2018-19
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN (RSCEP)

DBN: (i.e. 01M001): 08X123
School Name: J.H.S. 123 JAMES M. KIERAN
Principal: RICHARD HALLENBECK JR
Renewal School Comprehensive Educational Plan (RSCEP) Outline

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### Section 1: School Information Page

#### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>James M. Kiernan School of Arts &amp; Humanities</th>
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<tr>
<td>School Number (DBN):</td>
<td>08X123</td>
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<tr>
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<tr>
<td>Grades Served:</td>
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<tr>
<td>School Address:</td>
<td>1025 Morrison Avenue, Bronx, New York 10472</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-328-2105</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-328-8561</td>
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<tr>
<td>School Contact Person:</td>
<td>Richard Hallenbeck, Jr.</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:RHallenbeckJR@schools.nyc.gov">RHallenbeckJR@schools.nyc.gov</a></td>
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<td>Community School CBO:</td>
<td>Rising Ground</td>
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<td>Principal:</td>
<td>Richard Hallenbeck, Jr.</td>
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<td>Community School Director:</td>
<td>Leah Lescouflair</td>
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<td>UFT Chapter Leader:</td>
<td>Tawanna Smith</td>
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<tr>
<td>Parents’ Association President:</td>
<td>Azucena Vidal</td>
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<tr>
<td>SLT Chairperson:</td>
<td>Tawanna Smith</td>
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<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Veronica Ortiz</td>
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<tr>
<td>Student Representative(s):</td>
<td>Maggie Lin, Christopher Frias</td>
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#### District Information

| Geographical District: | 08 |
| Superintendent: | Erika Tobia |
| Superintendent’s Office Address: | 1230 Zerega Avenue, Bronx, NY 10462 |
| Superintendent’s Email Address: | etobia@schools.nyc.gov |
| Phone Number: | 212-935-3783 |
| Fax: | 718 328 8561 |
Field Support Center (FSC)

FSC: Bronx

Executive Director’s Office Address:

Executive Director: Nancy Saffer
1 Fordham Plaza, Bronx, NY 10458

Executive Director’s Email Address: NSaffer@schools.nyc.gov

Phone Number: 718-828-7403

Fax: 718-828-2116
Section 2: Executive Summary and Organizing Principles

The Objective

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

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

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

The organizing Theory of Action that guides the School Renewal Program strategy:

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

The arc of the School Renewal Program strategy:

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

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the Framework for Great Schools, New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, and Strong Schools, Strong Communities, including the following:

- Demonstrable Improvement Benchmarks: Demonstrable improvement benchmarks located in the 2018-19 RSCEP, in the Data and Accountability Snapshot page. Receivership benchmarks have been closely aligned with
the Renewal benchmarks so that schools will have one coherent set of improvement benchmarks to meet. All Receivership Benchmarks are a subset of Renewal Benchmarks. While the targets for these overlapping benchmarks are not always identical, the Receivership Benchmark targets are always equal to or lower that the Renewal Benchmarks targets. That means that any school that meets its Renewal Benchmarks targets have by definition also met its Receivership Benchmarks targets. For additional information on Receivership demonstrable improvement benchmarks go here.

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

**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.

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

**Strong Schools, Strong Communities**

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

The Department 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 RSCEP Development**
The Framework for Great Schools encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The 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.

### The Six Elements of the Framework for Great Schools

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction</strong></td>
<td>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></td>
<td>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></td>
<td>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></td>
<td>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></td>
<td>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></td>
<td>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>
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</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:

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

**NYCDOE’s Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of 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)

**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 RSCEP, 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 RSCEP. For additional guidance on establishing a Title I Parent Committee click here.

**Next Steps for RSCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of Chancellor’s Regulations A-655.
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
• **Step 3:** 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:** Create a summative vision for the elements of the Framework for Great Schools.

• **Step 5:** Revisit your school’s current goals, and strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you have identified, and will let your school community know when you have reached your goal.

• **Step 6:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

• **Step 7:** Update your school’s AIS section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

• **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.

• **Step 9:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust practices along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.
Section 3: Community Engagement Team and School Leadership Team (SLT) Signature Page

Directions: All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members’ signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan’s alignment with the school-based budget to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, Parent 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.

On the chart below:

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

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<th>Check if SLT</th>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
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<tr>
<td>X</td>
<td>Richard Hallenbeck, Jr.</td>
<td>*Principal or Designee</td>
<td></td>
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<tr>
<td>X</td>
<td>Tawanna Smith</td>
<td>*UFT Chapter Leader or Designee</td>
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<td>X</td>
<td>AzucenaVidal</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>X</td>
<td>Yazmin Dennis</td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>X</td>
<td>Micaela Ponce</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<td>[]</td>
<td>Leah Lescouflair</td>
<td>Community School Director (staff)</td>
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<td>[]</td>
<td>Maggie Lin</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td>[]</td>
<td>Christopher Frias</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td>Check if SLT</td>
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<td></td>
<td>Francisca Cedeno</td>
<td>Parent</td>
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<td></td>
<td>Priscilla DeJesus</td>
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<td>Tamika Thomas</td>
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<td></td>
<td>Elizabeth Byers</td>
<td>Community Partner</td>
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<td>Staff/Parent/Other Contributor</td>
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In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide contextual information about your school’s community and its unique/important characteristics, including your school’s mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. What are the school’s beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe your school’s approach to family engagement and progress made with establishing families as partners in furthering student achievement
5. Describe how your school is leveraging community school partnerships to support progress in elements of the Framework for Great Schools and indicate where this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

In October 2018, James M. Kiernan School of Arts and Humanities (JHS 123) was awarded a five year Magnet School Assistance Program (MSAP) federal grant to convert JHS 123 into whole-school magnet program. During the fall of 2018 the planning process for the development of theme-based magnet program and school rebranding efforts began. James M. Kiernan School of Arts and Humanities (JHS 123) will become known as The Bronx Urban Community STEAM Magnet School (JHS 123).

JHS 123 strives to empower students with critical thinking skills and a sense of self-determination in their pursuit of academic excellence to prepare them for college and career. Through our content based liberal arts curriculum, JHS 123, students graduate with knowledge of art history, musical literacy, as well as the ability to read, write, think critically and utilize innovative problem solving skills to address the issues plaguing our ever-changing society. In keeping with our current mission, we will adopt STEAM as our magnet theme, allowing the school to leverage our existing art focus to support a content-based, interdisciplinary instructional program in which students examine the ways in which technology and the arts impact our changing world.

JHS 123 is a middle school located in the Soundview section on the South Bronx. Our current enrollment is 364; 74% are Hispanic, 23% are African American, 3% are Asian or Alaskan American. Twenty-eight percent of students are Limited English Proficient (LEP) and 28% are Students with Disabilities (SWD). Our attendance rate is impacted by several key factors. Many of our students, 24%, are in temporary/transitional housing or living in one apartment with multiple families. These housing factors in the community impact our attendance rates which fall below 90%; however, due to a number of attendance incentives targeting students who are chronically absent our average daily attendance for the 2016-2017 was 90.7%.

