to engage in collaborative instructional exchanges. These structures are in the early stages of implementation and promote co-planning opportunities. Teachers on grades 9 and 10 will engage in cycles of inquiry work and will be organized by cohorts for the expansion of WITSI across grades and departments. The newly instituted block program Co-planning across grades and content was implemented to support teacher development. When teachers plan together, there is a commonality of language about expectations and establishing the essential framework for teaching and learning. Teachers will further collaborate, exchange best practices and extend the variety of resources to allow students interdisciplinary experiences across content areas. Specifically, teachers will deepen their learning for higher achieving students by engaging in Metamorphosis training and College Board AP training opportunities. Teachers will engage professional development opportunities that support their understandings of how to engage multiple entry points, differentiated instruction and tiered questioning strategies.

As cited in the October 2014, ITT Review feedback, moving forward there will be a dedicated weekly time, (Monday afternoon professional development sessions) to ensure a common understanding of how to develop and implement lessons with high expectations for learning. We will focus on the rigor of task and creating checklist to ensure that teachers utilize a tool to verify the rigor of their tasks. Teachers will begin to unpack how to create authentic learning activities that demonstrate what and how the students will learn rather than a generic list of possible things to do. Teachers will re-engage the school-wide protocols for what are the essential elements of constructing a lesson plan, and also engage cycles of looking at student work specifically for all subgroups and identify data-based adjustments needed for curricula and plans in order to provide all students with opportunities for academic success.

The Administration team will utilize the lead CBO Replications, as a thought partner and funding source to engage all Banana Kelly teachers and staff in year one of implementation of the (RTI) Response to Intervention and (PBS) Positive Behavior Supports Program. The purpose of hiring RTI/PBS specialists is to maintain a positive and supportive environment for our students, staff, parents and school community. The school community will be trained by a team of PBIS Behavior Specialists to make decisions regarding academic and social/emotional skill development through a multi-tiered model of supports and rigorous analysis of intervention data.

Teachers and counselors will review a variety of qualitative and quantitative data sources to ensure they plan for individual student needs. These data sources include using Skedula to track attendance data in every class.

Part 3 – Annual Goal

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

By June of 2016, all teachers in the 9th and 10th grades will have evidence of a cycle of inquiry work showing the use of Strategic Inquiry and Writing is Thinking Strategies to improve student learning through the planning of units and lessons that are adaptive to student learning needs as evidenced by:

- 80% of the 9th and 10th grade teachers will use the Strategic Inquiry protocols for engaging looking at student work cycles throughout the course of the 2015-16 school year.
- A proficient in Quality Review Indicator 4.2

The impact on student achievement will be:

- By June 2016, 80% of target students will show mastery in at least 3 Writing is Thinking Strategies
- By June 2016, the Regents Completion Rate will meet or exceed 27.3%



Part 4 – 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? (include school, educational consultants and/or CBO staff)</p>
<p>Programming changes to allow teachers to have one day a week in departments and with their SRI coaches to collaboratively plan coherent, Common Core aligned lessons and instruction that leads to multiple points of access for all students.</p>	<p>Teachers, Students</p>	<p>September 2015 - June 2016</p>	<p>Administration, SRI Coaches, Teachers</p>
<p>• Strategic Inquiry teams in grade 9 and 10 comprised of a teacher lead, a school administrator, and 3 or more content area teachers at the grade level that will focus on analyzing student work and ensuring that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address student goals and needs.</p> <p>Bi-monthly Strategic Inquiry Train-the-Trainer Professional Development for the returning teacher lead.</p>	<p>Students</p>	<p>Daily from September 2015-June 2016</p>	<p>Administration/SRI Coaches/Teachers</p>
<p>• Prioritize a minimum of 2 periods or more per week for 9th and 10th grade level teams to engage in strategic inquiry to analyze student work and address student learning gaps.</p> <p>• In house, on-going training for new inquiry team lead, around facilitation, norming, text studies and components of the Strategic Inquiry model</p> <p>Facilitation feedback for 9th and 10th grade leads from SRI coaches.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, Model teacher(s), Peer Collaborative Teacher, SRI Coaches</p>
<p>Model classrooms will be developed to support teacher growth and will act as labs where colleagues can come to watch pedagogical, content planning and behavior management best practices. These classrooms will be</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, Model teacher(s), Peer Collaborative Teacher, SRI Coaches</p>

taught by both Peer Collaborative and Model teachers who will receive compensation in the form of either an annual salary boost and/or an extra planning period. These roles will also provide additional opportunities for teachers to assume leadership roles to grow professionally, and share their instructional practices with peers, while remaining in the classroom.

- Model Teachers use their classrooms to serve as a laboratory and resource to support the professional growth of colleagues. Working closely with other teacher leaders, the Model Teacher is a resource to other teachers by demonstrating effective teaching strategies. This position will also be responsible for serving on the professional development committee.

Peer Collaborative Teachers support their colleagues through coaching and inter-visitations to improve instructional and student learning aligned to the Danielson Framework for Teaching and the teachers in this position will also be responsible for serving on the professional development committee.

Part 5 – Budget and Resource Alignment

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

- In cases where inter-visitations will be conducted with other schools, the relevant arrangement will be made for substitute teachers to cover classrooms. As a result, relevant funding will be used for securing these teachers.
- The use of the HSRI instructional coach and WITSI teacher teams for demonstration of lessons, modeling, developing norms and common language among teachers and students in the implementation of curriculum, development of assessments, best teaching-learning practices and analysis of students’ work for the subject/grade
- The use of the HSRI instructional coach and WITsi teacher teams for conducting walk-throughs with a critical eyes (real time feedback)
- In cases where teachers would need to attend external PDs or engaged in common planning funding will be necessary for bringing in substitutes for per diem activities
- Scheduling for inter/intra-visitations
- Use of the Danielson Framework and NYCDOE Advance System for teachers’ evaluation and students’ progress
 - The use and development of rubrics for looking at students’ work

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

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

Part 6 – Progress Monitoring

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

By February of 2016, inquiry targeted students will have been introduced to a minimum of 2 Writing is Thinking strategies.

By February 2016, regents-aligned final exams will be used to monitor progress towards June 2016 Regents passing rate.

By February 2016, our teachers' Seven Habits of Highly Effective Teachers survey median score will have increased by 15 percentage points.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Data from the DTSDE Report highlights the following:</p> <p><u>Areas of strength</u></p> <ul style="list-style-type: none"> The school leader fosters a positive school culture. All school staff, students, and parents interviewed by the IIT articulated the school's vision regarding students' preparedness for college and the world of work. The school leader has allocated funding to hire two additional guidance counselors and a part-time social worker to support students' social and emotional developmental health. In addition, the school partners with six community-based organizations (CBOs) to provide enrichment services and activities to students. The school leader invested funds to add a computer laboratory and purchase SMART Boards for every classroom to promote increased technology use. The school leader's observation reports reviewed by the IIT provided succinct and actionable feedback for teachers. 		

Part 2 – Summative Vision for Effective School Leadership

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

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

The Principal and leadership cabinet will establish a School Environment Committee that represents teachers, parents and/or parent representatives, students, Community Based Organizations and HSRI Coaches. The newly formed school environment committee will engage a forward planning retreat and three meetings throughout the school year. This committee will be utilized as the initial voices of the shared vision.

In partnership with the CBO and SLT, the school leader will meet with the lead CBO Replications-newly hired (by the end of June 2015) Community Outreach Director to establish a retreat calendar, beginning in August and/or September whereby the shared vision will be articulated and owned by all.

The Principal and Assistant Principal will use the RSCEP, HSRI benchmarks to create an accountability and responsibility document. The Principal and Assistant Principal will utilize the RSCEP and HSRI benchmarks to establish roles and responsibilities that include monthly progress indicators. There will be monthly meetings with the Principal, assistant principal, lead CBO, to progress monitor and to cross train the high leverage staff members.

It is the intent of the Banana Kelly administration team to develop and maintain a comprehensive evaluation system that supports teacher development and pedagogical growth. The purposes of performance evaluations are to determine competence, assess and leverage teacher strengths, provide support and mentoring, assure continued growth through differential experiences, and monitor the organization's employment decisions. The Principal and Assistant Principal evaluators will use the district's prescribed system of evaluation, Charlotte Danielson Framework to conduct cycles of informal and formal observations based on observation options pre-determined by teachers. There will be cycles of real time feedback given to teachers working with instructional coaches. Evaluation should improve the delivery of services to students. It should be a continuous, constructive, and cooperative endeavor designed to empower the exchange of best practices. Teachers with improvement plans will engage cycles of conferences three times a year to progress monitor and provide on-going feedback.

Part 3 – Annual Goal

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

School leaders will promote a supportive and collaborative environment of high expectations and professional growth resulting in high achievement outcomes for all students.

The Principal's leadership team (inclusive of the HSRI Coaches and DSR) and CBO partners will organize and progress monitor the implementation of all aspects of the implementation of the RSCEP. This will be accomplished by January 2016 and June 2016.

The Principal of Banana Kelly in partnership with the school's Renewal Committee and CBO will create and support the communication of the school's vision and mission during the 2015-16 school year which will highlight the diverse needs of the student body and promote a data driven culture that focuses the work of stakeholders on continuous school improvement.

- Beginning in the 2015-16 school year, the Principal will create and implement a Continuous School Improvement Committee that meets quarterly inclusive of CBO's, parents and student leaders.
- Beginning in 2015-16 and in each subsequent school year, through the Principal's leadership, a committee inclusive of the principal, will create a professional development planning and implementation process to ensure continuous improvement of the staff.
- Beginning in the 2015-16 school year, every teacher will receive written formative or evaluative feedback within 72 hours of teacher observations, inclusive of next steps as requested by the supervisory staff.

