2018-19
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): 19K654
School Name: VAN SICLEN COMMUNITY MIDDLE SCHOOL
Principal: ADONNA MCFARLAND
School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: VAN SICLEN COMMUNITY MIDDLE SCHOOL
School Number (DBN): 19K654
BEDS Code: 331900010654
Grades Served: 6-8
School Address: 800 VAN SICLEN AVENUE
Phone Number: 718-927-4701
Fax: 718-927-4707
School Contact Person: KIESHA KEMP
Email Address: KKEMP3@SCHOOLS.NYC.GOV
Principal: ADONNA MCFARLAND
UFT Chapter Leader: MATTHEW DUNNE
Parents’ Association President: Alida Ramirez
SLT Chairperson: OLUBUNMIFASHUSI
Title I Parent Representative (or Parent Advisory Council Chairperson): Earlene Franklin
Student Representative(s): Wesner Pierre-CAMBA
CBO Representative: 

District Information

Geographical District: 19
Superintendent: DR. THOMAS MCBRYDEJR
Superintendent’s Office Address: 557 PENNSYLVANIA AVENUE BROOKLYN NY 11207
Superintendent’s Email Address: tmcbrydejr@schools.nyc.gov
Phone Number: 718-240-2741
Fax: 718-240-2747

Field Support Center (FSC)

FSC: BROOKLYN NORTH
Executive Director: BERNADETTE FITZGERALD
Executive Director’s Office
131 Livingston Street Brooklyn NY 11201

Executive Director’s Email Address: BFITZGE2@SCHOOLS.NYC.GOV

Phone Number: (718) 935-3954
Fax: 718-935-3444
Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adonna McFarland</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Matthew Dunne</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Alida Ramirez</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Kendu Lalanne</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Earlene Francis</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td>WESNER PIERRE</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Eunice Emery</td>
<td>Member/PARENT</td>
<td></td>
</tr>
<tr>
<td>Fedna Clerphon</td>
<td>Member/PARENT</td>
<td></td>
</tr>
<tr>
<td>Fatima Brown</td>
<td>Member/PARENT</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td></td>
<td>Member/PARENT</td>
<td></td>
</tr>
<tr>
<td>OLUBUNMIFASHUSI</td>
<td>Member/TEACHER</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/PARENT</td>
<td></td>
</tr>
<tr>
<td>KATIE MCNELLY</td>
<td>Member/TEACHER</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
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<td>Member/</td>
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</tbody>
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Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community.

The process of developing and implementing the SCEP is aligned to the Framework for Great Schools. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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

The Framework for Great Schools and SCEP Development

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

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

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

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

**Accountability Tools and the Framework for Great Schools**

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

**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 called the 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 current Priority and Focus Schools and Focus Districts must use the tool; districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

**NYCDOE’s Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 2017-18 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the SCEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the SCEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).

- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.

- **Step 3:** In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), and other qualitative and quantitative data.

- **Step 4:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you...
monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 5:** Build consensus around activities, strategies and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

- **Step 6: Step 6:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.
### Section 4: SCEP Overview

1. **What is your school’s mission statement?**

   The mission of Van Siclen Community Middle School is to empower and inspire all students to apply the knowledge and skills necessary to become problem solvers, achieve academic and personal success and to be college and career ready. As part of this process students will acquire the skills to become self-directed learners. Technology will be infused throughout the program to support student development of 21st Century skills.

2. **Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.**

   Van Siclen Community Middle School is located in the East New York section of Brooklyn.

   Our instructional philosophy is designed to put students in the driver’s seat as it pertains to their development. Students learn best when they are driven by purpose and the learning is meaningful. Research shows that when students participate in the decision-making and the outcomes, motivation for the task improves. Also students become empowered and emotionally invested in the work they do.

   The Project/Problem Based Learning approach provides meaning and purpose to the work students are doing and the skills they are acquiring by performing the task. We are a community of caring adults who want to challenge and empower students academically and socially. All teachers have opted into the Teaching Excellence Network to further their skills reflectively to improve their pedagogy.

   Many teachers have demonstrated a willingness to help student become more proficient in their core competencies, and also work with them to develop extracurricular skills as well. This allows students to develop and apply their core skills in activities such as drama, poetry, robotics, coding, etc.

   We have identified values of the teachers who align themselves with the philosophy of the school. Teachers who are passionate about teaching and kids, and have the humility to collaborate with others to work towards a challenging goal. The school has a mix of knowledge and experienced teachers who are willing to grow a school culture. The school has established many norms and events that have begun to define who we are as a school community.

   Strategic partnerships include: CAMBA. National Training Network, Literacy Design Collaborative, Generation Ready, Teaching Excellence Network and The Achievement Network.

3. **Describe any special student populations and what their specific needs are.**

   We have a high level of special needs students and a transient students in temporary housing population whose specific needs are differentiation of tasks.
<table>
<thead>
<tr>
<th>4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The elements of the Framework for Great Schools in which we made the most progress over the past year is Effective School Leadership and Strong Family-Community Ties. We have been effective in establishing a positive culture as evident by our positive support environment feedback in the NYC School Survey. While we have established many components for a supportive learning environment, we recognize the need to continue that work and provide additional academic supports for our students who have exhibited major deficits as it pertains to meeting the expectations of the Common Core Learning Standards.</td>
</tr>
</tbody>
</table>
### School Demographics and Accountability Snapshot for 19K654

**School Configuration (2018-19)**

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>06.07.08</td>
<td>297</td>
<td>No</td>
</tr>
</tbody>
</table>

**English Language Learner Programs (2018-19)**

<table>
<thead>
<tr>
<th>Dual Language</th>
<th>Self-Contained English as a Second Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Special Education Programs/Number of Students (2015-16)**

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>32</td>
<td>32</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># Special Classes (Math)</th>
<th># SETSS (Math)</th>
<th># Integrated Collaborative Teaching (Math)</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>30</td>
<td>33</td>
</tr>
</tbody>
</table>

**Types and Number of Special Classes (2018-19)**

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
<th># CTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**School Composition (2017-18)**

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>% Attendance Rate</th>
<th>% Free Lunch</th>
<th>% Reduced Lunch</th>
<th>% Limited English Proficient</th>
<th>% Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>95.0%</td>
<td>88.7%</td>
<td>92.6%</td>
<td>2.0%</td>
<td>11.8%</td>
<td>35.0%</td>
</tr>
</tbody>
</table>

**Racial/Ethnic Origin (2017-18)**

<table>
<thead>
<tr>
<th>% American Indian or Alaska Native</th>
<th>% Black or African American</th>
<th>% Hispanic or Latino</th>
<th>% Asian or Native Hawaiian/Pacific Islander</th>
<th>% White</th>
<th>% Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0%</td>
<td>70.7%</td>
<td>22.2%</td>
<td>1.7%</td>
<td>4.0%</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

**Years Principal Assigned to School (2018-19)**

| 5,25 | # of Assistant Principals (2016-17) | 4 |

**% of Teachers with No Valid Teaching Certificate**

| 0% | % Teaching Out of Certification |
| 56% | 5.5 |

**Student Performance for Elementary and Middle Schools (2017-18)**

| ELA Performance at levels 3 & 4 | 18.2% | Mathematics Performance at levels 3 & 4 | 9.6% |
| Science Performance at levels 3 & 4 (4th Grade) (2016-17) | N/A | Science Performance at levels 3 & 4 (8th Grade) (2016-17) | 12% |

**Student Performance for High Schools (2016-17)**

| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | N/A |
| Global History Performance at levels 3 & 4 | N/A | US History Performance at Levels 3 & 4 | N/A |
| 4 Year Graduation Rate | N/A | 6 Year Graduation Rate (2011 Cohort) | N/A |
| Regents Diploma w/ Advanced Designation | N/A | % ELA/Math Aspirational Performance Measures (2015-16) | N/A |

**Overall NYSED Accountability Status (2018-19)**

<table>
<thead>
<tr>
<th>Reward</th>
<th>No Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Good Standing</td>
<td>No Local Assistance Plan</td>
</tr>
<tr>
<td>Focus District</td>
<td>Yes Focus School Identified by a Focus District</td>
</tr>
<tr>
<td>Priority School</td>
<td>Yes Focus Subgroups</td>
</tr>
</tbody>
</table>

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: YSH
  - Asian or Native Hawaiian/Other Pacific Islander: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Students with Disabilities: No
  - Limited English Proficient: N/A
  - Economically Disadvantaged: NO ALL STUDENTS

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: NO
  - Asian or Native Hawaiian/Other Pacific Islander: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Students with Disabilities: NO
  - Limited English Proficient: N/A
  - Economically Disadvantaged: NO ALL STUDENTS

- **Met Adequate Yearly Progress (AYP) in Science (2016-17)**
  - American Indian or Alaska Native: N/A
  - Black or African American: NO
  - Hispanic or Latino: N/A
  - Asian or Native Hawaiian/Other Pacific Islander: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Students with Disabilities: N/A
  - Limited English Proficient: N/A
  - Economically Disadvantaged: NO ALL STUDENTS

#### High School

- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - Asian or Native Hawaiian/Other Pacific Islander: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Students with Disabilities: No
  - Limited English Proficient: N/A
  - Economically Disadvantaged: NO ALL STUDENTS

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - Asian or Native Hawaiian/Other Pacific Islander: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Students with Disabilities: N/A
  - Limited English Proficient: N/A
  - Economically Disadvantaged: NO ALL STUDENTS

- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - Asian or Native Hawaiian/Other Pacific Islander: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Students with Disabilities: N/A
  - Limited English Proficient: N/A
  - Economically Disadvantaged: NO ALL STUDENTS
**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

## Part 1 – Needs Assessment

### Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 3 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
</tbody>
</table>

### Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

- Of the students assessed students in ELA during 2017-2018:
  - 49% Level 1
  - 32% Level 2
  - 14% Level 3
  - 4% Level 4
- Of the students assessed students in Math during 2017-2018:
  - 60% Level 1
  - 30% Level 2
  - 9% Level 3/4
- Quality Review Findings:
  - Proficient—Though pedagogy, anchored in common beliefs, provides consistent instructional supports, including scaffolds and questioning, the use of strategic extensions that foster higher order thinking demonstrated in rigorous student work and discussions varies across classrooms.
  - Proficient—All curricula are aligned to the Common Core Learning Standards (CCLS). Curricula and academic tasks are revised using student work and data to support diverse student needs.
  - Proficient—The school uses common assessments in all subject areas, tracks student progress, and consistently checks for understanding.
DTSDE Findings:

- Classroom instruction did not faithfully implement components, such as purposeful grouping, that teachers included in their plan.
- Teachers must begin to integrate differentiated activities into their daily lesson plans.