According to the New Visions Heat Map, an attendance dashboard provided to Community Schools to help monitor and track interventions, 33% of our students were chronically absent. JHS 123 made minimal gains in student achievement in Mathematics (13% proficiency a 5% increase from 2015-2016) and English Language Arts (23% proficiency an 7% increase from 2015-2016). According to the NYC School Survey 2016-2017, 85% of parents responded positively responded positively to questions about Strong Family-Community Ties.

Our challenges are to provide rigorous instruction to elevate student achievement using effective school leadership to foster collaborative teaching and to strengthen family community ties that will build stakeholders capacity to work towards the shared goal of improving student outcome. All special population students require flexible scheduling and knowledgeable pedagogues to deliver CCLS aligned curriculum and instructional practices. Additionally, in order to meet the needs of our students we need to provide supplementary support and resources such as regular access to innovated technology, life skills, and career experiences.

JHS 123 will continue its designation as a Community School in partnership with Rising Ground (formerly Leake and Watts Services, Inc.). Through the Renewal/Community School process there will be a number of strategic
collaborations that will support academic achievement and social emotional growth. We currently have strategic collaborations and will continue these partnerships with:

- **Urban Advantage** – to provide a professional development to Science Teachers.
- **Columbia Teachers College** - to provide professional development to ELA Teachers and social studies teachers.
- **Queens College** – to provide professional development to social studies teachers.
- **Cooperative Healthy Active Motivated Positive Students (CHAMPS)**- to promote student physical activity during the critical years of middle school.
- **Marquis Studios** – To provide students with the opportunity to work with the artist creating projects integrated in STEAM curriculum.
- **Rising Ground** (formerly Leake and Watts Services, Inc.) – to provide socio-emotional groups and targeted therapeutic services for identified students and families.
- **It’s About Time** – to provide professional development to Science Teachers and project based inquiry science program for all grades.
- **New York Historical Society** – To compliment the social studies curriculum by providing instruction to students at the New York Historical Society utilizing historical artifacts and documents.
- **City Year New York** – To provide small group support for attendance, behavior (socio-emotional), mathematics, and ELA . SONYC (School’s Out New York City) comprehensive after-school provider open for all students.
- **Lincoln Center Education** - to provide curriculum support; field trips experience and parent workshops.
- **Chess in the Schools** - to work with 6th graders to enhance problem solving skills
- **PowerMyLearning/Blended Learning** - to integrate technology to enhance instructional program.
- **Yale Center for Emotional Intelligence (RULER)** - to provide social emotional support and build positive culture for all stakeholders.
- **SmartStart Education LLC.** - to provided small group instruction as tier 2 intervention.
- **Pathway to Purpose** - to expose student to the college experience
- **Thrive Collective** - to help rebrand the school by creating student made murals and instill a sense of pride in all stakeholders.
- **Computer Science for All**- to integrate computer science and technology into curriculum.
- **Take Two**- to enhance curriculum with film making.
- **Woodlawn**-to use the past to build future leaders through mentorship, community service and a curriculum inspired by its notable figures.

At The Bronx Urban Community STEAM Magnet School (J.H.S 123) we believe students learn best in a safe and respectful environment when the workshop model is employed. We believe that students learn best when they are presented with standards based content that provides them with frequent opportunities to read, speak and/or write critically.

As part of our mission, The Bronx Urban Community STEAM Magnet School (JHS 123), believes that all students should graduate prepared for high school on the path for college and career readiness. Our school wide core values are family, accountability, creativity and excellence. In order to accomplish our mission and live our core values we are committed to align professional development, teacher performance and supervisory observations in a manner that will positively account for academic growth as evidenced by student performance on state assessments as well as formative and summative assessments in the classroom. Through meaningful professional development and supervision, our instructional goals will be addressed and monitored in order increase student performance. Our collaboration with our partners will help us achieve the overall mission of preparing students for their high school careers and future educational/employment goals.

Through the Expanded Learning Time initiative we are able to provide students with a well rounded program that provides supplemental learning opportunities to students through academic enrichment and remediation.
During our Expanded Learning Time students will be able to engage in Regents preparation for Living Environment and remediation activities. In addition, remediation support will be provided for our students with disabilities and all others identified as in need of remediation support services. The ELA and Math remediation classes that students participate in during extended learning time will be supported by iReady online intervention program.
## School Demographics and Accountability Snapshot for 08X123

### School Configuration (2018-19)
- **Grade Configuration**: 06.07.08
- **Total Enrollment (2017-18)**: 355
- **SIG Recipient (Y/N)**: No

### English Language Learner Programs (2018-19)
- **Transitional Bilingual**: N/A
- **Dual Language**: N/A
- **Self-Contained English as a Second Language**: N/A

### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 55
- **# SETSS (ELA)**: 39
- **# Integrated Collaborative Teaching (ELA)**: 29
- **# Special Classes (Math)**: 55
- **# SETSS (Math)**: 38
- **# Integrated Collaborative Teaching (Math)**: 30

### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: N/A
- **# Music**: N/A
- **# Foreign Language**: N/A
- **# Drama**: N/A
- **# Dance**: N/A
- **# Special Classes**: N/A

### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 0.8%
- **% Black or African American**: 23.7%
- **% Hispanic or Latino**: 72.4%
- **% Asian or Native Hawaiian/Pacific Islander**: 2.8%
- **% White**: 0.3%
- **% Multi-Racial**: 0.8%

### Overall NYSED Accountability Status (2018-19)
- **Students with Disabilities**: N/A
- **Economically Disadvantaged**: N/A
- **Limited English Proficient**: N/A
- **Free Lunch**: N/A
- **Title I Population**: N/A
- **% Attendance Rate**: 87.0%
- **% Attendance Rate**: 90.7%
- **% Limited English Proficient**: 26.5%
- **% Students with Disabilities**: 27.3%
- **% Black or African American**: N/A
- **% Asian or Native Hawaiian/Pacific Islander**: N/A
- **% White**: N/A
- **% Multi-Racial**: N/A

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

#### Elementary/Middle School
- **Met Adequate Yearly Progress (AYP) in ELA**: Yes
  - **American Indian or Alaska Native**: N/A
  - **Hispanic or Latino**: N/A
  - **White**: N/A
  - **Students with Disabilities**: YSH
  - **Economically Disadvantaged**: NO
- **Met Adequate Yearly Progress (AYP) in Mathematics**: N/A
  - **American Indian or Alaska Native**: N/A
  - **Hispanic or Latino**: N/A
  - **White**: N/A
  - **Students with Disabilities**: YSH
  - **Economically Disadvantaged**: NO
- **Met Adequate Yearly Progress (AYP) in Science**: N/A
  - **American Indian or Alaska Native**: N/A
  - **Hispanic or Latino**: N/A
  - **White**: N/A
  - **Students with Disabilities**: YSH
  - **Economically Disadvantaged**: NO