As a result of the listed effective leadership practices and shared accountability the following student benchmarks will be achieved:

2015-16 2016-17

- **6-year graduation rate: 63.7% 68.0 %**
- **Regents completion rate: 27.3% 33.7 %**
- **4-year College Readiness Index 5.7% 6.8%**

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> ● Research-based instructional programs, professional development, and/or systems and structures needed to impact change. ● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ● Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
Organize, implement and progress monitor sub committees to ensure the fidelity of implementation of the RSCEP.	Administration, Teachers, staff, students	June 2015- June 2016	Principal, Assistant Principal, LEAD CBO Replications,
- Revise, implement and progress monitor annual observation schedule of all informal and formal observations of all administrators.	Administration, Teachers,	September 2015- June 2016	Principal, Assistant Principal
Organize, implement and progress monitor ESL Academy committee goals	ESL Students, bilingual students, at risk ELL's IEP student's	June 2015- June 2016	Principal, Assistant Principal
Organize, implement and progress monitor lead CBO Replications Banana Kelly AM Academy goals and benchmarks	All enrolled student's at Banana Kelly HS that have less than 80% attendance rates	June 2015- June 2016	Lead CBO, Principal, Assistant Principal,

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> · The parent coordinator will organize with the teachers and guidance counselors for parents’ visit. (Parent walks) · The use of the HSRI instructional coach and WITsi teacher teams for 9th and 10th grade cohorts for demonstration of modeling, developing norms and common language among teachers and students in the implementation of curriculum, development of best practices and analysis of students’ work for the subject/grade · In cases where teachers would need to attend external PDs or engaged in common planning sessions based on their areas of improvement as per the outcome of their observation, funding will be necessary for bringing in substitutes for per diem activities · Securing providers to provide PDs for teachers on meeting the expectations of the Danielson’s Teaching Practices · Scheduling for inter/intra-visitations · Use of the Danielson Framework and NYCDOE Advance System for teachers’ evaluation and students’ progress · The use of teaching/learning resources on Engage New York 											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century	X	C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<p>By February 2016, teacher attendance will be 95% or higher.</p> <p>By February 2016, teacher ratings of the school using</p> <ul style="list-style-type: none"> ● QR Rubric 5.1-Coherence of Practices ● QR Rubric 3.1-Establishing a Coherent Vision <p>Will both improve by 15 percentage points from our 2014-15 Quality Review Rating.</p>
Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	I
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Overall, the HEDI ratings indicate to us that</p> <ol style="list-style-type: none"> We need to develop a stronger and more widely shared vision of how we want to engage with our family and community We need to develop systems to support that vision <p>Twice in our DTSDE report, reviewers cited our Night of Elegance as an example of what strong community involvement can look like, and we agree. What makes our Night of Elegance successful is that it is an opportunity for parents to celebrate who they and their children are. It is a true community-building event and one that touches on our vision for strong family and community ties. To make this event more powerful, we need to have more such events and get our staff more involved in in the so that we build trust and respect with our families.</p> <p>We also need to create systems that will help our parents understand how their children are doing and who they can talk to to help them address problems and needs. These systems include maintaining up to date records on SKEDULA, running workshops in how to use the information, and keeping up to date contact records so that we can address concerns in context and with continuity.</p>		

Part 2 – Summative Vision for Strong Family and Community Ties

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

- Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?

2. How does the school provide support to families so that they understand and can take an active role in what their child is learning?
3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?
4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

The underlying premise of a community school is that it recognizes that families and communities can be invaluable contributors to the school and its children. There are three essential strategies for engaging parents and community members in this community school initiative:

- Making sure that the SLT is comprised of vigorous representation from key constituencies: parents, teachers, school administration, community partners, and (if a high school) students
- Adhering to democratic governance allowing for transparency and open access to decision-making
- Making sure that the SLT incorporates parent and community engagement strategies into its initiatives and activities

Part of our governance structure will include dividing the SLT into three major areas of responsibility: instruction, organization, and community. By having all three areas form part of the governing body, we will ensure that no one area eclipses the interests of the other or operates independently of it. The sub committees focused on community contribute to planning and decision making by involving community representatives in these plans and decisions. In particular, they bring an eye toward:

- Creating links to learning between the classroom and community by developing processes in which parents and teachers review student work together, linking services and organizations in direct support of classroom learning, and orchestrating family activities that complement what students are learning in school
- Addressing issues of diversity by making sure the school provides necessary translator services, teachers use materials that reflect the lives of a wide array of cultures, and parent groups are open to all parents and accommodate a wide array of schedules
- Maintaining a clear, open process for resolving problems, encouraging teachers to remain in regular contact with all parents, and involving students in leading parent conferences
- Sharing power so parents are involved in major decisions, parents can use school technology for their own learning, school staff work collaboratively with community partners and organizations

Functioning in this way, the SLT will work with the principal and Replications to create a school handbook that will outline policies, procedures, and expectations for ALL community members. The handbook will be written in English and we will have it translated into Spanish and other languages our families speak at home so that we can reach all our parents and community. At the beginning of the school year, we will share the handbook during planning time with our faculty who will then lead advisory sessions and assemblies with all our students to orient them toward it. The community school coordinator and CBO partners will lead orientations for parents. The administration will lead orientations for administrative, office, support, and safety staff. The guidance counselor will be responsible for orienting new families to the school as they enroll their children during the school year. Some of the issues and policies the handbook will address are:

1. How to welcome all visitors
 2. A list of supports available to families and a list of opportunities available to parents for taking an active role in what their child is learning, such as college workshops, workshops in keeping their child engaged in school, contact information for teachers, and a list of whom to see to address particular concerns
 3. A set of expectations and resources for teachers so that they can learn more about and from the community and families
 4. The location and hours of the parent center
 5. A list of adult education opportunities in the school and neighborhood, such as workshops in running a small business, the arts, parenting, and web design
- Procedures for how parents can contact teachers, set up meetings, and attend events led by the guidance counselor on how to understand reports, report cards, transcripts, and SKEDULA

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

The school and its CBO partners will continue to create and support a culture of partnership where families and community members share in the responsibility for student academic progress and social emotional growth and well-being.

This goal will be achieved by the implementation of activities and programs listed below but not limited to them and further detailed in the RSCEP action plan:

- Implement and assess the Replications Essential Features of Schools (EFS) planning system-a customized blend of strategic planning workshops to help develop systems that leverage and maximize resources;
- Establish a school-wide committee to review and utilize Learning Environment Survey Data for improvement;
- Collaborate with CBO's to implement programs and services that support academic and social emotional supports for individual students and their families;

As a result of further developing strong family and community ties, following measurable benchmarks will be achieved by June 2016:

Student attendance benchmark:

- Student attendance will be at least 79.9% .
- A survey will be administered at the beginning of the school year in September, November 2015 and March 2016 to progress monitor improvements in providing a more supportive environment for students, parents and staff using the following benchmarks
(measurable benchmarks will be established based on the baseline results of the 2014-2015 NYC School Survey Report. The following questions will be used in the survey):

Student survey questions:

- 1- Most of the teaching staff at my school
give me extra help when I need it.
- 2- My school...
offers a wide variety of programs, classes and activities to keep me interested in school.
- 3- At my school...
there is a person or program that helps students resolve conflicts.

Parent survey questions:

- 1- How satisfied are you with the response that you get when contact your child's school?
- 2- My child's school...
Makes me feel welcome.
is responsive to parent feedback.
- 3- At my school.....
My child is safe.

Teacher survey questions:

- 1- I have sufficient materials, equipment and assistive technology in good condition to teach my classes.
 - 2- At my school ...
There is a person or a program that helps students resolve conflicts.
 - 3- School leaders...
Provide time for collaboration among teachers.
 - 4- Teachers in my school...
Work together on teams to improve their instructional practice.
- By June 2016 staff will offer ongoing and detailed feedback and guidance/advisement supports that provide college and career
Readiness to students.
 - Staff/CBO's will establish a culture of learning that consistently communicates high expectations for all students as evidenced by increased promotion/graduation rate.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Professional Development</p> <p>Implement Replications’ EFS plan (based on Peter Senge’s Schools that Learn and Systems Theory and Carol Dweck’s research on Growth Mindsets and cognitive engagement) for organizing the school:</p> <ul style="list-style-type: none"> • Retreats for building a shared vision • Workshops in team building and how to use data • Workshops in community activism • Workshops in Growth Mindset • Leadership coaching for administration and teacher leaders <p>Implementing a Calculus Project to accelerate math achievement and develop activist teaching</p>	<p>Faculty</p>	<p>June 2015 - June 2016</p>	<p>Principal, Assistant Principal, Replications Liaison, Replications Calculus Project Director</p>
<p>Strategies for High Needs Students</p> <p>Create a Student Support Team, led by the Community School Coordinator, that leverages and coordinates the school’s extra-classroom resources (including CBOs and the other schools in the building) to provide more targeted learning, peer mentoring, extended time on task, parent outreach, and social supports.</p>	<p>High-needs students, including ELL, SFIE, LTA, etc.</p>	<p>July 2015- June 2016</p>	<p>Community School Coordinator, CBO directors, guidance counselor</p>
<p>Strategies to Promote Stronger Family and Community Ties</p>	<p>Families</p>	<p>July 2015 - June 2016</p>	<p>Community School Coordinator, CBO directors, guidance counselor, parent coordinator</p>

As part of the Student Support Team, create a Family and Community Outreach Team that will create a series of events that allow families to contribute, celebrate, and learn with their children.			

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • The parent coordinator in conjunction with the teachers will organize a series of parent outreach programs. • Funding for purchasing parent materials or items for parent meetings or events • Funding for using outside vendors where possible to host parents event or workshops • Securing funding to transport students where necessary to CBO or community-based sponsored events • Funding for setting up events on a school level • In cases where teachers will attend or conduct workshops or events for parents, funding will be necessary for bringing in substitutes for per diem activities 											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, we will see: <ul style="list-style-type: none"> • An average of 100 + parents attending at least three events • An average of 20 parents per week attending adult education classes A rating of Proficient or higher on a mock QR review using rubric 3.4: Establishing a culture for learning
Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Expanded Learning Time (ELT) Program Description

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

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

In the 2015-2016 and 2016-2017 school year, all students will be encouraged and actively recruited by teachers and CBO staff to participate in the voluntary ELT Program. The goal of the program is to provide and promote academic, social/emotional and physical development to all students who are enrolled; resulting in an improved attendance rate of 79.9% for the 2015-2016 school year; An increase in the 4 year graduation rate to 48.5% in the 2015-2016 school year and an increase to 57.1% for the 2016-2017 school year. Regents pass rates will increase in the 2015-2016 school year to 5.7% and to 6.8% in the 2016-2017 school year. Furthermore, the college and career preparatory course index will increase to 11.7% in the 2015-2016 school year to 17.8% in the 2016-2017 school year.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
---	--	-----------	---	------------

If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.