We are in our 5th year of existence with a clear understanding that we must continue to ensure that our units of study incorporate multiple entry points and be simultaneously aligned to the Common Core Standards.

PPO Findings:

Teachers are still not consistently across classrooms providing differentiated instruction and support to ensure all learners have access to learning checking for understanding to make modifications, and providing rigorous instruction.

Part 2 – Annual Goal

| Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. |
| By June 2019, ELA teachers will construct units of study whereas students are appropriately grouped to differentiated tasks/activities accompanied by appropriate supports to increase our English Language Arts Performance Index by 10 points as measured by our NYS Report Card Performance Index report. |
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration/ Teachers</td>
<td>Aug 2018-June 2019</td>
<td>Principal/A.P.</td>
</tr>
</tbody>
</table>

Teachers will participate in professional development sessions facilitated by Teachers College, Genready, and administration around creating Common Core aligned units of study in all curricula areas. Professional development focused on the following: writing units of study, enduring, essential questions, academic vocabulary, performance tasks and materials/resources.

Weekly common planning meetings for content area teams to collaboratively plan lessons and tasks for CCLS aligned units of study.

Components added to curriculum are:

- * read-a-louds to increase teacher modeling and thinking during reading
- * word work with a focus on prefixes, roots and suffixes coupled with word lists and activities from Wordly Wize.

Specific differentiated activities included in lessons such as:

- *guided reading to support all readers in groups at their levels and needs (****Increase frequency of Guided Reading teacher development***)
- *station teaching to engage students at various levels (****Increase frequency of Guided Reading teacher development***)

We will continue to build on the literacy strategies used throughout last year:
*Close reading and annotation

*Organized writing using strategies such as RACER for short responses and Box and Bullets for extended responses

Weekly common planning focused on revising and further aligning the 6th/7th grade units of study to the CCLS

Teachers will participate in a teaching- learning cycle review which includes teacher-led lesson study protocol and looking at student work protocol

Teachers will create target groups based on 2018 NYS ELA performance and monitor periodic assessments to analyze the trends and determine next steps

<table>
<thead>
<tr>
<th>School-wide analysis of literacy assessment (Achievement Network/periodic assessment) results to surface the gaps in students understanding.</th>
<th>Administration/Teachers</th>
<th>November January April June</th>
<th>A.P.</th>
</tr>
</thead>
</table>

Teachers will be trained to utilize the Literacy Design Collaborative tools to teach the explicit literacy skills and assignments to facilitate writing across the disciplines

Teachers | Aug 2018-June 2019 | Literacy Design Collaborative |

Teachers will be provided with targeted feedback regarding their use of differentiation strategies in curriculum planning and classroom instruction

Teachers | Sept 2018-June 2019 | Administrative staff |

Math and Science teachers will engage in Action Research to explore the impact on writing strategies on students understanding. Teachers create, analyze, and observe lessons together using the Lesson Study model.

Teachers | Sept 2018-June 2019 | Administrative staff |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.
Families will participate in workshops facilitated by students and parents in the fall and spring with a focus on writing units of study, enduring, essential questions, academic vocabulary, performance tasks and materials/resources.

Part 4 – Budget and Resource Alignment

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

- 1.5 hours of congruent staff meeting programmed into the school day (Wednesdays)
- Per session planning for curriculum development.
- Per session planning for Professional Development
- Per Session Inquiry Teams/Looking at student work
- Use of teacher teams, coaches and administration for development of common core aligned units
- Collaboration with Teachers College, Generation Ready, Literacy Design Collaborative (LDC) and NTN

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February 2019, 60% of our students will demonstrate the use of school wide literacy strategies such as annotation, note taking, and writing organization on grade level reading and written response questions by scoring level 2 or above on The Achievement Network periodic assessment.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

1. ANET quarterly assessments
2. Interim mastery assessments (bi-weekly)
3. Writing journals and portfolio progress

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 5 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2 The school leader establishes overarching systems and understandings of how to support and</td>
<td>✗</td>
</tr>
<tr>
<td>sustain student social and emotional developmental health and academic success.</td>
<td></td>
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<tr>
<td>5.3 The school articulates and systematically promotes a vision for social and emotional</td>
<td>✗</td>
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<tr>
<td>developmental health that is aligned to a curriculum or program that provides learning</td>
<td></td>
</tr>
<tr>
<td>experiences and a safe and healthy school environment for families, teachers, and students.</td>
<td></td>
</tr>
<tr>
<td>5.4 All school stakeholders work together to develop a common understanding of the importance</td>
<td>✗</td>
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<tr>
<td>of their contributions in creating a school community that is safe, conducive to learning, and</td>
<td></td>
</tr>
<tr>
<td>fostering of a sense of ownership for providing social and emotional developmental health</td>
<td></td>
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<tr>
<td>supports tied to the school’s vision.</td>
<td></td>
</tr>
<tr>
<td>5.5 The school leader and student support staff work together with teachers to establish</td>
<td>✗</td>
</tr>
<tr>
<td>structures to support the use of data to respond to student social and emotional developmental</td>
<td></td>
</tr>
<tr>
<td>health needs.</td>
<td></td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

We regularly seek to engage key stakeholders to get their input on issues of concern to them. In our school community, it is important to maintain good communications with all stakeholders in order to identify and address the concerns they may have. Maintaining open communications with students is a priority to keeping ourselves accessible to students to be a source of support. Developing trust with students is a key to having them fully engage in the learning experiences designed for them. We have Morning Meet with students, where administrators address students about school, community or current events in order to reinforce values and hear student concerns. Student and teachers also meet in “circles” three times per week, where life skills are discussed and students have a forum to problem solve with an experienced adult. Staff use the curriculum “Overcoming Obstacles” to facilitate discussion around important life skills and topics. The following data supports the effectiveness of these programs and show that students’ perception of the support they receive at VSC.

Based on the NYC School Survey for 2017-2018:
• 93% of students agree or strongly agree that teachers give extra help when I need it.
• 77% of students agree or strongly agree that there is at least one adult in the school that I can confide in.
• 81% of students agree or strongly agree that the school offers a wide enough variety of programs, classes, and activities to keep me interested in school.
• 92% of students agree or strongly agree that they feel safe and comfortable with teachers at our school.
• 89% of students agree or strongly agree that teachers treat them with respect.

DTSDE Findings:
• The school staff, students and parents credited the school leader with creating a safe and orderly school environment. The school's credo, "Responsibility, Effort, Collaboration," appears on its logo and is stenciled on hallway walls throughout the school. All school constituents were familiar with the credo and said that it represented more than words because adults and students truly aspire to embody these traits.
• The school leader should allow opportunities for students to speak and contribute ideas to morning meet sessions.

At VSC we have several structures in place to encourage collaboration between students in the classroom. We have a Problem and Project based philosophy where our core classes place emphasis on group work. Our approach to conflict resolution has demonstrated the ability to impact how students relate to and respect each other. However students do still not perceive their peers as being as supportive as the staff in the building. This is indicated by some of the following data.

Based on the NYC School Survey for 2017-2018:

55% of students say that their teachers support them when they are upset.

• Only 69% of students agree or strongly agree that they are safe outside the school building.
• 90% of students agree or strongly agree that they are safe in the hallways, bathrooms, locker rooms, and cafeteria.
• 75% of students believe that at this school students harass or bully other students all of the time, most of the time or some of the time.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019 we will build systems and structures to ensure that students feel supported emotionally at school, as measured by a 10% increase in the number of students who indicate that teachers support them when they are upset at school on the NYC School Survey.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
</table>
| - Evidence-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). | All students | Sept 2018-June 2019 | Teachers/A.P. |
| Our Project/ Problem Based Learning encourages students to work collaboratively and has teachers explicitly teach social skills as part of the learning outcomes. | All students | Sept 2018-June 2019 | Teachers |
| Students will develop academic and social skills in diverse arts and sciences by way of clubs and activities. This allows students to build trusting relationships with adults outside of the regular curriculum. Also, students have a context to cultivate meaningful and positive relationships with their peers. | All students | Sept 2018-June 2019 | Lead Teacher/Admin |
| Teachers will continue to attain feedback from students and parents regarding their interactions with students. This fosters reflective teachers that continue to improve upon the ways they support students. | All students | Sept 2018-June 2019 | Teachers/ Administration |
| During our "Healing Circles" Advisory, students are mentored by a teacher using the Sanford Harmony Curriculum. The curriculum emphasizes strategies for success and life skills. This gives a forum for teachers and students to converse freely about things that impact them daily. We will reinforce the values of VSC during morning meet and use it to highlight encouraging acts as examples of exemplary student acts of respect. Morning meet will also be used to explain to students and families why acts of disrespect are not beneficial. | All students | Sept 2018-June 2019 | Teachers/ Administration |
| Grade teams will meet weekly during "Pupil Reviews" to discuss students' behavioral status and any intervention needed. Grade teams along with a community associate will also plan activities | All students | Sept 2018-June 2019 | Community Associates/Teachers/ Administration |
throughout the year for students and maintain a demerit system to determine eligibility for the events.

<table>
<thead>
<tr>
<th>Students will set behavioral and academic goals and report on the progress of those goals during the &quot;Student led conferences.&quot; Advisory teachers will facilitate the preparation of our students to perform student led conferences. Students will also be assigned a &quot;Buddy&quot; to help support them with goals outside of advisory</th>
<th>All students</th>
<th>Sept 2018-June 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>The staff will create, adhere to, and a management manifesto that captures who we are and how we manage the learning environment in the classroom. This will common language and a reference for feedback when engaging students.</td>
<td>All Staff</td>
<td>Sept 2018-June 2019</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Mentoring, tutoring, counseling, and leadership training to students to facilitate their growth and development.