#### High School
- **Met Adequate Yearly Progress (AYP) in ELA**: N/A
  - **American Indian or Alaska Native**: N/A
  - **Hispanic or Latino**: N/A
  - **White**: N/A
  - **Students with Disabilities**: N/A
  - **Economically Disadvantaged**: N/A
- **Met Adequate Yearly Progress (AYP) in Mathematics**: N/A
  - **American Indian or Alaska Native**: N/A
  - **Hispanic or Latino**: N/A
  - **White**: N/A
  - **Students with Disabilities**: N/A
  - **Economically Disadvantaged**: N/A
- **Met Adequate Yearly Progress (AYP) in Graduation**: N/A
  - **American Indian or Alaska Native**: N/A
  - **Hispanic or Latino**: N/A
  - **White**: N/A
  - **Students with Disabilities**: N/A
  - **Economically Disadvantaged**: N/A
Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Tenet 3 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 1a. Alignment to DTSDE Statements of Practice</strong></td>
<td></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>
<td></td>
</tr>
<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>NA</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:**

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

JHS 123 was fully accepted into the Teachers College Reading and Writing Program (TCRW) for the 2016-17 school year and has continued work with the program during the 2017-18 school year. The use of TCRWP reading and writing curriculum allowed us to solidify our successful implementation of a school wide balanced literacy/workshop model.

As a result of the school’s adoption of this curriculum, the percentage of students who performed at levels 3 and 4 on the New York State (NYS) English Language Arts (ELA) assessment increased from 17 percent in 2015-2016, 23 percent in 2016-2017 to 25% in 2017-2018.

Our initial analysis of 2017-2018 NYS ELA cut scores shows that 75% of the school met criteria. Our analysis of the 2017 June Instructional Report show that our students are making growth in the majority of the ELA standards. Our 6th graders made gains in 12 of the 17 standards that were assessed this year and last year. That’s progress made on 71% of the standards. The progress made was an average of 9% points. We are only 12% points away from the City Average in Reading and 13% points away from the City Average in Writing. Our 7th graders made gains in 13 out of 14 standards that were assessed this year and last year. That’s progress made on 93% of the standards. The progress made was an average of 8% points. We are only 9% points away from the City Average in Reading and 6% points away from the City Average in Writing. Our 8th graders made gains in 9 out of 16 standards that were assessed this year and last year. That’s progress made on 56% of the standards. The progress made was an average of 2% points. The 8th grade students are only 1% point away from the City Average in Reading and out paced the City Average by 1 percentage point in Writing.
During the 2017-2018 school year, JHS 123 continued working with the National Training Network (NTN) for assistance with coaching and curriculum alignment for mathematics. As a result of this partnership, the percentage of students who performed at levels 3 and 4 on the NYS Mathematics Assessment nearly doubled from 7 percent in 2015-2016, 13 percent in 2016-2017 to 16 percent in 2017-2018.

Our initial analysis of 2017-2018 NYS Math cut scores shows that 78% of the school met criteria. Our analysis of the 2017 June Instructional Report show that our students are making growth in the majority of the Math standards. Our 6th graders made gains in 17 of the 24 common core strands that were assessed this year and last year. That’s progress made on 71% of the standards. Overall in math, 6th graders improved 13% points in comparison to the City Average and their achievement last year. Our 7th graders made gains in 12 of the 21 common core strands that were assessed this year and last year. That’s progress on 57% of the standards. Overall in math, 7th graders improved 2% points in comparison to the City Average and their achievement last year. Our 8th graders made gains in 20 of the 23 strands that were assessed this year and last year. That’s progress on 87% of the standards. Overall in math, 8th graders improved 38% points in comparison to the City Average and their achievement last year.

Feedback from the 2017-2018 New York State Education Department (NYSED) Integrated Intervention Team (ITT) visit noted that some departments successfully used pre-assessment data as an instructional tool to move students writing levels the practice of using data frequently and effectively has not been codified as a school-wide practice. This feedback has helped us craft our 2018-2019 instructional focus: If teachers effectively use data to differentiate instruction then we will see evidence of greater active student engagement or higher student achievement.

In order to provide our teachers with the structures, supports and training needed to establish a data driven culture within our school then we will begin to collect and analyze data effectively to inform our instructional decisions and further increase student performance levels. We will provide professional development and incorporate regular rounds of looking at students work, creation of interventions and reassessment to check for mastery into our content team meetings. Additionally, we have scheduled additional RTI/I-Ready periods in which teachers will use I-Ready diagnostic data to teach common core aligned lessons that address student learning needs.

In ELA we will move 45 students from level 1 to level 2 which will decrease the percent of level 1 students (based on our 2018-19 cohort’s most recent state test results) from 49% to 39%. We will move 58 students from level 2 to level 3 which will increase the percent of level 3 and 4 students (based on our 2018-19 cohort’s most recent state test results) from 16% to 30%. In all we will move 103 students up one proficiency level which will allow us to meet our benchmark of 2.6 average proficiency rate in ELA.

In Math we will move 53 students from level 1 to level 2 which will decrease the percent of level 1 students (based on our 2018-19 cohort’s most recent state test results) from 61% to 50%. We will move 26 students from level 2 to level 3 which will increase the percent of level 3 and 4 students (based on our 2018-19 cohort’s most recent state test results) from 13% to 20%. In all we will move 79 students up one proficiency level which will allow us to meet our benchmark of 2.4 average proficiency rate in ELA.

Part 2 – Summative Vision for Rigorous Instruction

What is your school’s instructional focus? What is your vision for promoting the instructional focus consistently across classrooms?

If teachers effectively use data to differentiate instruction then we will see evidence of greater active student engagement or higher student achievement.
The above instructional focus will be the tool that drives us throughout the school year. All of the decisions made in regards to inquiry, professional learning, systems and structures as well as academic interventions are planned and developed with the instructional focus in mind.

All content area teachers will collect, analyze, and use a variety of data on student achievement to inform their instructional decisions and the administration will provide supports and training that establish a data-driven culture within the school that will impact student performance levels.

As a Data Wise school, we will utilize the structures and supports that we are provided to ensure that we build an evidence-based culture of collaborative inquiry to make sense of data and ultimately use it to drive improvement. Grade and content teams will regularly use the data wise process to review data we collect internally to identify problems of practice and make instructional and pedagogical shifts and reflect on our progress/practice.

Additionally, the administration team will have data talks with teachers at the end of every marking period to ensure that all teachers are collecting, analyzing and using data to inform small group work and promote student achievement.

We will strengthen the success of our balanced literacy program by leveraging our partnership with TCRWP, by providing onsite and off site professional development opportunities to support teachers with curriculum development and pedagogy. We will strengthen the success of our Social Social curriculum and PBISScience curriculum by leveraging our partnerships with Lincoln Center Education, The New York Historical Society and Magnet Project Based Learning (PBL) curriculum development personnel.

Our partnership with National training Network for Math which provides job embedded professional development and support with curriculum development that will strengthen the math department. The Envision Math curriculum will be embedded into NTN’s common core aligned scope and sequence. Teachers will deliver the instruction using the workshop model or the constructivist approach. To support teacher development in using the constructivist approach in mathematics, teachers will use the Five Practices in Mathematics as their professional resource along with NTN consultants. Additionally, we will incorporate Math journals to capture student writing. Each period of mathematics will have an element of student discourse which will be supported by writing. The math shifts (focus, fluency, application, and deep understanding) will be evident with coherence across the grades.