The ELT Program is a voluntary program. Students and parents will be apprised of this extended day opportunity. To actively engage students to participate and attend each session, activities that will address student academic needs and appeal to students’ interests outside of the academics areas such as: gamers club, dance clinics, music clinics, ESL Academy, etc. will be incorporated in the ELT program. We will offer multiple opportunities and varied activities before, during and after the school day. incentives such as; pizza parties, raffles etc. will be offered to actively engage students to participate in this voluntary program.

Written notification will be sent to parents, phone calls will be made to homes as well as using the school messenger system. Students will have parents sign information/consent forms and return to school as part of the process. Ongoing communications with students and their families utilizing in school meetings and home visitations will also be implemented.

Part 3 – ELT Program Description

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

Describe how the school will meet the following SED requirements for an ELT program:

How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging?

How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?

- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.

- What new content areas and opportunities will be offered to students?
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
- How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?
- How will outreach be made to families?

The school will meet the following SED requirements for the ELT Program in a Renewal School by ensuring that the instructional program will be a combination of academics and enrichment. The academic portion of the program will consist of integrating test preparation strategies and skill development while using current and up to date Regent's questions for review. In addition, ESL students and students with disabilities will be provided with skills and strategies for improved overall academic performance and social /emotional growth. Enrichment opportunities such as, arts and sports programs will be provided.

- Incoming 9th graders will attend a 4 week summer bridge program to facilitate the transition to high school. During this summer institute, their acclimation to the school's culture will be developed while they take courses in Math, Science and English for credit. Students will also be exposed to the STEAM curriculum by working once a week with SUNY Maritime College. During this time students will participate in hands on project based learning. This summer bridge program will be taught by Banana Kelly High School teachers and SUNY Maritime Staff.
- Under credited 10th grade students will also attend this 4 week summer program to increase this cohort to be on track for graduation.

Under credited 11th & 12th grade students will be offered a 6 week off site summer program to increase the likelihood of graduation.

- All students attend school in a 9th period day program. This 9th period program will consist of both remediation in the areas of Math, Science, History and English as well as enrichment courses.
- In response to the DTSDE recommendation that the school community develop a shared vision for how each person's contributions fit together to maintain a sense of ownership and is conducive to learning, Replications will establish a school partnership team focused on coordinating CBO and faculty efforts to improve attendance by creating an enriched learning environment. Via the school leaders, partnership team, Replications will operate and oversee an Early morning BK Academy. The early morning academy, will be designed to create an incentive for students to come to school and on time. It will consist of a student leadership institute, a fitness and wellness program (hiring a dance teacher to work in the state of the Art dance room on the 1st floor), a band or music instructor to teach students how to play instruments that have already been purchased, and a journalism/photography class for the development of the school newspaper. The program will begin in August (Summer Bridge is from July 6th to July 30th) as part of the summer bridge program.
- In response to the DTSDE recommendation that the school use data analysis Replications will leverage and measure the monthly progress toward increasing student attendance at BK with the other CBO's by creating and leading the school partnership team. The team will include existing CBO's Build-On, Sports and Arts, Ed. Alchemy and the BK School Attendance Team. The team will also include representatives from new CBO's, such as FEETZ and Scarsdale Strings. Attendance data will include classroom, lateness, and home visit data, which the team will collect, study, and share weekly. (What are the specific organizational structures that will be help progress monitor all of this?- Principal Pope) In addition to regular collection and analysis of attendance data, the team will lead monthly assembly programs and offer giveaways, trips, incentives for students with perfect attendance.

All programs will be provided by licensed and experienced teachers and staff from several CBO's who also have a strong interest and desire to teach the content to the students. Professional development will be provided through weekly staff meetings, teacher team meetings and department meetings.

September – Teachers, CBO’s, Guidance Counselors And administration develop offerings, set expectations and establish strategic alignment of ELT classes to student needs and wants.

November, January and March – Similar to September, conduct needs assessment and evaluate what’s working and what is not. Feedback informs November and January Chancellors Conference Day Professional Development sessions.

During Chancellors conference days in September, November, January and June, CBO’s participate in all professional development offerings alongside the pedagogical staff.

Student enrollment and retention efforts will be made for all students. Daily attendance will be taken and monitored each day. Written notification will be sent to parents, phone calls will be made to homes as well as using the school messenger system. Students will have parents sign consent forms and return to school as part of the process.

Part 4 – ELT Program Implementation and Oversight

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

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

1- The ELT Program will be implemented and supervised by the Assistant Principals and Community School Director.

2. The community Based Organizations (Replications, Buildon, Scream, The Vision Seekers, Educational Alchemy and Sports & Arts) will support the ELT program by providing student programs and by utilizing mentoring techniques such as: small group and one on one for the students who participate. Each mentor will be required to ensure that their students attend ELT regularly. CBO’s will utilize push in models, one on one intervention techniques and other modalities during the A.M program, during the day and after-school.

3. The ELT Program’s impact on student achievement will be evaluated based on attendance rates, pre/post assessments , course work , credit accrual , regents pass rates and the learning environment survey.

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

The ELT Program will begin in July 2015 and will continue to June 2016.

- Determine ELT schedule framework (6/15)
- Assemble CBO team (6/15)
- Hire Community School coordinator (6/15-7/15)
- Determine ELT offerings (6/15-7/15)
- Determine ELT budget (6/15-7/15)
- Design and staff summer bridge program and ELT offerings (6/15-6/30)
- Conduct summer bridge program (7/6-7/30)
- Make ELT schedule (6/15-8/15)
- Create evaluation protocols (8/15)
- Solicit student interests and assign to ELT offerings (8/15 -9/15)
- Commence ELT program (9/15)
- Quarterly evaluations and data presentations (11/15, 2/16, 4/16, 6/16)

Part 5 – ELT Budget and Resource Alignment

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

Resources that will be needed for the ELT Program will be certified New York City licensed subject teachers and CBO staff members. Moreover, instructional resources that will be needed are; regents review books (Barrons & Topical) , blended learning programs, scheduled adjustments, calculators, graphing paper, rulers, chart paper, markers, laptops, I pads, head phones, audio books, smart boards, school food (OSFN) , etc. (Details to follow).

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

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

Part 6 – ELT Progress Monitoring

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

By February 2016 A mid-point benchmark will be the results from the Mock Regents exams that will be administered school-wide specifically the number students that move from red (0-54) to yellow(55-64) to green (65 or higher) in December 2015 along with attendance data from the ELT program (70% student attendance). The results of these assessments along with attendance data will indicate the progress of the students.

By February of 2016, we will have collected data indicating an Instructional Practices Inventory profile of student engagement during Extended Learning Time of:

- More than 30% of the time students will be engaged in higher-order levels of critical thinking
- More than 50% of the time students will be engaged in knowledge and skill building levels of critical thinking
- Less than 5% of the time, students will be disengaged from learning activities

By February 2016, our ELT classes will have an attendance rate of 90%

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

Section 7: Community School Description

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

Part 1 – The Community School Program Goal(s)

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

A new community school director will coordinate CBO's Families, staff and students to create a community school as evidenced by improved staff and student attendance, family engagement and student academic progress throughout the 2015-16 school year.

Part 2 – Community School Program Description

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

All students, teachers, administrators, staff, and families directly connected to Banana Kelly High School are our target population.

Replications, is the lead CBO that will be implementing our community school model. In addition to having a community school director, the following CBOs and community partners will be filling the needs of our community:

- SASF – will be providing college readiness, enrichment, arts and sports during ELT
- Build-On – will be providing service learning/community service through abroad programs building schools in Haiti, Nepal and Nicaragua. 12 students participate each winter and 6 each summer in this program.
- Educational Alchemy – Female mentorship and empowerment
- Vision Seekers – Male empowerment/enrichment and engagement
- FEETZ – Student Leadership
- Morris Heights Health Center – In building health clinic providing physical and mental health screenings and crisis support. Dental health services, Nutrition support and vision, Diabetes and HIV/AIDS support to students and their families.
- The Point – provides out of school time engagement and lunch time activities as well as afterschool paid internships with community activist groups.
- Scarsdale Strings – provides musical enrichment during ELT
- Kaplan – College readiness SAT Prep during ELT

Specific to identified needs to greatly improve parent engagement at Banana Kelly, Build On has strategic programming to have 2 community service projects (fall and Spring) for families to work in the community performing community gardening, volunteering at soup kitchens, community centers and playground rejuvenation.

Sports and Arts (SASF) addressing the need for college readiness has brought in the SUNY Maritime Academy to work with students in Engineering, Technology and the ARTS.

Educational Alchemy, Vision Seekers and FEETZ – address the need of disengaged students by providing mentoring, leadership and character building training as integral parts to their programming at BKHS.

The Morris Heights Health Center services parents and families to address the physical and mental health needs of a high poverty school with physical, dental, mental health exams, screenings and follow up services including family counselling.

The Point addresses Career guidance and college readiness needs with paid internships for students during out of school time.