Family workshops that that support student academic, social-emotional, and physical development. Topics of family workshops each month facilitated by Learning Leaders include Making the Transition to Middle School, Study Skills and Organization, Applying to High School, Study Skills and Organization, English language Arts, Summer Learning Opportunities, Get Ready for the High School Application Process, Making the Transition to High School, Cyber Safety, and Help Your Child Manage Stress. This is in addition to the academic workshops facilitated by teachers for our families.

Access Unlimited will provide our families with the following:

I. Continuously popularizing and organizing college and career opportunities
II. Reaching out to parents and community folk to ensure constant and effective engagement
III. Gathering resources/directing families to HS Fairs/Open Houses, Opportunity Programs (School Year/Out of School Time/Summer)

### Part 4 – Budget and Resource Alignment

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

- Professional Development- Curriculum Planning
- Online Curriculum Tool- Rubicon Atlas
- Personnel to facilitate activities and clubs
- Daily Morning Meet on Schedule
- Scheduling Advisory for grade level at the same time
- Lead teacher to facilitate TEN learning seminars
Funding to attend TEN/ASCD conference

Collaboration with Camba, Go To Sams (Creating a Culturally Responsive Advisory Program & The Power of Unity Circles and Access Unlimited)

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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<tbody>
<tr>
<td>X</td>
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</table>

**Part 5 – Progress Monitoring**

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

By February 2019, the school will survey the students on the degree to which they agree with the statements below. Students will provide descriptive feedback as to why they may not agree with the statement. Teachers and staff will reflect to see what action need to be taken to provide a more supportive environment. 75% of all students will agree or strongly agree with the following:

- There is at least one adult in the school that I can confide in.
- My teachers will always listen to students' ideas.
- My teachers always keep their promises.
- My teachers treat me with respect.
- When my teachers tell me not to do something, I know they have a good reason.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- Google Forms
- Survey Monkey

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Tenet 4 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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).</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

- Of the students assessed students in Math during 2017-2018
  - 60% Level 1
  - 30% Level 2
  - 9% Level 3/4

DTSDE Findings:

Although teachers have access to a variety of assessment data, most teachers did not use the data to provide students with activities matched to their ability levels.

Some teachers used instructional activities that engaged students at high levels however most classrooms were teacher-centered with students participating compliantly in teacher directed activities.

Quality Review Area of Focus-(Although we received a rating of PROFICIENT)
Though pedagogy, anchored in common beliefs, provides consistent instructional supports, including scaffolds and questioning, the use of strategic extensions that foster higher order thinking demonstrated in rigorous student work and discussions varies across classrooms.

NYC School Survey 2017-2018

100% of our teachers believe that their professional development experiences this year have been sustained and coherently focused, rather than short-term and unrelated.

100% of our teachers agree that professional development included opportunities to work productively with colleagues in my school.

100% of our teachers believe that their professional development experiences this year included enough time to think carefully about, try, and evaluate new ideas.

We are in our sixth year of existence and our priority is to continue building a collaborative environment with a focus on having our new staff actively engage in professional development in a respectful and safe environment.

Another priority being having a school wide common language around teacher effectiveness to impact teacher and student outcomes.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 100% of our math teachers will engage in lesson studies, peer assessment, and task analysis to result in our Mathematics Performance Index increasing by 10 points as measured by our NYS Report Card Performance Index report.
### Part 3a – 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:

- Evidence-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).

| Target Group(s) | Timeline | Key Personnel
|-----------------|----------|------------------|
| **Engage in learning seminars to deepen our understanding of effective teacher qualities as per the Teaching Excellence Network.**<br>**Activities:** All Teachers and paras<br>**What is the start and end date?** October 2018-June 2019<br>**Who is responsible for implementing and overseeing the activity/strategy?** Teachers/Admin
| **Math teachers will additionally be supported with a consultant from Generation Ready, to provide professional development with a focus on Danielson’s Framework for teaching component 3C (Engaging Students in Learning). PD sessions to include student task analysis with a focus on rigor, differentiation using data, teacher role during student work period and student grouping.**<br>**Activities:** All Teachers and paras<br>**What is the start and end date?** August 2018-June 2019<br>**Who is responsible for implementing and overseeing the activity/strategy?** Teachers/Admin
| **Teacher led discussions on student work(using a student task analysis)/book studies using NSRF((National School Reform Faculty) protocols such as a text rendering experience, 3-2-1 strategy, and "Last word."**<br>**Activities:** All Teachers and paras<br>**What is the start and end date?** October 2018-June 2019<br>**Who is responsible for implementing and overseeing the activity/strategy?** Teachers/Admin
| **Administration led observation cycles with debriefs-cycle to include teacher analysis of student assessment data, item/standard analysis, common student misunderstandings and lessons/strategies used for reteach.**<br>**Activities:** All Teachers and paras<br>**What is the start and end date?** Sept 2018-June 2019<br>**Who is responsible for implementing and overseeing the activity/strategy?** Teachers/Admin
| **Teachers will give diagnostics assessments that will be monitored on students' "Target Sheets" throughout the unit. Teachers will collaborate to determine best practices to give effective feedback to students and differentiate instruction by readiness levels.**<br>**Activities:** Students<br>**What is the start and end date?** Sept 2018-June 2019<br>**Who is responsible for implementing and overseeing the activity/strategy?** Teachers/Admin
| **Teachers will assign specific lessons to students on "Mathspace", an online intervention program, to target deficits shown during the course of an instructional module.**<br>**Activities:** Students<br>**What is the start and end date?** Sept 2018-June 2019<br>**Who is responsible for implementing and overseeing the activity/strategy?** Teachers/Admin
| **Year 1 and 2 teacher participation in New Teacher Center mentor program with a focus on Framework for Teaching component 3C**<br>**Activities:** Year 1 & Year 2 teachers<br>**What is the start and end date?** August 2018-June 2019<br>**Who is responsible for implementing and overseeing the activity/strategy?** New Teachers/Mentors/Admin
| **Teacher led Lesson Studies-The VSC Lesson Plan Study is developed to allow teachers to engage in self and peer assessment of their lesson planning. There is a Pre-Observation Lesson Plan Tuning protocol held prior to teachers viewing a lesson. Teacher roles include Presenting Teacher and Supporting Teachers. The teachers who will review the lesson, observe the lesson, and evaluate the lesson of the presenting teacher. They will also take on the following roles during the pre and post discussions:**<br>**Activities:** All teachers and paras<br>**What is the start and end date?** Sept. 2018-June 2019<br>**Who is responsible for implementing and overseeing the activity/strategy?** Teachers/Admin
Facilitator- Is managing the conversation of the group and ensuring the group is adhering to the protocol

Time Keeper- Is ensuring that everyone in the group is adhering to the given time constraint

Recorder- Is charged with the responsibility of documenting or ensuring that others are documenting product and outcomes of the group. Teachers are given prompts for warn and cool feedback to facilitate dialogue. Inclusive of this lesson study are protocols for observers during the lesson and post observation protocols.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Families will continue to complete Teaching Excellence surveys in the fall and spring to measure teacher qualities important to them. Our Teacher Effectiveness coach will also engage parents in learning seminars to deepen their understanding of effective teacher qualities as per the Teaching Excellence Network. Families will also engage in math curriculum/family nights.

### Part 4 – Budget and Resource Alignment

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

<table>
<thead>
<tr>
<th>Teacher Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5 hours of congruent staff meeting programmed into the school day (Wednesdays)</td>
</tr>
<tr>
<td>1 eighty minute block on Wednesdays for teacher team meetings.</td>
</tr>
<tr>
<td>8 days of mentor training</td>
</tr>
<tr>
<td>4 days of administrator training</td>
</tr>
<tr>
<td>Funds budgeted for per session and per diem for teachers</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
### Part 5 – Progress Monitoring

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

By February 2019, 40% of the students will score at least in the level 2 range on the Achievement Network Math Assessment.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

ANE Assessment 2 Periodic Assessment

**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

**Part 1a. Alignment to DTSDE Statements of Practice**

<table>
<thead>
<tr>
<th>Tenet 2 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 The school leader ensures that the school community shares the Specific, Measurable,</td>
<td>X</td>
</tr>
<tr>
<td>Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive</td>
<td></td>
</tr>
<tr>
<td>of core values that address the priorities outlined in the School Comprehensive Educational</td>
<td></td>
</tr>
<tr>
<td>Plan (SCEP).</td>
<td></td>
</tr>
<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital</td>
<td>X</td>
</tr>
<tr>
<td>resources.</td>
<td></td>
</tr>
<tr>
<td>2.4 The school leader has a fully functional system in place aligned to the district's Annual</td>
<td>X</td>
</tr>
<tr>
<td>Professional Performance Review (APPR) to conduct targeted and frequent observation and</td>
<td></td>
</tr>
<tr>
<td>track progress of teacher practices based on student data and feedback.</td>
<td></td>
</tr>
<tr>
<td>2.5 Leaders effectively use evidence-based systems and structures to examine and improve</td>
<td>X</td>
</tr>
<tr>
<td>critical individual and school-wide practices as defined in the SCEP (student achievement,</td>
<td></td>
</tr>
<tr>
<td>curriculum and teacher practices; leadership development; community/family engagement;</td>
<td></td>
</tr>
<tr>
<td>and student social and emotional developmental health).</td>
<td></td>
</tr>
</tbody>
</table>

**Part 1b. Needs/Areas of Focus:**

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

**DTSDE Findings:**

The school leader changed the school's physical environment to mirror the change in culture. For example, in addition to having classrooms and hallways repainted, she arranged for the School Construction Authority to remove the old student clothing closets and built in cabinets from every classroom because they were in disrepair and appeared neglected. they were replaced with modern cabinets and bookcases that give classrooms a clean and modern look.

**Quality Review-Areas of Celebration**

High expectations are systematically conveyed to the entire school community, including teachers, students, and parents, through timely on-going communication, and delivery of effective feedback and guidance supports. School leaders consistently provide training to support the elements of the Danielson's Framework for Teaching.