Writing throughout all subjects will use the constructivist/workshop model aligned with the Passports to Social Studies Core Social Studies and the New York State Scope and Sequence for Science. The core subject areas will also employ the use of music and art. Teachers will be provided with professional development that will foster the use of fiction and non-fiction texts in all content subjects.

All content area teachers will collect, analyze and use a variety of data on student achievement to inform their instructional decisions and the administration will provide supports and training that establish a data-driven culture within the school that will impact student performance levels.

As a data wise school we will utilize the structures and supports that we are provided to ensure that we build an evidence-based culture of collaborative inquiry to make sense of data and ultimately use it to drive improvement. Grade and content teams will regularly use the data wise process to review data we collect internally to identify problems of practice and make instructional and pedagogical shifts and reflect on our progress/practice.

Additionally, the admin team will have data talks with teachers at the end of every marking period to ensure that all teachers are collecting, analyzing and using data to inform small group work and promote student achievement.

What is your vision for the implementation of CCLS-aligned curricula that meets the needs of your diverse learners, personally, academically, and culturally?
All of the curriculum programs outlined in the rigorous instruction action plan below were chosen because the curricula ensures that we are addressing Common Core ELA and Math standards and instructional shifts.

Teachers College Reading and Writing curriculum provides a full alignment to the Common Core Learning Standards across grades and embeds key standards to address the ELA instructional shifts. The curriculum engages students in frequent close readings of complex fiction and non-fiction text and requires that students support their claims with text-based evidence throughout the school year in ELA, Social Studies and Science. Curriculum and academic tasks are standards based and differentiated to meet the needs of all learners. Passports to Social Studies Core Social Studies is our chosen standards based, common core aligned curriculum program that is supported by our TCRWP curriculum units and rubrics. Students have been taught to use annotations in both fiction and non-fiction complex text to show meta-cognition. Students were taught to use “R.A.C.E.” (Restate, Answer, Cite your evidence, and Explain) to answer short and extended response questions. English Language Learners and Students with Disabilities will be provided multiple entry points to the curriculum through the use of Lyric Studies and Painting Studies. Additionally, in the 2018-2019 school year teachers will incorporated the Teachers College Up the Ladder curriculum as an additional scaffold for students functioning below grade level.

Our partnership with National training Network for Math, which provides job embedded professional development and support with curriculum development will strength the math department. NTN provides a common core aligned scope and sequence will be use to embed the Envision Math curriculum. Students are taught the "S.O.L.V.E" (study the problem, organize the facts, line up a plan, verify your plan, examine the results) problem-solving method to systematically approach and break down higher order thinking math problems.

The Project-Based Inquiry Science (PBISci) curriculum. PBISci is a project-based curriculum that aligns to both the New York State Science Standards and Common Core Learning Standards. PBISci promotes higher order thinking skills, discussion, design and real-world application of learning standards to promote engagement and rigor. Real-world applications promote college and career readiness. Project based curriculum promotes student discussion and engagement. The hands-on aspect of the curriculum provides entry points for all learners including ELLs and SWDs.

What is your vision for diverse program offerings that allow students to develop skills, habits, and behaviors to be career and college ready? How are instructional shifts embedded in this vision?

The implementation of well designed planned lessons that employ the workshop model or the constructivist approach across all classroom will ensure that students develop the communication, collaboration, and critical thinking skills and behaviors needed to be college and career ready. Whether using the workshop or constructivist model we expect our students to frequently engage in well planned standards based learning tasks/activities that allow them to think creativity, critically, collaboratively and communicate through discussion and writing. Additionally, teachers are encouraged to incorporate frequent work reflections and goals settings into their lesson plans to ensure that students are engaging in reflection and revision of their academic goals.

Based on teacher recommendations and state testing results, we have identified students in eighth grade with the readiness to take the Living Environment Regents. We have eighth grade Science teachers providing instruction to this targeted group to ensure that our students are receiving the instruction needed to be successful in passing the Regents Examination. Additionally, we will identify a group of incoming sixth graders with the readiness to take integrated Algebra by eighth grade and provide them with the instruction needed to ensure they will successfully pass the Algebra regents exam in eighth grade.

Through the Expanded Learning Time initiative we are able to provide students with a well rounded program that provides supplemental learning opportunities to students through academic enrichment and remediation.

During our Expanded Learning Time students will be able to engage in Regents preparation for both Living Environment and Integrated Algebra and participate in a socratic seminar style class in which they will be exposed to
high school level texts and writing tasks. In addition, remediation support will be provided for our students with disabilities and all others identified as in need of remediation support services.

What do you envision the delivery of instruction to look like so that all students are set up for success?

The continued implementation of well designed planned lessons that employ the workshop model or the constructivist approach across all classroom will ensure that students develop the skills, habits and behaviors needed to be successful. Whether using the workshop or constructivist model we expect our students to frequently engage in well planned standards based learning tasks/activities that allow them to think creatively, critically, collaboratively and communicate through discussion and writing.

Teacher are expected to use a variety of formative and summative checks for understanding (shared time for student reflection, cold calls, exit tickets, checklists/rubrics, red and green light system, thumbs up/down etc.) frequently throughout the lesson and unit to assure that students are on the right track. Teachers will use that data to conference with students and provided them with timely, actionable feedback, and next steps.

In addition, to the enrichment and remediation classes that students participate in during extended learning time, academic Inte... online intervention program in both ELA and Math throughout the day.

How do you envision teachers using multiple entry points to ensure the success of every child?

Teachers will continue to utilize various teaching and learning strategies, differentiation strategies to provide students with multiple entry points. Differentiate instruction stems for frequent and ongoing assessment of students to determine their individual needs. All teachers will use in class formative assessments that will determine what the instructional priorities are during a lesson and/or a unit. Teachers will analyze the units summative assessment to determine what skills they need to re-teach and spiral into the following units.

Teachers will use a variety of strategies to scaffold assignments ranging from center learning, conferring, tiered lessons, varied reference charts, organizers etc. to ensure that all students are successful with grade level material. Additionally, teachers will receive in-school staff development days on how to use Teachers College Reading And Writing progressions to meet the needs of diverse learners while still infusing the rigor of grade level material.

Lastly, infusing arts based instruction (lyric study, painting study, political cartoons etc.) into our content areas classes as frequently as possible will provide an entry point for all students.

What is your vision for the use of a comprehensive assessment strategy (diagnostic, formative, benchmark, and summative) to drive curricular, instructional, and organizational decisions that impact student outcomes?

One of our main instructional priorities for 2018-2019 year is to collect, analyze, and use a variety of data on student achievement to inform our instructional decisions and practices. The administration is dedicated to providing support and training to establish a data-driven culture within the school that will increase student performance levels.