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

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

1. Our key strategies for leveraging the community school director are:
 - a. Create a School Partners Team, led by the Community School Director, that meets weekly to coordinate CBO efforts with the school and that regularly reviews data to relevant to its key areas of work: attendance, community outreach, and student engagement
 - b. Include the Community School Director as a member of the principal’s cabinet so that s/he is closely involved with the policy making and culture making of the school
2. Over the summer, school leadership will meet with our CBO partners and our SLT to develop an organizational plan that aligns resources to goals and that sets up feedback loops and protocols so that people can work with greater understanding of their roles and confidence that they will receive the support they need. Replications will lead this planning work, and during the school year, the Replications Community School Liaison will meet regularly with the principal to adjust these plans. The liaison will also facilitate SLT meetings and lead SLT, cabinet, and faculty retreats.
3. Our overarching strategy for ensuring ongoing cooperation and communication is the establishment of a system of good governance via The Community School Council. The Council, which meets monthly, is comprised of key school and community leaders, and is the formal place for ensuring that participating community members have a voice in the life and development of the school. The Council’s primary job is to create policies and plans that:
 - a. Align student out-of-school time with classroom learning
 - b. Bring communities, families, and the school together
 - c. Coordinate resources for children and families[2]

The Council is comprised of 12-20 members who represent a wide array of school and community stakeholders, as shown in the chart below:

Instructional Systems Representation	Organizational Systems Representation	Community Representation
Instructional Leader Teacher(s) Assistant Principal(s), Student(s) Para professional staff Instructional coaches and consultants	Principal Director of Operations Assistant Principal(s) Counselors Social Workers Parents Grandparents	Community School Coordinator Community School Liaison Health Services Mental Health Services, Arts and Recreation, Youth Development Organizations Social Services

	Students Guardians Engineering Staff Food Service Staff	Local business leaders Churches or other faith- based organizations Law enforcement
--	--	---

The Council includes an Executive Committee comprised of the school-based personnel who are authorized to oversee execution of the Council’s plans and policies. Generally, the Executive Committee consists of the principal, the school’s instructional leader, the school’s director of operations, and the community school coordinator (these individuals are shown in **bold face** in the table above to signify their membership on the Executive Committee).

The first phase of the Council’s work is to develop a shared vision and clarity around roles, responsibilities, goals, expectations, and key tasks. The work culminates in the creation of:

- a. An EFS Chart which illustrates the school and community’s shared vision, goals and objectives to support the vision
- b. An Organizational Chart which illustrates roles, relationships, and responsibilities
- c. A work plan assigning tasks, action steps, due dates, and guidelines for how people will work together to realize the shared vision
- d. A data tracking chart that creates a framework for analyzing and presenting the school’s progress toward its goals
- e. A protocol for making and communicating policy decisions

A key element of this system is the CSL, who helps the council design systems that proactively minimize conflict by troubleshooting situations that lead to it. In addition, the CSL is trained to mediate disputes by helping people air issues in an open forum, listen to each other, and generate win-win solutions.

Outside the advisory council, parents will be provided the opportunity to advocate for their children through the new Parent Coordinator who will hold monthly parent workshops and be available to parents all day, every day. To support the work of the Parent Coordinator, an Americorp member has been brought on as a parent engagement specialist. Additionally, the Banana Kelly Housing Improvement organization will be holding housing, food and education justice workshops at the school.

A parent needs assessment is currently being administered by Replications and administration using the results of the DOE’s school climate and Culture survey to more finely determine priorities for the new Parent Coordinator and Community School Director so parent engagement issues are better addressed moving forward..

4. As lead CBO, Replications work includes creating systems for collecting, analyzing, responding to, and communicating about school data. The centerpiece of this work is the Data Tracking Chart (item d above), which uses formative measures described throughout this CEP document. Replications also leads professional development for staff members so that they become certified, reliable data collectors, so that they are able to engage in data study that leads to improved student achievement, and so that they can communicate their findings and ideas with students, administration, and families. The principal and Replications Liaison plan the professional development calendar over the summer.

Part 3 – Community School Program Implementation and Oversight

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

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

4. Key Personnel and Oversight
The SLT is the primary agent for integrating community voices in the planning and assessment phase so it produces coherent, actionable plans. Replications’ role is to orchestrate and support this effort, which it does via the Community School Liaison (CSL). The CSL, the principal, and the principal’s cabinet are the primary drivers and overseers of the

community school implementation. During the first four months, the key tasks for Replications and the SLT will be divided into four key areas:

- Creating a shared vision
- Needs assessment
- Community Engagement
- Implementation and monitoring

The following narratives describe a flow over a four-month period for how the process of needs assessment and planning would unfold. During this period, the CSL will lead on and off-site retreats and working sessions.

There are some specific approaches and beliefs that Replications follows. Likewise, the SLT and its members will have their own set of approaches and beliefs. So an early step will be to share beliefs and understandings and work toward:

- A shared understanding of what a community school is and does
- A shared understanding of the Replications process
- A set of core values
- A set of group norms and expectations

At the end of the shared-vision phase, the SLT will have developed a chart that looks akin to the one on the next page, which charts the core values and qualities of a community school.

Qualities	Core Values			
	Healthy Minds and Bodies: Physically and socially, we keep all kids growing	Family: So that they can support their children, we involve families in programs and activities that enrich their lives	Community: Through formal and informal partnerships, the school exists symbiotically with the community	Academics: we work with kids where they are and find ways to keep them engaged in learning and growing
Shared leadership				
Shared Vision				
Integrated learning				
Data Driven Decision Making				
Partnerships				
Broader Opportunities				
Leveraged Resources				
Collaboration				

The essential question of the needs assessment is, “How are we supporting our shared vision of the community school we want?” To do this, the SLT divides into four groups (or as many as there are core values) and investigates what the school is doing for each of the “Qualities” represented in the chart above. Through this process, the SLT will:

- Conduct both needs and resource assessments of families, care takers, teachers, community members, students and the physical plant
- Analyze data, identify needs, and develop strategies to address the needs
- Engage community members by sharing findings, eliciting their feedback, and identifying areas where the school and community are in agreement
- Determine primary holistic success indicators

As important as it is to develop a shared understanding, this phase is also designed to build a culture of team learning among all constituents. To do so, Replications uses two protocols designed to stimulate thinking and deepen understanding: the ORID and STAR protocols for analyzing data. [1]

5. ELT Scope and Structure

Phase I of the assessment and planning process should leave the SLT with a shared vision and shared aspirations. Phase II should leave it with a shared understanding of where the community is at present. Phase III creates a system in which

team learning becomes organizational learning and the SLT engages the community in the design process. When Phase III is complete, the SLT will have:

- An EFS plan and organizational chart
- A Community Schools Coordinator job description and recruitment plan
- A list of programs and services that will occur in the school
- An implementation plan that includes monitoring protocols and evaluation benchmarks
- A budget aligned to the implementation plan
- A marketing and recruitment plan
- A professional development plan (including summer workshops)
- A summer orientation plan for students and families
- A detailed ELT action plan that has determined which providers will be responsible for which ELT options and is based on student need and interest; the plan will also include an ELT team, comprised of school partner representatives, teachers, and an administrator

6. Implementation and Monitoring

This final phase of planning and assessment is designed to formalize commitments and institute feedback loops that build trust and engagement. Key outcomes of this phase include:

- The Community School Coordinator is hired
- MOU's and contracts with key partners are executed
- Faculty members participate in summer orientation and training
- Long range funding plans are set
- Agreed upon outcomes are being monitored
- Community engagement strategies have been launched

It will be the ELT Team's responsibility to collect and analyze relevant data and to present its findings to the principal and SLT on a monthly basis.

Impact will be evaluated through student attendance, marking period scholarship reports for quarters 1 and 3, credit accumulation for quarters 2 and 4 as well as mock regents results in December and April and ELT attendance and pass rates.

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

We need to hire a community school coordinator and budget for the Replications-lead professional development

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

1. Complete EFS plan and organizational chart--6/25
2. Complete Community Schools Coordinator job description and recruitment plan--7/1
3. Generate a list of programs and services that will occur in the school--7/15
4. Complete an implementation plan that includes monitoring protocols and evaluation benchmarks--7-17
5. Complete a budget aligned to the implementation plan--7/19
6. Complete a professional development plan (including summer workshops)--7/25
7. Complete summer orientation plan for students and families--7/31
8. The Community School Coordinator is hired--7/31
9. MOU's and contracts with key partners are executed--8/15
10. Faculty members participate in summer orientation and training--8/20
11. Community engagement strategies have been launched--9/1
12. Long range funding plans are set--10/1

Agreed upon outcomes are being monitored--first report--10/1

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

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

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)	Students who failed their subject specific regent exam in the 11 th grade. Specifically those that scored below 65 on their regent exam and during any marking period.	Expanded learning time (AM, After school; 9 th period), Saturday Academy and Day Program (Regents Prep)	Small group instruction & tutoring	Expanded learning time (AM, After school & 9 th period), Saturday Academy and During the school day
Mathematics	Students who failed their subject specific regent exam at the beginning of 9 th grade. Specifically those that scored below 65 on their regent exam and during any marking period.	Expanded learning time (AM, After school; 9 th period), Saturday Academy and Day Program (Regents Prep)	Small group instruction & tutoring	Expanded learning time (AM, After school & 9 th period), Saturday Academy and During the school day
Science	Students who failed their subject specific regent exam at the beginning of 9 th grade. Specifically those that scored below 65 on their regent exam and during any marking period.	Expanded learning time (AM, After school; 9 th period), Saturday Academy and Day Program (Regents Prep)	Small group instruction & tutoring	Expanded learning time (AM, After school & 9 th period), Saturday Academy and During the school day
Social Studies	Students who failed their subject specific regent exam at the beginning of 9 th grade. Specifically those that scored below 65 on their regent exam and during any marking period.	Expanded learning time (After school; 9 th period), Saturday Academy and Day Program (Regents Prep)	Small group instruction & tutoring	Expanded learning time (AM, After school & 9 th period), Saturday Academy and During the school day

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students with poor attendance, who failed multiple courses and multiple discipline referrals	At risk counseling and mandated counseling	Small group , whole group and one to one instruction	Expanded learning time (AM, After school & 9 th period), Saturday Academy and Day Program (Regents Prep)
---	--	--	--	---

Section 9: Career and Technical Education (CTE) Programs
(NYSED Requirement for "Out of Time" Priority High Schools)

Directions: In this section, provide a description of the Career and Technical Education (CTE) program offerings **at schools in Good Standing** that students in this school will have access to beginning in the 2015-16 school year.