NYC School Survey 2017-2018
100% of the teachers agree that the Principal makes clear to the staff his or her expectations for meeting instructional goals.

100% of the teachers agree that the Principal communicates a clear vision for this school.

100% of the teachers agree that the Principal sets high standards for student learning.

100% of the teachers agree that the Principal sets clear expectations for teachers about implementing what they have learned in professional development.

NYC School Survey 2017-2018

Inclusive principal leadership- Parents 97% positive

Principal instructional leadership -Teachers-100% positive

Our priority is to continue to develop consistency in the use of effective pedagogical practices thus our need to continue to develop the skills of our administrators.

PPO Findings:

Teachers are still not consistently across classrooms providing differentiated instruction and support to ensure all learners have access to learning checking for understanding to make modifications, and providing rigorous instruction.

Priority Needs-Despite the systems and structures currently in place to provide teachers with clear instructional expectations and consistent opportunities to improve their pedagogy through professional development, these efforts have not yet impacted student achievement to the desired extent. Student achievement in ELA and particularly in Math, remains a priority need.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019 all teachers will consistently receive targeted feedback in Danielson’s Component 3C (Engaging Students in Learning) and be provided support as needed as measured by an increase in levels of teacher effectiveness in component 3C.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th><strong>Target Group(s)</strong></th>
<th><strong>Timeline</strong></th>
<th><strong>Key Personnel</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interim assessments that give educators timely, actionable, and student-specific data.</td>
<td>Achievement Network</td>
<td>Fall and Spring</td>
<td>Principal</td>
</tr>
<tr>
<td>Timely reviews of student achievement data from our interim assessments.</td>
<td>School Leaders and teachers</td>
<td>Fall and Spring</td>
<td>All teachers/admin</td>
</tr>
<tr>
<td>Four cycles of planning and instruction with the instructional cabinet having implemented three data meetings with teachers to identify specific concepts that students are struggling to master, and develop plans to address those struggles.</td>
<td>School Leaders and teachers</td>
<td>Fall and Spring</td>
<td>Teachers/Principal</td>
</tr>
<tr>
<td>Sharing of assessment results with the school community</td>
<td>School Leaders and teachers</td>
<td>Fall and Spring</td>
<td>Parents/Teachers/Principal</td>
</tr>
<tr>
<td>School leader year long coaching facilitated by the NYC Leadership Academy with a focus on implementing a systematic approach for struggling learning with a review of approaches for effectiveness.</td>
<td>Principal/A.P</td>
<td>July 2018-June 2019</td>
<td>Principal</td>
</tr>
<tr>
<td>A video sharing strategies to address students' misconceptions acquired during PDs facilitated by Generation Ready. The video will star, be directed and produced by members of the math team for each grade level.</td>
<td>Parents and families of students in grades 6-8</td>
<td>Oct. 2018 following 1st interim assessment-June 2019</td>
<td>Teacher</td>
</tr>
<tr>
<td>Student target groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create a target group for each grade level based on student scores from the Spring 2017 NYS math exam. During analysis of periodic assessments, analyze data trends among target groups during each of the three data meeting implemented by the instructional cabinet.</td>
<td>General Ed and Spec Ed</td>
<td>Oct 2018-June 2019</td>
<td></td>
</tr>
</tbody>
</table>
PDs facilitated by Generation Ready in response to data meeting implemented by instructional cabinet to learn strategies to address students' misconceptions and plan for re-teaches.

Cross content project that supplements a unit. Standards aligned to project are standards in which students are struggling to master as evidenced by finding shared at instructional cabinet data meetings.

**3b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parents will be engaged in "Math nights" whereas one session will include videos sharing strategies to address students' misconceptions acquired during PDs facilitated by Generation Ready. The video will star, be directed and produced by members of the math team for each grade level.

**Part 4 – Budget and Resource Alignment**

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

NYC Leadership Academy Coach, Achievement Network Data Coach, Release time for teacher data meetings

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

| X | Tax Levy | X | Title I SWP | | | Title I TA | | | P/F Set-aside | | | 21st Century | | | C4E |
### Part 5 – Progress Monitoring

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

By February 2019 the effectiveness of this targeted feedback will be measured by 80% of teachers being rated developing or effective in component 3C.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- ANET Benchmark Assessment
- ANET "Cut Marks" - a tool used to predict a student's performance on the state test
- Danielson's MTOP Progress Report

**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tenet 6 Statement of Practice</strong></td>
</tr>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>SOP(s) Addressed</strong></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:
Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

NYC School Survey 2017-2018

- 97% of our parents agree that the principal is an effective manager who makes the school run smoothly.
- 97% of our parents agree feel respected by my child's principal.
- 96% of our families say that they feel well-informed by the communications they receive from their school.
- 98% of our parents/guardians believe that they are greeted warmly when they call or visit the school.
- 100% of our parents say that teachers at this school understand families' problems and concerns.

However given the positive Learning Environment Survey results we currently only have approximately 5% of our families are involved in the school community through Parent Association attendance and School Leadership Team participation.

Needs:
Increase parent involvement to take advantage of all the programs offered by the school.

Part 2 – Annual Goal
2018-19 SCEP-P
Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019 the school leaders and parent coordinator will have conducted a minimum of one activity per month for parents to increase parent and family capacity to support our students academically and socio-emotionally. There will be an increase in parent attendance, at events involving academic and social emotional opportunities, by 10% as compared to the 2017-2018 school year as measured by activity sign in sheets.
## Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
<th>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
</table>
| - Evidence-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). | Families | Sept. 2018-June 2019 | A.P., Guidance Counselor, Family Pride Services and Man-Up. |  |

Utilize TRIAD, Camba and Man-Up to support students and their families with social, emotional, or behavioral challenges. These providers make an assessment to determine the behavioral or emotional needs of the student and provide support in school.

They also assist with linking family members to needed services by making referrals to outside agencies as needed. Workshops will be facilitated by the team for teachers and parents throughout the year.

Families will be surveyed and asked to choose from a list of teacher qualities linked to effective practice in three domains. The results of these surveys will be used to inform initial conversations about effective teaching in the local context of that school/classroom.

Host activities and events to engage parents in the school community: Examples

- Math and Literacy Family nights
- Coffee/Tea hour with the Principal and PA President
- Parent Coordinator Home Visits
- Parent Coordinator meeting with Parent Coordinator District Representative to plan activities to increase parent involvement
- Parent Social Studies aligned trip to the African American Museum

Restructure workshop topics- Survey families to obtain input about their needs

Communications- timely-and varied- Use Schoolmessenger and SKEDULA- IOS Messenger to communicate with parents about workshops, school events, academic performance

| Families | October 2018- June 2019 | Principal/ Parent Coordinator/A.P./Lead Teacher |  |
3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

CAMBA, Man-Up and TRIAD

Part 4 – Budget and Resource Alignment

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

School Messenger- allows the school to communicate with parents and the community about important events and information.

Funding for Teaching Excellence Network professional development

Funding for parent participation card incentives

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

| X | Tax Levy | X | Title I SWP | | Title I TA | | P/F Set-aside | | 21st Century | | C4E |
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Part 5 – Progress Monitoring

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

By February 2018 we will have conducted at least 5 activities with an increase of at least 15% parental involvement in comparison to the previous school year.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Parent sign in sheet counts will be the measure used to assess progress toward the goal.

Part 5c. In February 2019, 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 activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environment, 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 2018-19 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2018, all students will have access to a comprehensive educational experience for 2 hours 3 days a week, which will include activities that address the academic, social and emotional needs of all students. Student achievement will be measured by an increase of 5% meeting standards in ELA and MATH as measured by the state exams.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?  

<table>
<thead>
<tr>
<th></th>
<th>Voluntary</th>
<th>Compulsory</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
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</tr>
</tbody>
</table>

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.

All incoming grade 6 parents will receive a letter in June of 2017 delineating the importance of our Extended Learning Program and giving them the option to opt in before September 2017. All level 1 and level 2 7th and 8th graders have also been given a letter to opt into the Extended Learning Program indicating the need for parents to opt in to our program.

Part 3 – ELT Program Description

The ELT program will be offered to all students eligible for Academic Intervention Services (AIS), with the goal of serving a minimum of fifty percent of AIS-eligible students.

Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduce risk for retention or drop out, and increase 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.
- 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.
- Engage in outreach activities made to families.

CAMBA, our CBO Community School partner, currently operates an after school program during the school year. CAMBA has extensive experience providing high quality, strength-based youth development programs. We will utilize
the teaching assistants and enrichment staff as part of a collaboration with VSC to offer an academic and enrichment program to our students.

All activities in the ELT Program will align to school day learning goals, be sequenced, and establish explicit objectives for skills gains. Enrichment will incorporate project-based/problem based instructional methodology. Students will be mandated for ELA/MATH instruction based on their proficiency levels but also be offered the opportunity to participate in STEM (piloting program, robotics), ART, MUSIC, PEER MEDIATION, and COMPUTER SCIENCE.

All academic classes will be facilitated by our own teachers in collaboration with CAMBA.

Student out of school experiences will be comprised of trips to our local museums, Broadway shows, and an overnight team building trip to Camp Getaway.

Outreach to families will be done in several ways: All incoming 6th grade families will be introduced to the program during the summer orientation. Information about the ELT program will be put on the school website, and shared with the PTA and Parent Coordinator. Literature will also be sent home in student backpacks the last week and the first week of school.

Part 4 – ELT Program Implementation and Oversight

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

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

   Our ELT program will be supervised by our Assistant Principals in collaboration with CAMBA. Our program will run 3 days a week-T, W, Th for 2 hours each day.

   The program will be evaluated by a collection of student portfolios with work indicative of student performance in each class and by positive trends in student attendance.