Teachers meet weekly in content area teams for 90 minutes in order to plan lessons/units with quality utilize formative/summative assessments in which they can use the data to make instructional changes, analyze student work and plan collaboratively. These sessions occur within and across grades and are supported by National Training Network coaches, Teacher College instructional coaches, administrators, and Director of School Renewal for District 8. The intended impact is for teachers to plan deliberately and strategically to group students by utilizing the formative data and tracked the progress.
As a Data Wise school, we will utilize the structures and supports that we are provided to ensure that we build an evidence-based culture of collaborative inquiry to make sense of data and ultimately use it to drive improvement. Grade and content teams will regularly use the Data Wise inquiry cycle to review data we collect internally to identify problems of practice and make instructional and pedagogical shifts and reflect on our progress/practice. In addition, to the enrichment and remediation classes that students participate in during extended learning time, academic Interventions for targeted students will be supported by iReady online intervention program in both ELA and Math throughout the day.

The administration team will have data talks with teachers at the end of every marking period to ensure that all teachers are collecting, analyzing, and using data to inform small group work and promote student achievement.

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Assessment Type (diagnostic, formative, benchmark, summative)</th>
<th>Grades Implemented</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ready Assessment ELA and Math</td>
<td>Benchmark</td>
<td>6-8</td>
<td>Measure growth from BOY administration to mid-February administration</td>
</tr>
<tr>
<td>TC Running Records</td>
<td>Diagnostic</td>
<td>6-8</td>
<td>Measure growth from BOY administration to EOY administration</td>
</tr>
<tr>
<td>State ELA &amp; Math instructional report</td>
<td>Summative</td>
<td>6-8</td>
<td>Create intervention groups in BOY</td>
</tr>
<tr>
<td>Reading Conferences/Readers Notebook</td>
<td>Formative</td>
<td>6-8</td>
<td>Identify students who need to review previously taught lessons and identify students who may need academic intervention periods</td>
</tr>
<tr>
<td>Content Area Notebooks</td>
<td>Formative</td>
<td>6-8</td>
<td>Identify students who need to review previously taught lessons and identify students who may need academic intervention periods</td>
</tr>
</tbody>
</table>

**Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

**By June 2019, there will be an increase in the average level of students’ proficiency rates from 2.27 to 2.6 on the NYS Grades 6-8 English Language Arts (ELA) exam and from 2.13 to 2.4 on the NYS Grades 6-8 Mathematics exam.**

Please answer the following Question as it relates to meeting your Rigorous Instruction Annual Goal:

Which Renewal benchmarks do you expect will improve by meeting your Rigorous Instruction Annual Goal?

<table>
<thead>
<tr>
<th>List of Renewal Benchmarks expected to improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average ELA and Math Proficiency Rating</td>
</tr>
<tr>
<td>Framework: Rigorous Instruction</td>
</tr>
<tr>
<td>Framework: Collaborative Teachers</td>
</tr>
</tbody>
</table>
## Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives: Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Which Benchmark(s) indicated above does this initiative target?</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>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full partnership with Teachers College Reading and Writing Project that includes job embedded professional development and TC calendar days.</td>
<td>ELA Teachers Social Studies Teachers</td>
<td>Average ELA Proficiency Rating Framework: Collaborative Teachers Framework: Rigorous Instruction</td>
<td>September 2018 - May 2019</td>
<td>Principal, Assistant Principal, instructional coach, ELA lead teachers, TC consultant(s) Queens College Consultant</td>
<td>Progress made between September Ready Assessment and January Ready Assessment</td>
</tr>
<tr>
<td>School-wide use of I-Ready Math and ELA programs in grades 6-8. Data will be used to created targeted interventions for students.</td>
<td>Students All teachers</td>
<td>Average ELA Proficiency Rating Average Math Proficiency Rating</td>
<td>October 2018 diagnostic testing 1 October 2018-2019 intervention groups January 2019 diagnostic testing 2 February-impact analysis/AIS</td>
<td>Principal, Assistant Principals, Lead Teachers, AIS teachers</td>
<td>Progress made between September Ready Assessment administration and January Ready administration Assessment Progress monitoring students lesson to lesson pass rates by standards for RTI groups</td>
</tr>
<tr>
<td>Partnership with National training Network to support growth and development of math team. Includes job embedded professional development and curriculum planning support.</td>
<td>Math Teachers</td>
<td>Average Math Proficiency Rating</td>
<td>September 2018-May 2019</td>
<td>Math Lead Teacher, Principal, Assistant Principals</td>
<td>lesson plans reviews will show that teachers are using the workshop and/constructivist model consistently</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Average Math Proficiency Rating</td>
<td></td>
<td></td>
<td>September 2018-May 2019</td>
<td>Math Lead Teacher, Principal, Assistant Principals</td>
<td>lesson plans reviews will show that teachers are using the workshop and/constructivist model consistently</td>
</tr>
<tr>
<td>Student attendance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 4b – 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.

We will hold parent workshops to explain JHS 123's and NYS promotional criteria, Pupil Path, I-READY support at home and have students present progress and goals at student led parent teacher conferences.

### Part 5 – Budget and Resource Alignment

**Part 5a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, lead CBO’s community school budget, etc.

Renewal School funds and tax levy money is being used to subsidize our professional partnerships with Teachers College Reading and Writing Project, PBISc, and National Training Network. Tax levy money is also being used to purchase the IReady materials for all students, NTN Math materials and TC classroom library sets to support our curriculum. Additionally, a new assistant principal was hired to support our efforts to increase student achievement and teacher development. The remaining challenge will be to translate this increased support and increased rigor into improved student achievement.

**Part 5b.** 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>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I 1003(a)</td>
<td></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 – 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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.
By February 2019, 70% of students will increase 10-15 points from September 2018 I-Ready Math and I-Ready ELA baseline assessment as a result all teachers using the September I Ready data to plan differentiated instructional interventions.

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

February 2018 I-Ready ELA and Math Diagnostic Assessment growth report.

**Part 6c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
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

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

Part 1b. Needs/Areas of Focus:
1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What policies, practices, and structures are in place to ensure you are supporting the whole child?
5. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

In 2015-2016 our school community began to make tremendous strides towards becoming a safe and supportive environment for all community stakeholders. We were officially removed from the persistently dangerous list and ended the 2015-2016 school year with a Violent and Disruptive Incident Reporting [VADIR] score of 1.11 a significant decrease from the 2014-2015 2.09 score. In 2016-2017 we continued this success and strides as our OORS data showed an increase in level 1-3 infractions reported and a decrease in level 4 and 5 infractions. This trend shows that we are taking a proactive approach to discipline issues in which we address lower level offenses quickly so we could avoid more serious offenses. 2017-2018 VADIR score was 1.2.

We met 2016 – 2017 daily average attendance goal of 91% an increase from 2015-2016 average daily attendance of 90.3% due to the commitment of our attendance team and CBOs. Our ELA teams collaborative spirit and willingness to create a professional learning community resulted in the remarkable gains made in students proficiency levels (5 % to 17 %) on the ELA state exam.