**The school is developing a partnership with District 79 Coop Tech programs to provide Career and Technical Education opportunities for students.

Section 10: Professional Development Plan
(NYSED Requirement for "Out of Time" Priority Schools)

Directions: In this section, provide a description of the mandatory professional development that will be provided to school leadership and staff beginning in September 2015.

The goal of Banana Kelly's professional development is to create a learning lab based on the "I do, we do, you do" model and revolving around the following themes: creating a culture where struggling with content material is a precursor to genuine learning; creating a culture of engagement; using multiple entry points; establishing accountable talk in the classroom; using effective questioning techniques; being knowledgeable about our students through an academic and social emotional lens, and; using formative and summative assessment data to drive our instruction. The professional Development topics are created by our professional development team think tank based on input from teachers via end of PD parking lots and wonderings. This collaborative effort creates a learning lab where our teachers can engage in honest discussions about the strengths and weakness of their own pedagogy. The discussion of their pedagogy provides an opportunity for our team to share best practices in an environment of support and collaboration.

September 2015

Welcome back and introduction of new teachers. Familiarization with the surrounding community

(QR) 1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products

4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning

Rationale: Providing teachers with three fictional scenario and allowing the teachers to analyze the best practices or the lack thereof, sets the stage for discussions about what are best practices and how can Banana Kelly use those practices to improve student engagement and achievement

1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards

1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products

1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs, as evidenced by meaningful student work products

4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning

Rationale: Identifying for teachers the difference between teaching a skill and teaching the application of a skill.

1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards

1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products

Rationale: Helping teachers to understand the theory behind multiple intelligences and how those theories can be used to create lesson plans which provide multiple entry points into the material through the use of modalities.

October 2015

1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products

1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs, as evidenced by meaningful student work products

3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations

Rationale: The focus of this PD is for the staff to collaboratively agree that we need to provide daily opportunities for our students to write. In addition to writing every day, students should be provided with a self-evaluation rubric so that they may assess themselves.

1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products

1.4 maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults

3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community

Rationale: The focus of this PD is to re-establish the Banana Kelly

non-negotiables. This includes: checking for understanding, late logs, seating charts, and stepping out during transitions.

January 2016

2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels. 4.2 Engage in structure professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning

Rationale: What does learning look like? A simple question with a difficult answer. Banana Kelly is committed to building a culture where we define struggling not a sign of failure, but a prerequisite to success.

1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards

1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products

4.2 Engage in structure professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning

Rationale: Establishing a protocol for looking at student work (LASW) and collaboratively arriving at an understanding about what data/information can be learning from the process.

November 2015

2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.

3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations

4.2 Engage in structure professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning

Rationale: Collaboratively establishing a shared definition of rigor to be used in the construction of units and lesson plans.

1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards

1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products

Rationale: The focus of this PD is to differentiate between a productive and destructive rigorous task and to analyze a lesson plan using the HSAI provided rigor checklist. Each lesson plan analyzed is content specific.

1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs, as evidenced by meaningful student work products

2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.

Rationale: The focus of the PD was to provide common planning time for each content area to create a rigorous task that aligns to the framework set forth in the checklists provided by HSAI.

4.2 Engage in structure professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning

Rationale: Teachers were provided time to norm their scoring and then to score the MOSL baseline assessment.

December 2015

3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations

4.2 Engage in structure professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning

Rationale: The focus of this PD was to provide additional support for teachers who were having difficulty in the construction of rigorous tasks or struggle tasks. Collaboratively, each department created a list of strategies that could be used by their students as entry points into the task at hand.

d classroom levels.

Rationale: This PD focused on providing information to teachers about their current scholarship reports and providing co-planning time.

2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.

3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community

4.2 Engage in structure professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning

Rationale: In addition to continuing our work with disaggregated regent's data to identify high leverage themes and skills to drive instruction, we focused the teachers are what are the obstacles to implementing the strategies of D.E.A.R.

February 2016

2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.

4.2 Engage in structure professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning

Rationale: The focus of this PD was to establish writing cycles for the Liberal Arts departments and to establish writing opportunities for the Math and Science departments. In addition, time was given to provide a using technology in your classroom presentation (ie. Smart board).

2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.

3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community

4.2 Engage in structure professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning

Rationale: Using disaggregated data from the January regents, teacher will identify patterns/trends for passing and non-passing students and then create a plan of action to address the identified trends for non-passers.

March 2016

2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels

3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community

Rationale: In collaboration with the UFT representative this PD focused on the Do's and Don'ts of common planning to increase the effectiveness of that provided time. Additionally, time was provided to create self-assessment and teacher rubrics for the established writing cycle.

1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs, as evidenced by meaningful student work products

1.4 maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults

Rationale: The focus of this PD was to assess and clarify Banana Kelly's school wide goals for the 2014-2015 school year. Teachers were given an opportunity to agree, somewhat agree, somewhat disagree, and disagree with the progress the school has made.

Rationale: Establishing literacy across all content areas. PD's will focus on how each content area can provide opportunities to teach literacy.

After establishing how literacy can be taught, each content area will review the Common Core shifts to ensure that citing text based evidence is embedded in all curricula, unit plans, and lessons

April 2016

Rationale: To describe the types of writing assignments in your content and to develop cycles of writing for every subject area.

1A & 1E LASW Cycles

3C & 3D Read and discuss articles about ways to improve feedback to students

May 2016

Rationale: The PD's during this month will focus on continuing to look at student work, identifying which students need additional support heading into the June Regents, identify what form those supports will take, and continuing to contribute to building an academic portfolio for our students.

1A & 1E LASW Cycles

3c & 3d Analyzing Mock Regents data to create action plans for individual students or small groups

June 2016

Rationale: The PD's during this month will focus on the correlation between Regents Exams from January to June and June to June. The data from the initial correlations will be used to drive the end of the year instructional reviews and regents prep Saturday school classes.

1A & 1E Provide teachers and staff with pertinent information about the administration of the June Regents

3c & 3d Continue developing strategies for the D.E.A.R Program.

Section 11: 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.
The strategies and activities utilized to recruit highly qualified teachers are attending recruitment fairs and consulting with officials from the network and human resources. Moreover, the school provides external and internal professional development opportunities as well as leadership opportunities (WITSI Team, grade leaders, department leaders and etc.) to assist with the retention of highly qualified teachers. Assignments are given based on the strengths of teachers as well as the needs of the school.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
Banana Kelly provides both external and internal professional development to help teachers create Common Core-aligned units and tasks. External professional development in math is focused on creating tasks that challenge students to apply strategies that they have learned to problem solve and then justify their reasoning. External professional development in the Liberal Arts is focused on identifying the support skills students need to improve their writing via WITsi. Internal professional development has focused on building a curriculum that is focused on essential questions and lesson aims that are in service to those essential questions. As well as designing lesson for our students that provide an opportunity to read and write daily. To support the writing of our students professional development has helped to build graphic organizer sentence starters, paragraph outlines and self-assessment rubrics.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers have engaged in the MOSL Team, conferences with administration to make decision on the state and local measures that will be administered throughout the course of the school year. Additionally, the Professional Development Committee and teacher leaders work in collaboration with administration to administer initial assessment, mock regents exams and baseline assessments twice a year.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (RSCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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	318,931.00	X	35-36
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$60,098	X	53
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0	X	54-55
Tax Levy (FSF)	Local	2,105,856.00	X	42

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

Section 12: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

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. **[BANANA KELLY 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. **[BANANA KELLY HIGH SCHOOL]** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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 such as Field Day, Student's Art Expo and Parents' Walk
- 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

[BANANA KELLY HIGH SCHOOL], in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will

share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities

Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: Banana Kelly High School	DBN: 08x530
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>47</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: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The English Language Learner Department has reviewed all NYSESLAT data looking for patterns and trends. After having carefully reviewed and compared the NYSESLAT data and student's areas of focus, we have determined that our English Language Learners and new immigrants to the country need to work on developing their writing, reading, speaking and listening skills, which are needed to achieve graduation requirements as well as making progress towards acquiring English language, as measured under the title III AMAO accountability. These opportunities will be offered during our extended day (9th Period) program. Our English Language Learners and new immigrant students in grades 9-12 will be attending extended day (9th Period) instructed by an ESL Teacher and two content area teachers. Direct instruction will be provided with a focus on language acquisition and skill building. All 47 English language learners will be organized in a 15:1 student/teacher group for 17 weeks (Fall & Spring). The program will operate during the day from Wednesday-Friday from 2:40PM-4:00PM.

Part C: Professional Development

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

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

Begin description here: Banana Kelly's professional development programs involve on-going, in house and off site professional development opportunities. Under the school leadership we have created opportunities for both ESL teachers and content area teachers to receive in house and offsite professional development. English Language Learner Title III Program teachers will be provided with two professional development sessions. SIOP Training will be offered on October 27, 2014. This training will be conducted by the ESL Coordinator, Ms. Bahar Arsoy during our Monday professional development sessions from 2:45PM-4:00PM. Teachers of this program will also be provided with data training (November 4, 2014) during the Chancellor's Professional Development Day. This training will be conducted by our instructional coach, Mr. Ahmed Duwaik.