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

September 2018-June 2019

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.**

ELT Per Session Money for teachers and administrators

PD for VSC and CAMBA Staff

Consultants

Additional Community Organizations such as Man-Up to facilitate conflict resolution courses

Supplies for programs
### 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.*

<table>
<thead>
<tr>
<th>21st Century</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
</tr>
</tbody>
</table>

### 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 2019, a minimum of 65% of VSC students who participate in ELT, and will have gained at least ten percentage points on our 2nd interim assessments.*

**Part 6b.** Indicate the instrument of measure that is used to assess progress.

*Interim assessments results will be used to assess student progress.*

**Part 6c.** In *February 2019*, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.*
### Section 7: Academic Intervention Services (AIS)

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>LEVEL 1 AND 2 STUDENTS</td>
<td>Achieve 3000 MYON</td>
<td>Small Group</td>
<td>During school, after school</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>During school</td>
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<td></td>
<td>After school</td>
</tr>
<tr>
<td>Mathematics</td>
<td>LEVEL 1 AND 2 STUDENTS</td>
<td>Robotics/STEM activities</td>
<td>Small Group</td>
<td>During school, after school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Khan Academy</td>
<td></td>
<td>During school</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>After school</td>
</tr>
<tr>
<td>Science</td>
<td>LEVEL 1 AND 2 STUDENTS</td>
<td>Tied into literacy</td>
<td>Small Group</td>
<td>During school, after school</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>During school</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>After school</td>
</tr>
<tr>
<td>Social Studies</td>
<td>LEVEL 1 AND 2 STUDENTS</td>
<td>Tied into literacy</td>
<td>Small Group</td>
<td>During school, after school</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>During school</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>After school</td>
</tr>
<tr>
<td>At-risk services <em>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</em></td>
<td>TEACHER AND GUIDANCE COUNSELOR ASSESSMENT/RECOMMENDATION</td>
<td>Group/individual counseling, Small group counseling and intervention</td>
<td>One-to-one Small Group</td>
<td>During school, after school</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>During school</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>After school</td>
</tr>
<tr>
<td>-Home Visits - students not meeting promotional criteria</td>
<td></td>
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<td>----------------------------------------------------------</td>
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</tbody>
</table>
Section 8: Support for Students in Temporary Housing (STH)

Directions:
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

2. Please describe the services you are planning to provide to the STH population.

<table>
<thead>
<tr>
<th></th>
<th>29</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our STH population is provided with the following: Instructional materials, uniforms inclusive of under garments. Family Pride Services also provides families with support such as referrals for shelter and counseling.</td>
<td></td>
</tr>
</tbody>
</table>

### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

<table>
<thead>
<tr>
<th></th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

<table>
<thead>
<tr>
<th>Not applicable</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Not applicable</th>
<th></th>
</tr>
</thead>
</table>
Section 9: Title I Program Information

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

Part 1: Title I Status

<table>
<thead>
<tr>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

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).

- Summer teacher institute
- 2.5 hours of common planning time embedded in schedule
- 50 minutes per week for teacher inquiry

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)
Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, early intervention services, etc.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers are responsible for making decisions in regards to assessment and professional development via our MOSL team and professional development team. All teams include our UFT Chapter leader, administration and teachers.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column A Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td>Section 6</td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td>16,979</td>
<td>X</td>
<td>§5A, 5B, 5C</td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>111,702</td>
<td>X</td>
<td>§5A, 5B, 5C</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td>§A, §D</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>12,366</td>
<td>X</td>
<td>§5A, 5D</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td>§A, §C, §E, §F, §6</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>2,733,199</td>
<td>X</td>
<td>§5A, §6</td>
</tr>
</tbody>
</table>

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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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

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

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

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent
representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement 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 funds**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 10: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

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

Your school’s Title I Parent Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

Parent and Family Engagement Policy

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Van Siclen Community Middle School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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. VSC 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; VSC’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.
Support for Parents and Family Members of Title I Students

VSC 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; VSC’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.

Parental Involvement and School Quality

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., ESSA/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 Every Student Succeeds 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.

**Encouraging School-Level Parental Involvement**

The school will further encourage school-level parental involvement by: ● holding an annual Title I Parent Curriculum Conference; hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year; encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent/Teacher Association) and Title I Parent Committee; supporting or hosting Family Day events; establishing a Parent Resource Center/Area or lending library; instructional materials for parents; encouraging more parents to become trained school volunteers; providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress; developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; providing school planners/folders for regular written communication between
School-Parent Compact (SPC)

Van Siclen Community Middle School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

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;

<table>
<thead>
<tr>
<th>I. School Responsibilities: Providing Parents Reasonable Access to Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide parents reasonable access to staff by:</td>
</tr>
<tr>
<td>- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;</td>
</tr>
<tr>
<td>- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;</td>
</tr>
<tr>
<td>- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;</td>
</tr>
<tr>
<td>- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>I. School Responsibilities: Providing General Support to Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide general support to parents by:</td>
</tr>
<tr>
<td>- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;</td>
</tr>
<tr>
<td>- 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);</td>
</tr>
<tr>
<td>- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;</td>
</tr>
<tr>
<td>- supporting parental involvement activities as requested by parents;</td>
</tr>
<tr>
<td>- 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;</td>
</tr>
<tr>
<td>- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Parent/Guardian Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. Parent/Guardian Responsibilities:</td>
</tr>
<tr>
<td>- 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;</td>
</tr>
<tr>
<td>- 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;</td>
</tr>
</tbody>
</table>
• 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

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 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td>conceptually consolidated (skip part E below)</td>
</tr>
<tr>
<td></td>
<td>NOT conceptually consolidated (must complete part E below)</td>
</tr>
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</table>

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
<th></th>
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<tbody>
<tr>
<td>Before school</td>
<td>After school</td>
</tr>
<tr>
<td>Total # of ELLs to be served:</td>
<td></td>
</tr>
<tr>
<td>Grades to be served by this program (check all that apply):</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>
Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: _____
# of certified ESL/Bilingual teachers: _____
# of content area teachers: _____

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: ______

Our Van Siclen Community Middle School after-school program in collaboration with Camba, will provide support with intensive literacy instruction that is embedded within the context and content of non-fiction texts. The instructional focus is on improving the English proficiency and academic achievement of English language learners at our school. The priority in using the Title III funds is to improve learning in the subject areas of English Language Arts and Mathematics. The program serves a total of 40 English Language Learners of all proficiency levels. An analysis of student data from NYSITELL, NYSESLAT, DRP, and NYS English Language Arts and Math assessments, shows that the ELL sub-group continues to struggle with the academic content and is not on track to meet yearly targets. Consequently, additional support is needed in the four modalities; reading, writing, listening, and speaking, along with problem solving skills in order to be able to meet their academic needs and promote growth toward proficiency.

Through our after school program, research-based strategies will be utilized to provide the ELLs with additional support in the areas of: language development, vocabulary acquisition (BICs and CALPs), reading comprehension, and problem solving skills. Instruction will be provided based on academic need and students' English proficiency level. Student progress will be monitored via on-going assessments that are built into the instruction.

The after school program will run for the entire school year beginning the second day of school until June 22, 2019 Monday -Friday from 3:00PM to 5:00PM. During the two hour session, all ELLs receive instruction that includes support from our ESL teacher. Entering ELLs (less than one year in the country) receive two hours of ESL instruction only with native language support. All other ELL students (Emerging, Transitioning, Expanding and Commanding) receive math instruction for one hour and ELA/ESL instruction for the second hour. Both content area teachers will use ESL methodologies (i.e. QTEL strategies) to scaffold instruction for the ELL students, and ESL teachers support ELA instruction during the second hour.

Instruction will be in English and is intended to increase English proficiency and provide students with the skills needed to solve real world problems in mathematics. Materials to be used include: NY Ready and Getting Ready for the NYSESLAT(6,7,8). Additionally, MYON (which allows students to read books not only in their language but at their level of English acquisition will be utilized. Disciplinary literacy strategies for ELLs will be utilized to support student reading of texts (libraries have been purchased specifically for ELLs).

Attendance and academic records will be maintained by our ESL teacher. Program notification in the languages of our ELLs are always on the front counter in the main office and in the office of our guidance counselor.
### 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: ____

Professional development for teachers will be on-going throughout the year. Teachers will have opportunities to meet outside of instructional time to analyze pre-test, benchmark assessments, and students’ work in an effort to identify strengths and areas in need of improvement. This information will be used to plan instruction and implement strategies to address identified needs. Professional development topics will include: strategies for supporting ELL instruction, effective strategies for supporting Reading Comprehension.

Additionally, the ESL teachers will attend a workshop series on the topic of close reading and scaffolding for ELLs. Workshops for all teachers will also be conducted in-house with the exception of Teachers College workshops.

**TENTATIVE PD SCHEDULE**

<table>
<thead>
<tr>
<th>Month</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>October</td>
<td>Who are our ELLs (EN, EM, EX, TR)? ELL Raising Conference</td>
</tr>
<tr>
<td>November</td>
<td>Strategies for Supporting ELL Instruction</td>
</tr>
<tr>
<td>December</td>
<td>Close Reading Part 2</td>
</tr>
<tr>
<td>January</td>
<td>Effective Strategies for Reading Comprehension</td>
</tr>
<tr>
<td>February</td>
<td>Supporting ELLs in the Math Classroom</td>
</tr>
</tbody>
</table>

Note: PD will be ongoing and differentiated based on need. All professional development is at cost with the exception of the ELL Raising Conference and the professional development offered by our Borough Support. This year our ENL teacher will be supported one on one by our Generation Ready ELL Consultant two days a week. PD will positively impact the progress of ELLs because the tools/knowledge gained by teachers will allow them to provide the necessary adaptations in content area instruction and materials for our learners. PD will also provide teachers with the tools to make content information accessible to students.

Agendas and meeting sheets will be secured and maintained by Keisha Kemp—our Assistant Principal—in our PD binder.

### Part D: Parental Engagement Activities

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

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

Begin description here: ____

Parents are important partners in the education of all of our students including ELLs and Special Education students. Parental involvement at VSC includes a number of parent engagement
Part D: Parental Engagement Activities

Our parents are involved in PTA activities, SLT, Parent Teacher conferences, Title I and Title III meetings, and cultural diversity celebrations. Our parent coordinator and some of our bilingual staff facilitate parent participation in their child's educational development. We have a parent support system in place to make the students' families feel more welcomed and to give them access to the tools they need in order to fully participate in the education of their children. The ELLs Parent calendar for the ELLs parent orientation meetings, telephone conferences with parents of ELLs, access training to NYC DOE web sites, parent workshops to access technology programs such as SKEDULA-Pupil Path. Parent workshops will be conducted every month. Topics include:

- Making the Transition to Middle School
- Study Skills and Organization
- Applying to High School
- English Language Arts
- NYSELAT exam Mathematics Exam
- Summer Learning Opportunities
- Get Ready for the High School Application Process
- Making the Transition to High School
- Cyber Safety and Help Your Child Manage Stress

These workshops will be facilitated by Andrea Roberts of Learning Leaders Services, our Parent coordinator and Patricia Prado - guidance counselor.