In 2017-2018, we continued our work towards creating a safe and supportive environment for students and families. Our quality review the past two years has highlighted school culture and climate as an area of celebration. We saw a decrease in overall attendance to 90.7%.
We are looking to decrease our chronic absenteeism numbers this year with more targeted mentoring which will also help to increase overall attendance to our previous numbers. Any student that is absent 3 consecutive days without a doctor’s note or significant reasoning will receive a home visit via our attendance coordinator or attendance teacher. Any student that receives a home visit (home visits are parent conversations related) will have a conversation with a member of the community room, social worker or guidance counselor to discuss attendance and supports the student might need going forward. Any student that is absent more than 3 days in a month will be flagged to discuss attendance status at the attendance meeting for next steps. Any student that is labeled as SCA or CA (in addition to families in high need, STH or High Risk student behaviorally) will be invited to an invite only community dinner where families will mingle with each other, staff members and short presentations from the floating hospital and our attendance teacher. The goal is to build community, share information and share positive words of encouragement for each student.

We are gearing up to implement RULER from the Yale Center for Emotional Intelligence in partnership with our current Positive Behavior Interventions and Supports System (PBIS). It is marked by incentive based activities for students along with the creation of classroom charter documents aligned to our schools goals and visions for creating a positive and safe culture and tone. There is still inconsistency in the implementation of practices (PBIS) that support it amongst staff. This inconsistency has led to teacher and classroom management issues has lead to frustrations on how behavior incidents are dealt with and lack of student buy in for PBIS.

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

**What is your vision for a supportive school environment? How will you in partnership with each CBO and families enact your vision?**

By the end of the 2018-19 school year stakeholders should describe a place where all students are encouraged to strive for excellence academically, socially, and emotionally in a safe and supportive atmosphere. A place that works in a partnership with our parents and community to create an environment where students are empowered to discover their strengths and to achieve their maximum potential.

Our CBOs Rising Ground (formerly Leake and Watts Services, Inc.) and City Year New York will act in a capacity to both improve the academic progress and support emotional and social growth by the assignment of a one full time social worker and graduate level social work interns. Student voice and leadership will be supported by student government. We will use PBIS system in collaboration with RULER from Yale’s Center for Emotional Intelligence as our social emotional learning framework to lower the suspension rates, improve attendance, and academic intellect.

The school will continue the work of our PPT/SIT Team to identify students with unmet social and emotional needs and create a plan to meet these students’ needs. The PPT/SIT Team will review the progress of identified students on a bi-weekly basis as well as attendance data. The PPT/SIT Team will also review OORS data on a monthly basis to compare student incidents in relation to the same time period from 2017-18. Our school will be proactive in teaching students how to respond in social situations. The school will institute a system for keeping good records on students (i.e.: behavior, connection, with parents).

The attendance policies in place will be refined address student lateness and absence including appropriate intervention by the Classroom Teacher, Dean and Administration. Any student that falls in the 90% or below attendance categories will be assigned a success mentor that will commit to weekly check-in’s and a daily greeting and will let the attendance team and social work team know if they need additional services or support.

There will be an effort to better utilize the services of the Parent Coordinator, City Year New York Attendance Focus List, and the resources of Rising Ground to support student attendance and family crisis situations which negatively impact student general deportment in school.
Who are your CBO partners? How will each CBO sustain and support the social-emotional and academic growth of your students?

<table>
<thead>
<tr>
<th>CBO Partner</th>
<th>CBO Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rising Ground (formerly Leake and Watts Services, Inc.)</td>
<td>Hiring second full-time School Social Worker, continued support of Positive Behavior Interventions and Supports (PBIS) System, and thoughtful therapeutic groups for targeted students.</td>
</tr>
<tr>
<td>City Year New York</td>
<td>Targeted focus lists for attendance, behavior (socio-emotional learning), mathematics and English language arts small groups.</td>
</tr>
<tr>
<td>Yale Center for Emotional Intelligence</td>
<td>RULER framework – it is an evidence-based approach for integrating social and emotional learning skills, recognizing, understanding, labeling, expressing, and regulating emotion.</td>
</tr>
</tbody>
</table>

How will you in partnership with your CBO will create a supportive environment and engagement for your students’ families?

Rising Ground will continue to operate a Community Room space open and available for parents to use meet with one another. This space will also act as a family resource center stocked with materials, informational packets, and household necessities for families in need. Throughout the school year, Rising Ground, will sponsor family engagement activities including Family Bingo, academic workshops, cultural events, and other workshops as voiced by parent leaders.

Rising Ground will support attendance incentives including class wide incentives of a treat (cupcakes, candy, pizza and raffles) will take place monthly with regular shout outs/announcements over the loud speaker and bulletin board recognition outside of the community room. Monthly school wide attendance for students that earn 92% and above for the entire month or show significant improvement month over month will receive a special “golden ticket” to participate in the VIP Lounge designated which includes snacks, activities, and music in a special lunch space.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

By June 2019, our daily average student attendance rate will increase from 90.7% to 92% as a result of our continuing implementation of Positive Behavior Intervention and Supports (PBIS), our partnership with Rising Ground, our City Year New York school-based success mentors, Social Work interns, PPT/SIT, and Attendance Team.

Please answer the following Question as it relates to meeting your Supportive Environment Annual Goal:

Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Supportive Environment Annual Goal?

List of Renewal Benchmarks expected to improve

Student Attendance
### Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives: Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</th>
<th>Target Group(s)</th>
<th>Which Benchmark(s) indicated above does this initiative target?</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>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation of school wide positive behavioral interventions and supports system (PBIS)</td>
<td>Students</td>
<td>Student Attendance Framework: Collaborative Teachers Rigorous Instruction</td>
<td>August 2018 - June 2019</td>
<td>CBO Director, PBIS Team, PBIS coordinator, Admin Team, Dean</td>
<td>track teacher PBIS records to track implementation examine Skedula write ups for dean referrals</td>
</tr>
<tr>
<td>Based on recommendations of administration, staff, guidance department, and community school social workers City Year New York will work with 72 targeted students around social-emotional growth and attendance. AmeriCorps Members will follow a check-in/check-out model in partnership with the school based PBIS system.</td>
<td>Students</td>
<td>Student Attendance</td>
<td>October 2018 and on-going until June 2019.</td>
<td>City Year New York, Guidance Department, Community School Social Workers</td>
<td>Attendance &amp; interventions will be logged on weekly sheets to measure student improvement</td>
</tr>
<tr>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Establishment of a clear ladder of referral in order to minimize confusion and establish consistent patterns of responsiveness to student infractions</td>
<td>Students</td>
<td>Student Attendance</td>
<td>September 2018 - October 2019</td>
<td>Parent Coordinator, Principal, Assistant Principal, Dean, and Leake and Watts Community School Social Workers, Guidance Department</td>
<td>Skedula anecdotals SIT team referrals</td>
</tr>
</tbody>
</table>
**4b – 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.