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

Part D: Parental Engagement Activities

Begin description here:

The parents of our English Language Learners and new immigrants, grades 9-12, will be provided with a meeting twice per year (Fall & Spring). Students and parents are expected to attend both of these events, bringing our total number of participants to approximately 60 people. Our initial meeting, was held on September 24, 2014 , which is an outreach and orientation for parents regarding their course of study and academic expectations. This meeting is also a way to re-introduce parents to our administration, LAP program and Title III rights and programs. The purpose of these parent meetings is to inform parents of ways and opportunities to support their children. Food and Metro Cards were provided in order to maximize attendance. Our second meeting, to be held April 15, 2015, will be a meeting where parents can meet one-on-one with our licensed ESL teachers to discuss students' literacy progress as evidenced using a combination of New York City Department of Education Base Line Assessments and classroom summative and formative assessments. At this meeting parents and students will also collaboratively create short term goals for the end of the year and longer term goals for the 2014-2015 school year. We will request DOE translation services to provide interpretation for parents for all parental meetings.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$10,508.04	Teacher per session pay for Extended Day Program 9th PD(Fall/Spring) for English Language Learners. Wednesday - Friday 2:40PM-4:00PM 3 Teachers (Eng/ESL , Math & Hist) @ 51.51/hr X 4hrs X 17 weeks = \$10,508.04
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. 	679.00	14 Audio Books & Ear Buds @ \$48.50= \$ 1,940
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 08	Borough Bronx	School Number 530
School Name Banana Kelly High School		

B. Language Allocation Policy Team Composition

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

Principal Charlette Pope	Assistant Principal Dr. Marva Picou
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Bahar Arsoy-Paulsen	School Counselor Paula Plaskett
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Cynthia Paula-Montes
Related-Service Provider Lisa Murph	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	238	Total number of ELLs	29	ELLs as share of total student population (%)	0.00%
--	------------	----------------------	-----------	---	--------------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	29	Newcomers (ELLs receiving service 0-3 years)	20	ELL Students with Disabilities	5
SIFE	3	Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more years)	6

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	20	2	2	3	1	0	6	0	3	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

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

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										10	6	5	6	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										0	0	1	1	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra	13	0	1	0
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment	14	0	7	0
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	13	3	9	2
Geography				
US History and Government	13	3	0	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 To assess the early literacy skills of our ELLs, we have administered the "Periodic Assessment for English Language Learners: Fall 2015" prepared by Pearson for grades 9-12.
 The results of this assessment will help us identify the listening, reading and writing levels that our ELLs need to improve academically and guide us in designing coherent instructional plans.
 Furthermore, we are planning to administer San Diego Quick Assessment, Roswell-Chall Decoding Assessment, Helen Roper-Schneider Phonemic Awareness Measures, Rosner & Simon Test of Auditory Analysis Skills, The Informal Reading Inventory.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 According to the results of the NYSESLAT exam administered in Spring 2015, the trends across grades show that most of our ELLs are in the 9th grade (10 students) and that most of the entering (5 S's) and expanding level (3 S's) students are in the 9th grade. We have an equal number of transitioning level students (1 S's) in each grade. Most of the emerging level students are in the 12th grade (3 students).

 According to the results of the NYSESLAT exam administered in Spring 2015, the trends across performance levels show that we have more entering level students (15) and an equal number of students at the emerging (5) and transitioning (5) levels.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 We are currently not using the AMAO tool. The patterns across NYSESLAT Modalities will help identify the areas of language skills (i.e. speaking, listening, reading and writing) which need to be further developed and this will guide decisions concerning lesson and unit planning as well as how students are grouped to develop these skills.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?

- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

A- According to the results of the NYSESLAT exam administered in Spring 2015, the trends across grades show that most of our ELLs are in the 9th grade (10 students) and that most of the entering (5 S's) and expanding level (3 S's) students are in the 9th grade. We have an equal number of transitioning level students (1 S's) in each grade. Most of the emerging level students are in the 12th grade (3 students). According to the results of the NYSESLAT exam administered in Spring 2015, the trends across proficiency levels show that we have more entering level students (15) and an equal number of students at the emerging (5) and transitioning (5) levels.

B- Prior to the 2015-2016 Academic Year, we did not use periodic assessments.

C- During the 2015-2016 Academic Year, we are using NYC Periodic Assessments for English Language Learners prepared by Pearson. The results of this assessment will help us identify the listening, reading and writing levels that our ELLs need to improve academically and guide us in designing coherent instructional plans. To support the ELL students in their home language, in classes, we pair students who have the same native language, we make use of cognates, we provide students with bilingual dictionaries, bilingual glossaries, translations of texts and key vocabulary in their native language.

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

We are currently not using RTI.

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

We make sure that a child's second language development is considered in instructional decisions by preparing lessons and activities which are scaffolded and differentiated according to the proficiency level of students based on the results of the NYSESLAT. Furthermore, during Writing through Strategic Inquiry (Witsi) meetings that are held schoolwide for 9th and 10th as well as 11th and 12th grades, the teachers in all content areas collect and examine student work (which also includes work from ELL students) and decide on which areas of the students' writing need improvement. To improve students' writing skills, teachers develop strategies and prepare lessons and activities accordingly. To support the ELL students in their home language during classes, we pair students who have the same native language, we make use of cognates, we provide students with bilingual dictionaries, bilingual glossaries, translations of texts and key vocabulary in their native language.

7. For dual language programs, answer the following:

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

We do not offer a dual language program.

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

Success is evaluated based on NYSESLAT scores reported in the RLAT report, credit accumulation and regents performance growth. We take into consideration the number of students scoring proficient/commanding or advancing one proficiency level as per the NYSESLAT.

Part IV: ELL Identification Process

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

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

Step 1: Students attending New York City Public schools are required to complete an intake packet which includes the Home Language Identification Survey. When a new entrant student or a reentrant student who has not continuously attended a school in New York state arrives to our school, they are welcomed by our parent coordinator who notifies our Assistant Principal. Our Assistant Principal assists families in completing the documents including the Home Language Identification Survey. The parents are provided with the Home Language Survey either in their native language or they are provided with assistance by a translator who speaks their native language. If the student's home language is English, the ELL identification process terminates at this point. The completed Home Language Survey is placed in the student's cumulative file and remains a part of the student's record.

Step 2. If according to the Home Language Identification Survey, the student's home language is not English, the Assistant Principal with the assistance of a translator who speaks the student's native language interviews the student both in English and in the home language to determine whether or not the student may be eligible to take the NYSITELL or whether the student has English oral and literacy skills sufficient for the grade he is enrolling. If the student has an IEP (from within the United States), the NYSITELL eligibility is

based on the decision of the Language Proficiency Team. If the student is ineligible to take the NYSITELL, the ELL Identification Process terminates at this step.

Step 3: If the student is determined to be an ELL based on the Home Language Identification Survey, our ESL Teacher who is a licensed pedagogical administrator administers the NYSITELL exam to the student and the answer documents are scanned into the ATS within 10 school days of enrollment (20 days if the student has an IEP). If the student tests out of the NYSITELL exam, then he or she is not entitled for ESL services and is assigned a program accordingly. If the student does not test out of the NYSITELL exam, then the student is entitled to ESL services and is programmed for ESL classes. Within 5 school days of ELL determination, the parents of the student are notified of the results of the NYSITELL and ELL Status. The parents of ELLs whose children are found to be entitled to ESL services are invited to a DOE Parent Video Orientation and they are also presented with an entitlement letter.

Step 4: Once the NYSITELL exam is administered and the student is determined to be in need of ESL services and has a home language of Spanish, the ESL teacher notifies the Spanish teacher who in turn administers the Spanish LAB to the student. After the Spanish LAB is administered, the answer documents are scanned within 10 school days of enrollment (20 school days if the student has an IEP).

In the case of students who are coming from another public school within New York State, the guidance counselor contacts the sending NYS public school to request information regarding the home language code, copy of the Home Language Identification Survey used, NYSITELL (or LAB-R) and NYSESLAT results and SIFE status within two business days. The data and documents received from the NYS public school is placed in the student's cumulative folder and are inputted into the designated ATS screens. If the data is not received within 5 school days of enrollment, we start the ELL identification process. If the NYS public school data indicates that the student is an ELL, the parents of the student are invited to a DOE Parent Video Orientation. Students who reenter NYC public schools after having been enrolled in a school outside of NYC and/or NYS for 2 or more years go through the ELL identification process described above.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

During initial enrollment, if we see that there are indications that a student had an interruption or inconsistency in their formal schooling when the parent fills out the Home Language Survey, we start the SIFE Identification process. We proceed with the SIFE identification process in case of newly identified ELLs in grade 9 and who are at the beginner/entering or low intermediate/emerging level of proficiency according to the NYSITELL results. During the SIFE identification process, we administer the oral interview questionnaire and we administer the Literacy Evaluation for Newcomer SIFE (LENS) if the student's home language is Arabic, Bengali, Chinese, Haitian Creole, or Spanish. Within 30 days from initial enrollment we enter the initial SIFE status in DOE's data collection system. If needed, within one year, we modify the initial SIFE to indicate the final determination of SIFE status.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).

The NYSITELL eligibility for students is based on the decision of the Language Policy Team (LPT) which consists of a school administrator, a certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages, the director of special education and the student's parent or guardian. The LPT takes into consideration 1) the Home Language Survey, 2) the student's history of language use in the school and home or community, 3) the results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language and 4) the information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

Based on the evidence, the LPT makes a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student takes the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian is notified within 3 school days of the decision in the parent's/guardian's preferred language.