To facilitate parental involvement with the school, support their child’s education, and to ensure non-English speaking parents are as participatory as English-speaking parents, Van Siclen Community Middle School has a number of established procedures in place. We have an existing multilingual in-house team to provide written translation and interpretation services. VSC makes use of existing written DOE translated documents that can be ordered or downloaded. All DOE provided parent translation letters are utilized by the school. If DOE provided translated documents are not available for a particular situation, in accordance with Chancellor's Regulation A-663, the team consisting of staff members will do the following:

(If services cannot be provided in-house then the school will use the NYCDOE translation unit, parent volunteers, or the services of the BIG WORD.)

Our CBO - CAMBA will continue to participate in workshops of ELL parents.

The parental involvement activities for the parents of ELLs are designed to help parents support the academic success of their children. Communication with parents is done via flyers, school messenger, and SKEDULA-PUPIL PATH. All correspondence are sent home in the parents preferred language.

All records inclusive of agendas, attendance sheets and invitations in parents' preferred language will be maintained by the school secretary in the main office.
# Part E: Budget

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

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Brooklyn</td>
<td>654</td>
</tr>
</tbody>
</table>

School Name: Van Siclen Community Middle 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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adonna McFarland</td>
<td>Kuzaliwa Campbell/ Kiesha Kemp</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>type here</td>
<td>Patricia Prado</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENL/ Bilingual Teacher</th>
<th>Teacher/Subject Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ana Cepeda</td>
<td>Olunbummi Fashusi/Math</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent</th>
<th>Teacher/Subject Area</th>
<th>Related-Service Provider</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diana Perez</td>
<td>Matt Dunne</td>
<td>Ana Fraga</td>
<td>Dr. Thomas McBryde</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>type here</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics
Total number of students in school (excluding pre-K) | 300 | Total number of ELLs | 37 | ELLs as share of total student population (%) | 12.33%

**Part II: ELL Demographics**

### A. ELL Programs

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>TBE</td>
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<tr>
<td>DL</td>
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</tr>
<tr>
<td>DL</td>
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</table>

**Part III: Assessment Analysis**

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

Van Siclen Community Middle School uses the DRA kit & Ed Performance which assess students reading fluency and comprehension level. All information is compiled and written on a class summary sheet for the DRA. One can also access a data bank through Ed Performance for results. From an early assessment, a pattern has always shown that most ELL students, if not newcomers, read at a 3.5 grade level with minimal comprehension.

In order to improve students’ reading skills, instruction is differentiated to meet students needs. Web based program such as Starfall, Mathspace, Brain Pop ESL, Achieve 3000, and Write Excel are used as supplemental resources in order to help in language acquisition.

2. What structures do you have in place to support this effort?
We currently support this effort by ensuring that our teachers receive the appropriate training in order to facilitate the embedded assessments/supports. Our ENL teacher is also coached and professionally developed twice a week by A Generation Ready ENL coach retained by the school.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need? The leadership team evaluates ELL success through constant observations in the classroom, looking at student work and all assessments taken by school. We have decided, based on an assessment of our program, that our students need targeted direct instruction as immediately and frequently as possible.

4. What structures do you have in place to address interventions once the summative data has been gathered? We have an intervention schedule embedded into our instructional day. Interventions may be 1 to 1 or web based using Achieve 300 and/or MathSpace. We also provide our ELLs with targeted intervention during our advisory periods which focus on their academic language development.

5. How does your school use 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.] Our data has guided us to understanding that our ELLs must be grouped by ability. Groups should occur based on frequency of phonemic awareness and application, letter sounds acquired, and ability to segment a full word. An additional group of ESL students should be considered as students often lack phonemic awareness in their original language as well. Our focus is differentiated, Tier 1 instruction to promote ELLs’ literacy development. Our strategies include, but are not limited to building background knowledge: starting with rich text and big ideas so students encounter and study abstract language and abstract concepts, and learn about the world. Having students preview key concepts and challenging vocabulary, as well as reviewing students’ understanding of important points. When possible we also focus on drawing on and using students’ home languages.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS]. Most students struggle on the NYSESLAT exam in the areas of reading and writing. Writing trends occur with most ELL students that have not acquired the English language and are a part of bottom third. A significant population of ELLs designated with special education services also test in the ELA exam below standards. This subgroup of students average reading level is on a third grade level and produce writing pieces that are grammatically incorrect, and lack penmanship. A trend that is in the NYSESLAT data reveals most students being advanced to proficient in listening and speaking, but level as beginning to intermediate in reading and writing.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? Teachers as a group unpack student data during their Wednesday morning team meeting. This ensures that our responsiveness is immediate.

Part IV: ELL Programming

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.
Instruction is delivered in both push-in and pull-out model and follows a departmentalized approach. Our ENL Teacher push into the ELA classrooms and provide support using the co-teaching method when pushing in. Children receive the appropriate allocated number of periods for ENL services based on State mandates. Emerging and Entering students receive two units of ENL which equals 360 minutes per week. Transitioning and Expanding students receive one unit of ENL, equaling 180 minutes per week. Students receive instruction in English. All monolingual classes, which include special education students, use homogeneous grouping according to LAB and NYSELAT results. Students travel together in block class and by grade level. All students on each grade level are heterogeneously mixed by proficiency levels.

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)?

Children receive the appropriate allocated number of periods for ENL services based on State mandates. Emerging and Entering students receive two units of ENL which equals 8 periods per week. Transitioning and Expanding students receive one unit of ENL, equaling 4 periods per week. Students receive instruction in English. All monolingual classes, which include special education students, use homogeneous grouping according to LAB and NYSELAT results. There will be one ENL teacher who provides push in and pull out services for our students. The school literacy lead teacher assists with ENL services for entering, emerging and transitioning, while the ENL teacher pushes into the ELA class. Teacher professional assignments include small group instruction to meet State requirements. For our entering/emerging students we have opted to provide 180 minutes of stand alone instruction and 180 minutes of integrated ENL/ELA. For our transitioning and expanding students we have opted to provide 180 minutes of integrated ENL/ELA. Entering and emerging students receive 2 units of ENL/8 periods, and transitioning/expanding students receive 1 unit of ENL per week. Based on the CR Part 154 and parent choice students participate in Free Standing English as a Second Language (Pull-out/ Push-in Model). Our grade 6 contains one class which accommodates the Ell’s receiving ESL via the pull out/ push-in model. Class periods are 45 minute single block and 90 minute double block. Our ESL teacher is fully certified. All students receive academic instruction as mandated by the CR Part 154, CR Part 100 Language Allocation Policy.

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.

All content areas are delivered in English. Our ENL program uses the QTELL methodology in Project Based Learning and is incorporated to foster English proficiency. The Project Based Learning curriculum implemented is aligned to the Common Core Standards. Instruction in all ENL classes is aligned to the common core standards in each content area. Additionally, students are mainstreamed in art, music and physical education. Students are introduced to technology in their content area classrooms and Ell students are exposed to the web based program Test Wizard and Brain Pop ESL. Student receive word-to-word dictionaries to be used in all content class. Teachers are also well versed in Walqui’s model (six types of scaffolding) to ensure that our ELLs are engaged in activities. Students are provided with dual language glossaries in math, science and social studies. Word-to-word dictionaries, Webster dictionary and picture dictionary are used in English Langauge Arts classrooms.

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

We maintain an updated excel spreadsheet with the home languages of our ELL’s. Our testing coordinator is responsible for the update and ensuring that our ELL’s are assessed in their home language.
5. 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

All SIFE students are appropriately placed in ENL classes and are offered AIS services. All SIFE students receive ENL for extended time, registered for after-school program, receives a mentor and counseling. Work is differentiated for SIFE students using multiple supplemental resources in the classrooms such as leveled libraries, Wilson reading program and Great Leaps reading program. In addition, web based instruction and listening centers are in place for multi-sensory learning.

All newcomers less than three years are registered for an academic intervention service to assist in conversational language. Newcomers are especially engaged in listening centers and are grouped with native English speaker at time to practice oral language skills. Students are given word-to-word dictionaries and receive 8 units of ENL classes. Students participate in after-school activities s for additional help. In addition, newcomers are immediately scheduled to receive Math Plato (Web based program) to strengthen and grasp mathematical skills.

ELLS 4-6 years will continue to receive the mandated amount of periods in ENL. The work is crafted from the ELA curriculum and is supported with the teacher during the classes. ELLs 4-6 years will continue to receive small group instruction in Math which is tailored to meet the needs of each student. Students who are 4-6 years are placed in extended day classes and are assigned content specialist to work with them; these students are also placed in after-school programs geared to improve student reading proficiency levels. They are administered a pre-test, interim tests and post test to reflect understanding and growth in all AIS and classes.

All long-term ELLs and former ELLs will continue to receive all services if deemed appropriate. Long term ELLs will receive intense services using Title III funding for the 2015-2016 school year using the book Getting Ready for The NYSESLAT/ Visions/ Journey in Reading. Instruction will focus on reading and writing.

6. 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?

ELLs identified as having disabilities or special needs receive their mandated ESL services and all other services and accommodations that are dictated in their IEP. ESL teachers are familiar with the student’s IEP and are aware of the special needs of each ELL. ESL teachers articulate often with the classroom teacher to find out what instructional materials are helpful and what is and isn’t working inside the student’s classroom. ESL teachers are used to asking classroom teachers to adapt and scaffold content to the language needs of their ELLs. Here the ESL teacher must also adapt and scaffold based on the student’s particular individual needs.