At JHS 123, we understand the importance of educating and supporting the whole child. With that belief comes supporting and giving tools to our parents and families. We will be providing parents a series of workshops around socio-emotional learning including: anti-bullying, mental health topics, and family mediation. Our community room (Rising Ground), will be supporting in our parent education series around these topics in partnership with our guidance counselors and parent coordinator. Our transformation team will be helping to lead meditations when necessary.

**Part 5 – Budget and Resource Alignment**

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

Renewal School funds paid to our CBO partner, Leake and Watts. Renewal School and Title I STH set aside funds in school budget will be allocated to Parent Involvement and support for our STH population to meet their needs. Teachers in ELA, mathematics, social studies, and science will be scheduled with weekly double periods for professional learning and teacher collaboration. Tax levy was also utilized to create an additional assigned professional period for teacher training.

**Part 5b.** 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>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I 1003(a)</td>
<td>X</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 – 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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.

By February 2019, 55% of students who were flagged by PBIS and Attendance Team for chronic absenteeism will increase overall daily attendance by 3% points as a result of the PBIS Team creating incentives and addressing social-emotional needs that impact attendance.

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

To assess progress towards the annual goal ATS will be monitored by the RSAL daily report to show overall year-to-date attendance. The Community School Director will also monitor data in the Data Sorter provided by The Office of Community Schools.

**Part 6c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<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>✗</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>✗</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>✗</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>✗</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

Based on the initial results of the 2017-2018 Quality Review teacher teams were rated proficient consistent with fact that teacher teams was noted as a area of celebration during the 2016-2017 Quality Review.

Additionally, according to the 2016-2017 School Quality Guide, 100% of teachers agreed or strongly agreed "that at their school teachers talk with one another about instruction" and 82% of teacher responded that "a lot or all teachers at their school are actively trying to improve their teaching."

This year all content area teams met once a week for 90 minutes for common planning time. After our teachers meet weekly in content area teams for 90 minutes in order to plan lessons/units collaboratively and analyze students work. These sessions occur within and across grades and are supported by National Training Network coaches, Teacher College instructional coaches, administrators, and Director of School Renewal for District 8. The intended impact is for teachers to plan deliberately and strategically to group students by utilizing the formative data and tracked the progress.

Feedback from the 2017-2018 New York State Education Department (NYSED) Integrated Intervention Team (ITT) led us to institute multiple rounds of looking at student work protocol across all content teams. During these rounds teachers in each content team collaborated to pick a standard/assignment they wanted to focus on, taught the standard and assessed students mastery. After carefully analyzing student work/data to identify mastery teachers developed small group instructional plans based on data analysis and incorporate scaffolds/supports that allow all
students to access the curriculum. This cycle was completed three times and results were shared with admin team at instructional cabinet.

Targeted professional development and constant coaching is essential to strengthen the instructional core and establishing a collaborative professional learning community at JHS 123. Our commitment to distributive leadership extends well beyond the three-person administrative team and demands that we make a concerted effort to strengthen a cross section of teams composed of administration, faculty, staff, and CBO partners. In order to use the instructional cabinet and transformation team as a vehicle for change 90 meetings will be scheduled during the school day.

Part 2 – Summative Vision for Collaborative Teachers

What is your vision for collaborative teaching?

All teacher teams will collaborate to plan workshop and/or constructivist common core aligned units/lessons, analyze student work/data to identify trends/misconceptions, revise instructional plans based on data analysis and incorporate scaffolds/supports that allow all students to access the curriculum. All teacher teams will successfully use the Data Wise protocols and process to identify problems of practice and make instructional and pedagogical shifts and reflect on our progress/practice.

How do you envision collaboration amongst your School Instructional Cabinet to improve teacher practices and student learning?

The instructional cabinet consist of department team teacher leaders who will meet weekly to discuss implementation of school wide curriculum initiatives.

As a cabinet, we have agreed to participate in the Data Wise inquiry cycle instructional rounds so we can practice the process before we introduce it to our department teams. We will utilize the Data Wise protocols, structures, and supports to build an evidence-based culture of collaborative inquiry, to make sense of data and ultimately use it to drive school-wide improvement in teaching and learning. After the cabinet has completed each step of the Data Wise inquiry process department leaders will begin to turnkey the process with their department teams to identify problems of practice and complete the Data Wise inquiry cycle.

How do you envision collaboration within teacher teams to improve teacher practices and student learning?

By June 2019, all teachers teams will have completed one Data Wise inquiry cycle in which they will collaboratively identify a problem of practice based on student work analysis and create an action plan to address the problem within their classrooms. Teachers will participate in peer observations and use protocols to analyze student work to evaluate if their action plan impacted student learning.

How do you envision collaboration across teacher teams to improve teacher practices and student learning?

Monday professional development sessions will be utilized for teams across the school to share and reflect on individual departments Data Wise journey and findings.
Additionally, the norms, protocols and structures used in through Data Wise in department meetings will be used for whole staff professional development sessions in which we analyze a variety of data from pre and post tests, item analysis, Ready benchmark and TC running records to plan for individual student needs.

What data will teachers and the School Instructional Cabinet regularly review to ensure that they are reflecting upon their teaching practices and meeting individual student learning needs? What is the intent for reviewing each piece of data? (ex. Teachers will regularly review student IEPs when developing lessons in order to ensure that tasks are appropriately scaffolded.)

<table>
<thead>
<tr>
<th>Data Reviewed</th>
<th>Intent</th>
</tr>
</thead>
<tbody>
<tr>
<td>IReady bi-monthly AIS student lesson progress</td>
<td>to ensure that interventions provided are actually improving student achievement</td>
</tr>
<tr>
<td>Teacher lesson plans</td>
<td>to ensure that teachers are using workshop or constructivist lessons to appropriately scaffold tasks for all subgroups</td>
</tr>
<tr>
<td>Conferencing Notes and Small group plans</td>
<td>to ensure that teachers are purposefully using small group instruction to re-teach skills in thoughtfully organized groups</td>
</tr>
</tbody>
</table>

**Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

By June 2019, all content teams will have completed four cycles of looking at student work protocols resulting in 90 % student mastery on target standards due to interventions planned.

Please answer the following Question as it relates to meeting your Collaborative Teachers Annual Goal:

Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Collaborative Teaching Annual Goal?

- List of Renewal Benchmarks expected to improve
- Average ELA and Math proficiency rating
- Framework: Collaborative Teachers
- Framework: Rigorous Instruction
<table>
<thead>
<tr>
<th>Key Initiatives:</th>
<th>Target Group(s)</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline</th>
<th>Key Personnel</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-wide use, implementation and training in Data Wise inquiry process</td>
<td>Teachers</td>
<td>Framework: Collaborative Teachers</td>
<td>September 2018-June 2019</td>
<td>Principal, Assistant Principals, Instructional Coaches, Instructional Cabinet, Community School Director</td>
<td>Teacher Teams use of meeting norms, rolling agendas, and protocols</td>
</tr>
<tr>
<td>Creation of ELA enrichment periods that are co-taught by ELA teacher and content area teacher</td>
<td>ELA Teachers, Social Studies Teachers, Science Teachers</td>
<td>ELA proficiency rating Framework: Collaborative Teachers, Framework: Rigorous Instruction</td>
<td>July 2018-June 2019</td>
<td>Principal, Assistant Principal, Instructional Coach, Lead Teachers</td>
<td>lesson plan, co-planning meeting notes, advance observations</td>
</tr>
<tr>
<td>Model 5 for programming chosen to support school-wide initiatives and cohesive professional development plan.</td>
<td>All teachers</td>
<td>Framework: Collaborative Teachers, Framework: Rigorous Instruction</td>
<td>2018-2019</td>
<td>Principal, Assistant Principal, Generation Ready Consultant, ELA Teachers</td>
<td>Teachers, Parents</td>
</tr>
</tbody>
</table>
4b – 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.