The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, within 5 school

calendar days we administer the NYSITELL and notify the parent or guardian. We complete the form titled Language Proficiency Team NYSITELL Determination Form and place it in the student's cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
The ESL teacher prepares the entitlement and non-entitlement letters in English and in the parent's preferred language. These letters are both mailed to parents' homes and given to students to give to their parents and a copy is available during the parent orientation. Our school support team calls home to ensure that parents have received this letter and to invite them to the DOE Parent Video Orientation. During Parent Video Orientation, parents are presented with another copy of the Entitlement Letter in English and in the parent's preferred language. Copies of the entitlement letters are placed in the students' cumulative record in the Main Office. Also, a copy of these documents are kept in a secure location with the ESL teacher. The ESL teacher checks with the school support team to make sure that the letters were mailed, the phone calls were made and when the parents are scheduled for the parent orientation meeting.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Through Entitlement and Non-Entitlement letters that are presented to the parents after the administration of NYSITELL, the parents are informed in English and their native language that they have the right to appeal ELL status within 45 days of enrollment. Also, when our school support team calls home to ensure that the parents have received the Entitlement letters, they inform the parents that they have the right to appeal the ELL status within 45 days of enrollment. During the Parent Orientation meeting, the ESL teacher with the help of a translator that speaks the parent's native language once again explains to the parents that they have the right to appeal ELL status within 45 days of enrollment.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
As soon as the NYSITELL test is administered, the parents of ELLs whose children are found to be entitled to ESL services are invited to a DOE Parent Video Orientation and they are also presented with an entitlement letter. The entitlement letter which is both in English and in the parents' native language informs the parents of their child's proficiency level on the NYSITELL and provides them with information about the types of programs that are available to ELLs within the schools in New York City Board of Education. During the DOE Parent Video Orientation (which is available in 13 languages), the parents of ELLs are provided with further information in their preferred language about the ELL programs that are available within the schools in New York City Board of Education and any questions that they have about these programs are answered. This orientation is provided by our ESL teacher who is a licensed pedagogue and a translator that speaks the parents' native language. Furthermore, the parents of ELLs are provided with a copy of the "English Language Learners" pamphlet in English and in their native language. This pamphlet which is prepared by NYC Board of Education Division of English Language Learners & Student Support also provides information about the types of programs available to ELLs with the New York City public schools. After the video presentation, the parents are presented with the Parent Survey and Program selection form. When the parent is completing the form, the ESL teacher with the help of the translator answers any questions that the parent has about the type of programs available to ELL students through the DOE. The ESL teacher informs the parents that our school has only a freestanding ENL Program and explains the options that are available to them if they want their child to attend a school that offers a dual language or transitional bilingual education program. Parents who do not complete and sign the form during the orientation are informed that the completed and signed form has to be sent to the school within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student is placed in the freestanding ENL program in our school as our school currently does not offer a bilingual program.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
Entitlement letters in English and in the parent's preferred language are both mailed to parents' homes and given to students to give to their parents and a copy is available during the parent orientation. Our school support team calls home to ensure parents have received this letter and to invite them to the DOE Parent Video Orientation. Parent Survey and Program selection forms in English and in the parent's preferred language are distributed and collected during parent video orientation. Parents who do not attend orientation are contacted via telephone. Their options are presented to them and they are informed that their child will be placed in a freestanding ENL program which is the only program currently available in our school if they do not return the signed and completed program choice form. The parent program selection form is also given to a student to take to their parent and if not returned to the ESL teacher within 3 days, mailed to the parent. The parent is informed to return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student is placed in the freestanding ENL program in our school as our school currently does not offer a bilingual program. If a parent's program choice is not currently available in our school, we inform the parent that we can keep the student enrolled at our school in the freestanding ENL program. If the parent chooses this option, we immediately place the student in that program and begin serving him/her. We also inform the

parent that the student can be transferred to a different school where the parent's selection is currently available. If the parent prefers this option, we explain to the parent that our guidance counselor will contact the Division of English Language Learners and Student Support, which will coordinate the transfer with the Office of Student Enrollment. We also inform the parent that, while the school awaits the transfer, the student will temporarily be placed in the freestanding ENL program in the school until the transfer is complete. The placement letter is mailed to parents who do not attend the parent orientation. Parents who do not attend orientation are also contacted via telephone and informed that a placement letter is mailed to them and that a copy will also be given to their child to take home. It is explained to the parent that their child has been placed in a freestanding ENL program as it is the only program currently available in the school. We explain the two options described above. After the parent completes and signs the Parent Survey and Program Selection Form, the assistant principal enters the parent choice as indicated on the Parent Survey and Program Selection Form in the designated screen in ATS (ELPC). The parent's first choice is entered as noted on the selection form. The original completed Parent Survey and Program Selection Form is retained in the student's permanent folder in the Main Office. Also, a copy of this document is kept in a secure location with the ESL teacher.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Parent Survey and Program selection forms in English and in the parent's preferred language are distributed and collected during parent video orientation. Parents who do not attend orientation are contacted via telephone. Their options are presented to them and they are informed that their child will be placed in a freestanding ENL program which is the only program currently available in our school if they do not return the signed and completed program choice form. The parent program selection form is first given to a student to take to their parent and if not returned to the ESL teacher within 3 days, mailed to the parent. The parent is informed to return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student is placed in the freestanding ENL program as our school does not have a bilingual program.
9. Describe how your school ensures that placement parent notification letters are distributed. Placement letters in English and in the parent's preferred language are both mailed to parents' homes and given to students to give to their parents and a copy is available during the parent orientation. Our school support team calls home to invite parents to the DOE Parent Video Orientation. During the parent video orientation, the parents are presented with a placement letter. It is explained to the parent that their child has been placed in a freestanding ENL program as it is the only program currently offered in our school. If a parent's program choice is not currently available in the school, we inform the parent that we can keep the student enrolled at our school in the ENL program. If the parent chooses this option, we immediately place the student in that program and begin serving him/her. We also inform the parent that the student can be transferred to a different school where the parent's selection is currently available. If the parent prefers this option, we explain to the parent that our guidance counselor will contact the Division of English Language Learners and Student Support, which will coordinate the transfer with the Office of Student Enrollment. We also inform the parent that, while the school awaits the transfer, the student will temporarily be placed in the ENL program in the school until the transfer is complete. The placement letter both in English and in the parent's preferred language is mailed to parents who do not attend the parent orientation. Parents who do not attend orientation are also contacted via telephone and informed that a placement letter is mailed to them and that a copy will also be given to their child to take home. It is explained to the parent that their child has been placed in a freestanding ENL program as it is the only program currently available in the school. We explain the two options described above. A copy of the placement letter is also given to a student to take to their parent.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL-related documents are kept in the student's cumulative record in the Main Office. These documents include dated and signed copies of each student's 1) Home Language Identification Survey, 2) Parent Survey and Selection Form, 3) Program Placement Letter, 4) Entitlement letter (newly identified ELLs), 5) Continued entitlement letter (continuing ELLs), 6) Non entitlement letter, and 7) Language Proficiency Team NYSITELL Determination Form. Also, a copy of these documents are kept in a secure location with the ESL teacher.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year. All ELLs are scheduled to take the NYSELAT exam. Prior to the administration of the test, a NYSELAT Committee consisting of the Principal, Assistant Principal, Testing Coordinator and the ESL Teacher decide on the logistics of the test. The speaking portion of the test is administered in a separate room on a one-to-one basis by a team of trained teachers who are not the students' ELL or ELA teachers. The listening, reading and writing sections of the test are administered in a group and each test is administered on a different day in classrooms reserved for the test. The listening, reading and writing sections of the test are administered to students with IEPs in a separate location according to their IEPs. Prior to the administration of the test, the ATS reports to determine NYSELAT eligibility is printed and the names of the students are checked against the preslugged answer sheets mailed to our office. Answer sheets are prepared for students whose names are on the report and who do not have preslugged answer sheets. The students are provided with permission slips and on the days of the test, they are escorted to the exam by the school support staff. After each section of the test is administered school wide, students who were absent from a section of the exam are given make-up tests in groups in classrooms reserved for the make-up tests. Make-up tests for each section of the exam are administered in the morning and

afternoon at least two or three times on various dates to ensure that the students complete all portions of the test until the designated deadline. The make-up tests for students with IEPs are administered in a separate location according to their IEPs.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Based on the NYSESLAT scores that students receive each spring, we send Continued Entitlement Letters to parents of students who continue to be entitled to ELL services. Letters are sent to parents by September 15 of the school year in which the student continues to be entitled. Letters must be sent both in English and in the preferred language of the parent. Students who score at “proficient/commanding” level on the NYSESLAT and students who score at “advanced/expanding” level on the NYSESLAT AND 65 or above on the NYS ELA Regents exam exit ELL status or are considered tested out. Because students who test out and become former ELLs are entitled to transition services for up to 2 years (which includes a half unit of ESL/ENL or services that monitor and support the student’s language development and academic progress and ELL testing accommodations), we send Non Entitlement/Transition Letters to parents of students who have exited ELL status. These letters are sent by September 15 of the school year in which the student is no longer entitled. Letters are sent in English and in the preferred language of the parent.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Prior to the Academic year 2012 – 2013, our records indicate that the trend in program choice has been Freestanding ESL program by newcomer parents. During the 2012 -2013 academic year, we offered a Transitional Bilingual ESL Program. For the academic year 2013- 2014, the trend in program choice so far has been Transitional Bilingual ESL Program by three parents and Freestanding ESL Program by two parents. (If 20 or more parents request a bilingual program, our school will be required to open a class to meet parents’ desire for their children.) For the academic year 2014-2015, the trend in program choice has been the Freestanding ESL Program. Four out of four parents indicated Freestanding ENL as their first choice on the Parent Survey and Program Selection form.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
In content area classes the class containing each grade travels together as a group. Each grade is heterogeneous. In freestanding ENL classes students are grouped heterogeneously and ungraded.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Our assistant principal collaborates with our programmer to highlight students’ proficiency levels and properly program them for stand-alone , push-in, ELT ESL classes to meet the mandated number of instructional minutes.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
In content area classes, the teachers use the workshop model. Following the mini-lesson the students engage in guided practice which is followed by independent practice. The teachers differentiate lessons and activities. They design assessments and scaffolds to gauge and improve student learning. Uniform practices such as taking notes using the Cornell Note Taking Style and incorporating different levels of depth of knowledge questions is incorporated in content area lessons to make content

comprehensible. Even though the language of instruction may be in English most of the time, lessons include vocabulary instruction and students are provided with reference materials in their native language.

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

When students are initially enrolled in our school, our Spanish teacher administers the Spanish Lab to students. Based on their level students are enrolled in the appropriate Spanish class and receive native language instruction

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

ELL students are provided multiple entry points into the lesson. Student grouping, scaffolded questioning and multi-media are used to support ELL achievement. Formative (Tests /quizes) and summative (Teacher conferences/exit tickets/student work) assessments are used to evaluate all of the four modalities of English Acquisition throughout the year.