The ESL teachers work closely with these Special Ed teachers to provide suitable individualized language instruction using many visual aids, role playing, cooperative project tasks, appropriate reading comprehension activities etc... The ESL teacher assists to make the materials ELL friendly depending on the individual language needs of the student and the Special Ed provider assists the ESL teacher to ensure the content area materials are appropriate for the student’s disability, learning styles, and grade level.

7. 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?

Van Siclen Community Middle School uses a Project Based Curriculum in all content areas which is inclusive of differentiated instruction to meet the needs of ELL-SWDs. Additionally, Springboard APIP curriculum is now infused in some ELA and Math classes as a part of our inquiry work. Flexibility of scheduling is reflected with the pull-out small group instruction. Our ESL teacher is programmed to use professional assignment times to work with ELL-SWDs for intensive instruction and language development.
8. 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.

Children receive the appropriate allocated number of periods for ESL services based on State mandates. Beginners and intermediate students receive two units of ESL which equals 8 periods per week. Advanced students receive one unit of ESL, equaling 4 periods per week. Students receive instruction in English. All monolingual classes, which include special education students, use homogeneous grouping according to LAB and NYSELAT results. Children are exposed to a literary environment, which encompasses reading, writing, listening, speaking, the arts, and classroom libraries. Instructional strategies include The Balanced Literacy Approach to reading (which emphasizes the writing process), the math workshop model, and The Language Experience Approach. To meet higher standards, students will read 25 appropriate leveled books by the end of the school year, thus exposing them to various genres. They will respond in writing, art, multi-media and oral presentations. Teaching strategies will address and incorporate Webb’s Depth of Knowledge/Bloom’s Taxonomy, designing coherent instruction, establishing a culture for learning, engaging students in learning, rubrics, problem solving, higher order thinking skills and portfolio assessment. Students self-evaluate (using reflection papers and peer conferencing) and are monitored and evaluated on an ongoing basis by their classroom teachers. Using the Common Core Standards, literacy across the content areas in Science and Social Studies through project based learning and exit projects will address multi-sensory and abilities in meeting students needs and standards.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

We have extended our academic school day to 5 p.m. to allow our Ell’s more time on task and to strengthen their English Language.

10. If you had a bilingual program, what was the reason you closed it?

none

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs have access to the same after school and supplemental services offered to our general education population. They participate in a range of programs from violin to Myon, Achieve 3000, ELA and Math Intensive after school programs, Math Excel and Write to Learn. Letters sent home for after school support are translated by our Community Assistant.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

The instructional materials to support ELLs include the following: Web based programs-Mathspace, Achieve 3000, Write to Learn and Math Excel.

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

All instruction is conducted in English as part of the Freestanding ENL program but the students do receive some forms of native language support. New beginning level ELL students are initially paired with students from their native language (if available) group to help them feel comfortable and translate some of the details if necessary. Many of the students are introduced to members of the multi-lingual translation team (made up of teachers, paras, family workers, administrators, and the parent coordinator) so they will know an adult in the building they can speak with in their home language. All ELLs literate in their native language are given the DOE downloadable translated glossaries in math, science and social studies. In addition, classroom libraries have books in the students’ home language and word-to-word translated dictionaries. The school purchased large numbers of bilingual/word-by-word dictionaries/glossaries in the languages represented by the students in the school. Students literate in their native language may also use word-to-word translated dictionaries/glossaries or translated exams on certain state exams. Also, some classroom teachers allow new ELLs to use word-to-word glossaries/dictionaries on some content area classroom exams.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
ESL class required support and resources are all judged from formative assessments such as DRA’s, LAB-R and NYSESLAT results. They are used to determine the student’s reading levels. Once their reading levels are acquired, additional resources such as word-to-word dictionaries and classroom libraries are purchased to meet and address the grade level and age of the students. However, there are cases that will provide discrepancies between the age and grade level of students. In these cases, these students are pulled for small group instruction and are supplied with the appropriate resources to build and promote student learning.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
   The instructional materials to support ELLs include the following: Web based programs-Mathspace, Achieve 3000, Write to Learn and Math Excel.

16. 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).
   Our ELL students are afforded the same opportunities as our general education student to prepare them to assimilate into the culture of our school. All new admit student attend a summer bridge program in August (1 week) whereas they get to meet their new teachers, and are exposed to the curriculum and culture of our school.

17. What language electives are offered to ELLs?
   Our 8th grade students are required to take Spanish.

18. 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)?

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 and non-pedagogic staff.) 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?
   Our professional development plan will focus on academic language acquisition for our ELLs.
   The literacy, ESL and Sped teachers as well as support from our borough liaison teaching Standards, and other areas as ascertained from teachers’ individual needs assessment surveys. In addition, the ESL department will be studying components 3c: engaging student learning, 2b: establishing a culture for learning and 1e: designing coherent instruction. The goal of our professional development is to provide instructional support to our teachers in order to refine their pedagogical skills and improve student performance. Our professional development activities are designed to enhance our teachers’ ability to understand and use curricula, assessment measures and instructional strategies for LEP students.

   During professional development, teachers practice using rubrics to evaluate student work and provide constructive feedback, analyze assessment data to inform and modify instruction, discuss and implement exemplary research based practices, arrange intra-visitations for teachers to observe effective instruction and classroom management, and review and development strategic analysis of student performance.

   Professional development will be offered during the school year for all ESL teachers through our school network affiliates. Teachers can register for off-site pd. Classroom support will be provided by school mentors, lead teachers and intra-visitations. This will support the implementation of the methodologies proposed at training sessions.

   Trainings for the 7.5 hours will emphasize scaffolding as an instructional strategy and the integration of language and literacy.
in academic content, as well as looking at data. The focus is on how to accelerate academic achievement and English language development for secondary English Language Learners through understanding academic language.

2. 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.

   We ensure that our ENL teacher meets the 50% requirement ELL specific professional development by hiring an ENL coach from Generation Ready and ensuring that we fund her attendance at the day long UFT ELL Conference. Our teacher also attend borough supported ELL training.

   Our staff receives documented professional development with an emphasis on scaffolding as an instructional strategy and the integration of language and literacy in academic content, as well as looking at data. The focus is on how to accelerate academic achievement and English language development for secondary English Language Learners through understanding academic language. Kiesha Kemp (AP) is responsible for keeping all records of professional development including attendance and agendas.

### 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?

   We meet with the parents of our ELLs formally 3 times per year-September, November and February whereas we discuss their child’s progress not only in each curricula area but their English language proficiency levels as well. Teachers are also available to meet with parents each Tuesday during their parent engagement hour. We have several staff members who speak our predominate language that are available for translation. However if needed we also have access to a language interpretation unit if needed.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

   At Van Siclen Community Middle School we recognize that families and other community members are a vital part of all students’ academic and social success, and consider family involvement an essential ingredient for a successful educational program. Our parents are involved within the community and volunteer in conjunction with our parent coordinator to hold varied events in keeping the school community informed. We have an active Family Room with a parent coordinator to facilitate all activities and resources that help towards a school-wide focus on strengthening home-school relationships and increasing parent and community involvement. To support parent involvement efforts, a parent coordinator will continue to work with parents and students during the 2015-2016 school year. Parents volunteer to go on trips hosted through the library events such as RIF, community health fairs and a wealth of school based activities. There is an annual Literacy Family Night done in the winter where parents of ELLs and all students attend which incorporate new and upcoming author’s session, art, health and nutrition.

### Additional Information

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

Paste response here:
Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Adonna Mcfarland, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adonna McFarland</td>
<td>Principal</td>
<td></td>
<td>6/25/18</td>
</tr>
<tr>
<td>Kiesha Kemp</td>
<td>Assistant Principal</td>
<td></td>
<td>6/25/18</td>
</tr>
<tr>
<td>Malcolm Hayes</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/25/18</td>
</tr>
<tr>
<td>Ana Cepeda</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>6/25/18</td>
</tr>
<tr>
<td>Diana Perez</td>
<td>Parent</td>
<td></td>
<td>6/25/18</td>
</tr>
<tr>
<td>Olubunmi Fashusi</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/25/18</td>
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<td></td>
<td>Teacher/Subject Area</td>
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<td>6/25/18</td>
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<td></td>
<td>Coach</td>
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<td>Coach</td>
<td></td>
<td>6/25/18</td>
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<tr>
<td>Patricia Prado</td>
<td>School Counselor</td>
<td></td>
<td>6/25/18</td>
</tr>
<tr>
<td>Dr. Thomas McBryde Jr.</td>
<td>Superintendent</td>
<td></td>
<td>6/25/18</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>6/25/18</td>
</tr>
<tr>
<td></td>
<td>Other</td>
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<td></td>
<td>Other</td>
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<td></td>
<td>Other</td>
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</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 19K654  School Name: Van SiclenCommunity Middle School  Superintendent: Dr. Thomas McB

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Primary)Kiesha</td>
<td>Kemp</td>
<td>A.P.</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

Van Siclen Community Middle school serves a community with 13% of our parents and students who speak a language other than English at home (Spanish/Arabic). These are some of the measures that are currently in place to identify translation/interpretation needs:

Formal Indicators:

Blue cards: Every child in the school has a blue card on file filled out by their parents/guardians. The blue card has a specific section where the parents must specify their preferred written and oral language of communication. The parents receive these cards initially at their child’s registration and during the first week of every September when classroom teachers hand out the cards to all students in their classes. All completed blue cards are sent down to the office which compiles and continuously updates the data into the computer system. This allows the school and individual teachers to know the exact translation needs of our school community.
Home Language Information Surveys: Every child in the school must have a HLIS. They are given to every new student at registration and must be filled out by their parents/guardians. The HLIS are given to the parent/guardian in English and in the appropriate home language.

Like the blue cards, there is a section on the HLIS asking the parent to state their preferred written and oral language of communication. If a student transfers into the school from an existing NYC school, the HLIS is sent from the prior school and is examined upon arrival.

Informal indicators:

As in any school environment, there are times when teachers end up speaking or meeting with older siblings, aunts and uncles, grandparents, etc…. The blue card or HLIS might indicate the parent/guardian’s preferred language of communication but the person, for instance a relative, who the teacher is speaking with might have a different preferred language. Teachers, administrators, and office staff often have to informally speak with (sometimes with the help of a translator) the students and parents to find out if there are any additional translation needs that are not mentioned on the blue cards or HLIS. In addition, at the beginning of every school year.