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

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

a/b/c. Our teachers create differentiated lessons and activities for ELL subgroups.. Additionally, SIFE students, beginner level and new comers participate in the ELLIS Program to increase their vocabulary, to lower their affective filter and to help them improve their grammar as well as their listening and speaking skills. SIFE need Literacy skills in the L1 (or L2). To develop mastery of English, they need intensive ESL instruction. Furthermore, they need intensive academic literacy instruction, (preferably in both L1 and L2) and they need background knowledge to study the academic subjects taught in English. They benefit from content knowledge being taught in L1 to bring them up to grade level. When teaching SIFE and newcomers, we provide bilingual dictionaries, glossaries, word walls as well as texts translated to their native language. We scaffold instruction by using visuals, sentence starters, graphic organizers, extensive modelling and include pre-reading and pre-writing activities to activate prior knowledge as well as to build background information. We make use of structured and guided activities that support students in using their home language as a resource to make sense of, and deepen, their understanding of the content they learn. Students are intentionally grouped, with partners or in triads, with peers who share their home language. This allows students to support one another to explore and elaborate their understanding of ideas. Students receiving 4 to 6 years of service are one of the two target groups created by our ESL Department. We look closely at these students NYSESLAT testing patterns alongside their regents' performance and classroom performance in developing action plans for these individual students. These action plans may involve participating in extended day school, afterschool tutoring and/or in class reading and writing conferences with licensed ESL teachers.

d. Long term ELL students are the second target group of the ESL Department. For this group again, we look closely at these students' NYSESLAT testing patterns alongside their regents' performance and classroom performance in developing action plans for these individual students.

e. As for our former formers ELLs, we develop individual action plans based on their regents' performance and classroom performance. Students who test out and become former ELLs are offered transition services for up to 2 years: The transitional services consist of a half unit of ESL/ENL or services that monitor and support the student's language development and academic progress as well as ELL testing accommodations.

The testing accommodations for ELLs and up to two years for former ELLs consist of 1) time extension, 2) Separate location, 3) Third reading of listening selection in English Language Arts exams, 4) Use of bilingual dictionaries and/or glossaries, 5) simultaneous use of English and alternative language editions of state examinations for which SED provides written translations, 6) Writing responses in the home language if making use of alternative language editions or of oral translations of state examinations may write their responses to the open-ended question in their home languages.

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

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal consults with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she consults with the superintendent or

his/her designee. Final decision notification is presented in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
 The teachers of ELL-SWDs choose materials that are appropriate to the instructional level of their students based on the results of the Ed Performance Series tests that are given to the students by the Special Education Department. Instruction is delivered using the workshop model and all lessons include vocabulary development. Teachers differentiate lessons and activities based on the needs of their students.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
 The ESL teacher along with the general teaching staff examines the IEPs of ELLs identified as having special needs in order to determine how students can achieve their IEP goals in their classrooms. The teachers differentiate their lessons according to the needs of these students. Furthermore, these students participate in the ELLIS Program, extended school-day and/or after school tutoring.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements
All ENL classes, including Integrated and Stand-alone offer home language support.

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

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



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

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

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

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

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

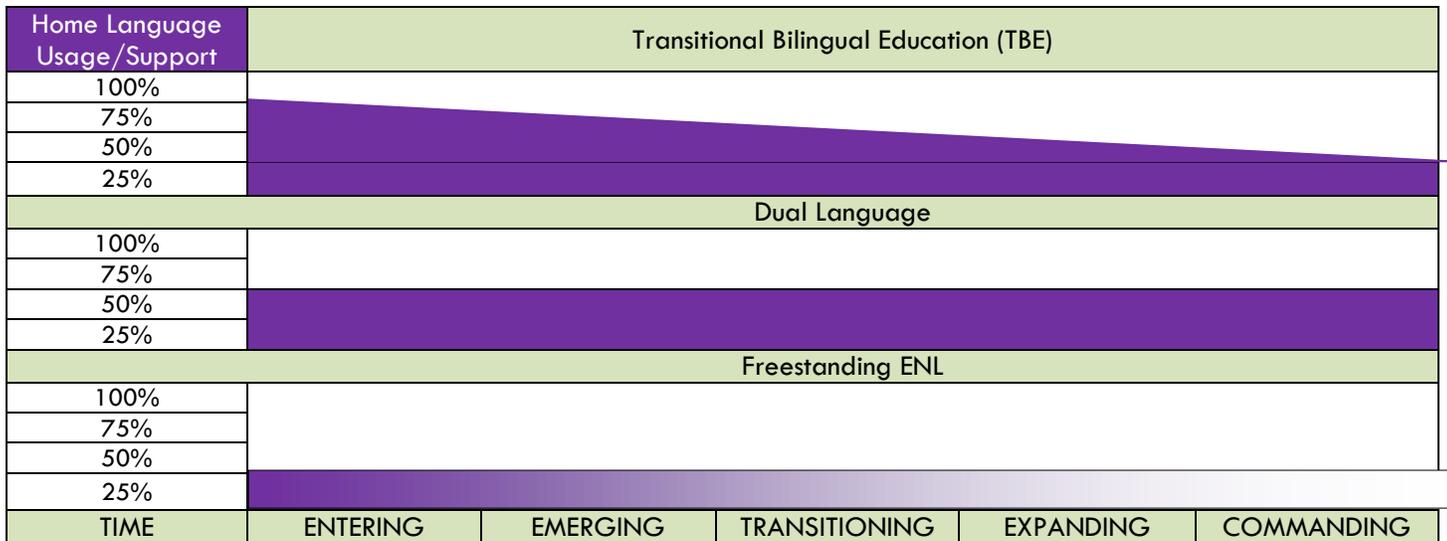


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
SIFE and new comer students receive push in support in any course they take that terminates in a regents examination in the content areas of Social Studies, ELA, Math and Science.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
We determine the effectiveness of our program based on NYSESLAT scores reported in the RLAT report, credit accumulation and regents performance growth. We take into consideration the number of students scoring proficient/commanding or advancing one proficiency level as per the NYSELAT.
12. What new programs or improvements will be considered for the upcoming school year?
We will add the ELLIS program as well as the WRITE To Learn program
13. What programs/services for ELLs will be discontinued and why?
Na-
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELL students are offered extra support in after-school. Teachers of ELL students invite ELL students and their families to participate in school activities. Our ELLs participate in our blended learning programs and regents preparation programs offered during extended day and in after-school. Additionally, we provide extracurricular activities, which include varisty basketball, Soccer Club, Creative Writing, Build-on, Wrestling, Year Book Club, Art Club and Varsity Baseball .
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Throughout the year, ELLs read fiction and non-fiction texts and explore different themes. Through whole group instruction, small group activities and individual work, they read and analyze short stories, novels and articles. They engage in conversations and write about characters and themes in these works. As they critically read and respond to the events and themes, they work on improving their reading, writing, speaking and listening skills in English. They use the internet to conduct research or use Microsoft computer programs to create power point presentations or to type and edit their writing projects.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Our school has purchased dictionaries and downloaded glossaries in our students' native languages and we also have books in students native language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Using NYS ESL performance indicators as an anchor, our ESL department in consultation with our content area department strive to create relevant curricula that speaks to students' age and grade levels and also aligns to the general education courses students are programmed for. ere:
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
19. What language electives are offered to ELLs?
All Banana Kelly Students are offered Spanish electives.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

NA

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The ESL teacher meets with the content area teachers biweekly during grade & department meetings to discuss student progress and curricular design. School Leadership receives periodic updates of OELL professional development trainings relating to ELL students at the high school level.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
We encourage staff to examine students assessments (formative and summative). Additionally, ESL teachers work with content area teachers to develop strategies to improve the academic performance of ESL students within the content area.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
This year we plan to have the ELL teacher conduct two all school wide workshop focusing on ELL assessment data to share promising practices when working with ELL students. A sign-in sheet and a reflection sheet will be used to record staff participation in these workshops.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Teachers attend professional development offered OELL throughout the school year.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
The goals are discussed during open house, parent workshop for ELLs, and individual parent meeting with the ESL provider.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
3- Currently, our school is working to improve parental involvement within the school. We hope to improve parental involvement through hostinh during and afterschool showcases of student work. All parents will be invited for these events and the parents of ELL students will receive specialzied invitations to attend these events. Within these events we will have conversations on important information pertaining to student achievement including regents performance, student credit accumulation, new programs and curricula etc.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
4- Currently our school does not partner with any CBO's that provide ELL trainings and support.
5. How do you evaluate the needs of the parents?
5-Our parent coordinator along with the PTA holds monthly meetings in which she is responsible for eliciting parent needs. Yearly parent surveys are also distributed to parents by the Department of Education, which we use to determine parent satisfaction.
6. How do your parental involvement activities address the needs of the parents?
Our parent meetings will be integrated into our PTA and SLT meetings. The school will ensure that translation services are provided either by a staff member or through the translation services.

D. Additional Information

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

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **08X530** School Name: **Banana Kelly**
Superintendent: **M. Alcott**

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.

Base on the Home language identification Survey the preferred languages for translation and oral interpretation is spanish.

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
Arabic (.8%)
Twi(.4%)

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. Monthly school calendar
- b. Phone Blast announcements of important meetings and school events
- c. Letters to parents to inform them of events in the school
- d. Letters regarding students attendance, conduct, and academic progress

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.

- Parent teacher conferences
- PTA meetings
- SLT meetings
- Parent workshops
- Special school events
- Teachers are expected to maintain communication with parents regarding their childs academic progress
- Attendance outreach
- Parent coordiantor parent outreach reaqarding school events, volunteer opportunities, and one on one support

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.

The school has several bilingual staff members. Additonally a bilingual guidance coueslor and parent coordiantor was hired meet the translation needs.

School messenger is used to send important information to the families in Spanish and english

When necessary translation services will be provided for meetings via staff, DOE translation services or vendor. The parent coordianator will asisst in securing these services when needed.

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.

During the regular school day translators are provided on site; generally the bilingual counselor , parent coordinator or bilingual teaching staff assist with translation.

When necessary translation services will be provided by a contracted vendor for special events

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.)

The information will provided to staff during the professional development time on Mondays

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

The information will be provided to parents during PTA meeting and parent workshops.

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)

We will solicit formal and informal feedback from parents regarding quality and availability of translation services. The parent engagement team will include this item as one of the questions on their parent survey.