Using these formal and informal methods, the school and each individual teacher has an accurate account of the preferred language of communication of the students and their families.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish-written and oral communication</td>
<td>42</td>
<td>8.43</td>
<td>43</td>
<td>8.63</td>
</tr>
<tr>
<td>Yoruba-written communication</td>
<td>1</td>
<td>0.2</td>
<td>1</td>
<td>0.2</td>
</tr>
<tr>
<td>English-written and oral communication</td>
<td>437</td>
<td>87.75</td>
<td>87.76</td>
<td>87.55</td>
</tr>
<tr>
<td>Fulani-English written and oral communication</td>
<td>1</td>
<td>0.2</td>
<td>1</td>
<td>0.2</td>
</tr>
<tr>
<td>Arabic-written and oral communication</td>
<td>6</td>
<td>1.79</td>
<td>6</td>
<td>1.79</td>
</tr>
</tbody>
</table>
3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

<table>
<thead>
<tr>
<th>Language(s)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>none</td>
<td></td>
</tr>
</tbody>
</table>

### Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
</table>
| • Documents such as upcoming city/state exams, commendation or discipline notices, potential holdover notices, notices of important parent meetings, trip permission slips, school policies and guidelines, registration and transfer information, etc... | September and throughout the school year | To facilitate parental involvement with the school, support their child’s education, and to ensure non-English speaking parents are as informed as English-speaking parents, Van Siclen Community Middle School has a number of established procedures in place. We have an existing multilingual in-house team to provide written translation and interpretation services. VS
C makes use of existing written DOE translated documents that can be ordered or downloaded. All DOE provided parent translation letters are utilized by the school. If DOE provided translated documents are not available for a particular situation, in accordance with Chancellor's Regulation A-663, the team consisting of staff members will do the following:
(If services cannot be provided in-house then the school will use the NYCDOE translation unit, parent volunteers, translators from other schools within the district, or outside vendors.) • Letters and documents from the school will be translated into the
family's home language, such as upcoming city/state exams, commendation or discipline notices, potential holdover notices, notices of important parent meetings, trip permission slips, school policies and guidelines, registration and transfer information, etc...

• Based on Section VII of Chancellor’s Regulations A-663, students whose primary language is a covered language will have documents translated pertaining to health, safety, legal or disciplinary matters, entitlement to educational programs, and permission slips/consent forms translated into the family’s home language.

• Report cards are sent home along with translations in parents’ requested languages. Blue cards are distributed in two different languages.

• City and State test information will be distributed in the family’s home language so parents will know exactly the importance of the tests, the schedules of the exams, and how children can prepare for the examinations.

• School guidance counselors and SBST members will be able to have sensitive forms or letters translated into the family’s home language that are not otherwise provided.

• Dual language dictionaries/glossaries will continue to be purchased for the students in the school as needs arise.

• Notices will be sent home prior to parent teacher conferences asking the
parents if they require translation services during the conference.

- Signs are posted throughout the school in the nine DOE covered languages for parents’ convenience.

When translation or interpretation needs arise, school staff/teachers are asked to notify the school office or members of the LTI team with the request. The services will then be arranged in a timely fashion.

Documents pertaining to health, safety, legal or disciplinary matters, entitlement to educational programs, and permission slips/consent forms.

September and throughout the school year

We have an existing multilingual in-house team to provide written translation and interpretation services. VSC makes use of existing written DOE translated documents that can be ordered or downloaded. All DOE provided parent translation letters are utilized by the school. If DOE provided translated documents are not available for a particular situation, in accordance with Chancellor’s Regulation A-663, the team consisting of staff members will do the following:

(If services cannot be provided in-house then the school will use the NYCDOE translation unit, parent volunteers, translators from other schools within the district, or outside vendors.)

- Letters and documents from the school will be translated into the family’s home language, such as upcoming city/state exams, commendation or discipline notices, potential holdover notices, notices of important parent meetings, trip permission slips, school policies and guidelines, registration and transfer information, etc...
• Based on Section VII of Chancellor’s Regulations A-663, students whose primary language is a covered language will have documents translated pertaining to health, safety, legal or disciplinary matters, entitlement to educational programs, and permission slips/consent forms translated into the family’s home language.

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• Signs are posted throughout the school in the nine DOE covered languages for parents’ convenience.

When translation or interpretation needs arise, school staff/teachers are asked to notify the school office or
| Report cards and Blue cards. | September, upon admission for blue cards-Report Cards November, January April and June | We have an existing multilingual in-house team to provide written translation and interpretation services. VS makes use of existing written DOE translated documents that can be ordered or downloaded. All DOE provided parent translation letters are utilized by the school. If DOE provided translated documents are not available for a particular situation, in accordance with Chancellor's Regulation A-663, the team consisting of staff members will do the following:

(If services cannot be provided in-house then the school will use the NYCDOE translation unit, parent volunteers, translators from other schools within the district, or outside vendors.)

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languages. Blue cards are distributed in two different languages.

- City and State test information will be distributed in the family’s home language so parents will know exactly the importance of the tests, the schedules of the exams, and how children can prepare for the examinations.

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- Notices will be sent home prior to parent teacher conferences asking the parents if they require translation services during the conference.

- Signs are posted throughout the school in the nine DOE covered languages for parents’ convenience. When translation or interpretation needs arise, school staff/teachers are asked to notify the school office or members of the LTI team with the request. The services will then be arranged in a timely fashion.

<table>
<thead>
<tr>
<th>City and State test information.</th>
<th>October and each month thereafter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>We have an existing multilingual in-house team to provide written translation and interpretation services. VSC makes use of existing written DOE translated documents that can be ordered or downloaded. All DOE provided parent translation letters are utilized by the school. If DOE provided translated documents are not available</td>
</tr>
</tbody>
</table>
for a particular situation, in accordance with Chancellor's Regulation A-663, the team
consisting of staff members will do the following:

(If services cannot be provided in-house then the school will use the NYCDOE translation unit, parent volunteers, translators
from other schools within the district, or outside vendors.)

• Letters and documents from the school will be translated into the family’s home language, such as upcoming city/state exams, commendation or discipline notices, potential holdover notices, notices of important parent meetings, trip permission slips, school policies and guidelines, registration and transfer information, etc...

• Based on Section VII of Chancellor’s Regulations A-663, students whose primary language is a covered language will have documents translated pertaining to health, safety, legal or disciplinary matters, entitlement to educational programs, and permission slips/consent forms. translated into the family’s home language.

• Report cards are sent home along with translations in parents’ requested languages. Blue cards are distributed in two different languages.

• City and State test information will be distributed in the family’s home language so parents will know exactly the importance of the tests,
the schedules of the exams, and how children can prepare for the examinations.

- School guidance counselors and SBST members will be able to have sensitive forms or letters translated into the family’s home language that are not otherwise provided.

- Dual language dictionaries/glossaries will continue to be purchased for the students in the school as needs arise.

- Notices will be sent home prior to parent teacher conferences asking the parents if they require translation services during the conference.

- Signs are posted throughout the school in the nine DOE covered languages for parents’ convenience.

When translation or interpretation needs arise, school staff/teachers are asked to notify the school office or members of the LTI team with the request. The services will then be arranged in a timely fashion.

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent engagement days-Tuesdays at 8:00 a.m.</td>
<td>September</td>
<td>Interpretation needs will be met by either using in house staff (Spanish/Arabic), over the phone interpreters via the Translation and Interpretation unit or outside vendors (specifically for open school whereas we tend to have a need for several interpreters).</td>
</tr>
</tbody>
</table>
Teacher/Guidance Counselor calls to parents | Throughout the school year | Interpretation needs will be met by either using in house staff (Spanish/Arabic), over the phone interpreters via the Translation and Interpretation unit or outside vendors (specifically for open school whereas we tend to have a need for several interpreters).

Open school September, November and March and May | September, November, March and May | Interpretation needs will be met by either using in house staff (Spanish/Arabic), over the phone interpreters via the Translation and Interpretation unit or outside vendors (specifically for open school whereas we tend to have a need for several interpreters).

Curriculum Nights - September, November, March | September, November, March | Interpretation needs will be met by either using in house staff (Spanish/Arabic), over the phone interpreters via the Translation and Interpretation unit or outside vendors (specifically for open school whereas we tend to have a need for several interpreters).

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In the event of an emergency and if there is no in house staff member who speaks a needed home language- we will then call the DOE T and I unit for immediate over the phone interpretation.

**Part C: Training Staff on Policies and Procedure**

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

At our August Staff meeting all staff are introduced to our Language Access Coordinator who then provides them with a copy of the Language Guide ID and the number to the DOE Translation and Interpretation unit if they need immediate over the phone interpretation.

**Part D: Providing Notice of Language Assistance Services**

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:
• Translated signage
• Brochures/flyers/letters shared with parents
• Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

Van Siclen Community Middle School follows the regulations and guidelines within Section VII of Chancellor’s Regulations A-663. Actions and policies pertaining to the Chancellor’s regulations have already been described in previous parts of sections A and B of this plan. There is also a sign in, Spanish, in front of the main office informing parents that translation services are available at their request. There is also a Language ID card posted where visitors have easy access.

As described earlier, measures and policies are in place at the beginning of every school year to learn and document the preferred language of communication of every child in the school and every parent/guardian of that child. Measures are also in place to learn the specific communication needs of other family members the school/teacher may have contact with. As described earlier, measures and policies are in place governing written and oral translations/interpretations. In addition, in accordance with A-663, parents/guardians are notified and given access to the Parent Bill of Rights and Responsibilities. Provisions are made within the school safety plan to address the communication needs of parents. As described earlier, the school has purchased a multilingual school message program. Every classroom teacher is expected to have a list of translation needs to ensure all needs are addressed both in the classroom level and at home. Van Siclen Community Middle School will continue to strive to remove communication barriers between the school, teachers, and parents.

**Part E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

Our primary method of feedback is to use our "School effectiveness survey" given to parents twice a year to gauge the effectiveness and availability of all services.