We will promote unit end content celebrations, student led parent teacher conferences, and Tuesday parent engagement events and conferences to collaborate with all stakeholders.

Part 5 – Budget and Resource Alignment

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

Renewal School funds paid to our CBO partner, Leake and Watts. Renewal School and Title I STH set aside funds in school budget will be allocated to Parent Involvement and support for our STH population to meet their needs. MSQI funding to continue SONYC and CityYear support for targeted groups of students in ELA. Teachers in ELA, mathematics, social studies, and science will be scheduled with weekly double periods for professional learning and teacher collaboration. Tax levy was also utilized to create an additional assigned professional period for teacher training.

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

<table>
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<tr>
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<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.

By December 2018, all content teams will have completed two cycles of looking at student work protocols resulting in 75% student mastery on target standard due to interventions planned. Additionally, April 2019, all content teams will have completed four cycles of looking at student work protocols resulting in 90% student mastery on target standard due to interventions planned.

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

Content team meeting agendas/minutes, small group conference schedules and notes, RTI CCS tracker.

Part 6c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Part 1b. Needs/Areas of Focus:

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

Our commitment to distributive leadership extends well beyond the three-person Admin team. We are committed to ensuring that we empower our teacher leaders and instructional cabinet members to have a voice in key decisions.

Based on the initial results of the 2017-2018 Quality Review teacher teams and leadership development was rated proficient.

Feedback from the 2017-2018 New York State Education Department (NYSED) Integrated Intervention Team (ITT) stated that the administration needs to pick a few targeted professional development priorities that will maximize resources in order to strengthen pedagogy across the school and communicate these priorities with all stakeholders, and ensure that all staff receive the support and the supervision they need to implement the priorities with fidelity.

The administration needs to develop cycles of targeted instructional supervision that is timely, comprehensive, and supportive of teacher growth.

Part 2 – Summative Vision for Effective School Leadership
What is your vision for effective school leadership at your school?

The Principal and administrative cabinet will continuously articulate the shared vision and mission to the entire school community by using various strategies: present school wide goals to staff, staff handbook, at vertical and horizontal team meetings.

Principal will ensure the CBO partnership is strong by programming meeting times with Community School Director to discuss ongoing concerns. The Admin Team will define clear roles of accountability of support staff and teachers in respect to assignment of duties and effective communication and planning.

The leader will establish roles for each member of the community during the summer months of 2018 and deliver the information to the entire community in September during opening of school. The Principal will delegate responsibilities to the Assistant Principals and Community School Director. They will be responsible for communicating weekly goals in advance and keeping the Principal informed as they meet their deadlines and obligations to ensure a mutual exchange of information.

The Admin team will continue to employ the cycle of observations according to the teacher contract and Advance, however, there will be an increased role in supervision in professional menu activities to ensure that teacher teams are conducting effective planning and responding effectively to student needs. As per the ITT 2017-2018 feedback the administrative team will develop a schedule for bi-monthly instructional rounds. The instructional rounds should focus on building individual capacity and collective teacher practice on the learning priorities articulated by admin team. Actionable written feedback will be provided bi-weekly to each teacher observed and lessons learned will be shared with all staff members.

On which aspects of your own leadership do you plan to focus for the upcoming school year?

This year I would like to focus on setting clear roles and responsibilities for each members of the school community. I would like all of this information shared with all stakeholders so as a school community we are aware of works done by others to be able to help support and praise jobs well done. Additionally, I would like to create systems and structures for tracking and holding people accountable to be established.

What is your vision for ensuring that everyone in your schools has a normed and shared understanding of the school’s vision, mission, and instructional focus?

Each content team will have one lead teacher who will act as the department leader and each grade team will have one lead teacher act as grade team leader. Department team and grade team leaders will be members of the instructional cabinet and meet with Admin team bi-monthly to monitor progress toward our CEP’s goals, discuss community issues and agendas items for department/grade team meetings. The department and grade team leaders will work with Admin team to ensure that a shared understanding of schools vision and instructional focus is being messaged.
What is your vision for developing differentiated leadership throughout your school? How will you utilize teacher leaders to build broad capacity within your school?

The instructional cabinet (administrators and department leaders) has agreed to participate in the Data Wise inquiry process so we can practice the process before we introduce it to our department teams. We will utilize the Data Wise protocols, structures and supports to build an evidence-based culture of collaborative inquiry, to make sense of data and ultimately use it to drive school wide improvement in teaching and learning. After the cabinet has completed each step of the Data Wise inquiry process department leaders will begin to turnkey the process with their department teams to identify problems of practice and complete the Data Wise process.

Additionally, teachers who participate in outside professional development opportunities will meet with administrators and department leaders upon their return to development a plan for the teacher to share their learning with other members of their department on Mondays during professional development meetings.

How will the leader foster collaborative school governance processes, and ensure full family participation together with other stakeholders?

Strengthen the school leadership team by inviting JHS 123’s diverse stakeholders (parents, students, teachers, community based organization members, administrators etc.) to meaningfully participate in the governance of the school, monitor progress toward our SCEP’s goals, and cultivate authentic leadership.

How often will the school leader conduct observations? How quickly will school leader share actionable feedback with teachers? How will school leader ensure accuracy and provide support to teachers based on observation feedback?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Feedback Turnaround</th>
<th>Accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 week cycles</td>
<td>10 days (one on one coaching conversations)</td>
<td>Low inference data collected during observations aligned to Danielson</td>
</tr>
</tbody>
</table>

What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with?

<table>
<thead>
<tr>
<th>Evidence-Based System</th>
<th>Support(s)</th>
<th>Collaborator(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skedula data</td>
<td>PD on how to use Skedula to meet your needs</td>
<td>Admin Team</td>
</tr>
<tr>
<td>Lesson plans/student work</td>
<td>Coaching</td>
<td>Instructional Coach, Admin Team</td>
</tr>
</tbody>
</table>

How will you organize student and teacher programs to ensure students’ needs are met? Fiscal capital?

All teachers have weekly department meetings, grade team meeting, common planning time built into their schedules. We have reorganized our teacher programs to ensure that students in ICT classes receive 30 periods of co-teaching. All students will be programmed for 10 periods of math, 12 periods ELA and 4 ELA enrichment periods. Two of the four enrichment periods will be dedicated to the non-fiction close reading and writing and co-taught by a content area teacher and an ELA teacher. Additionally, all students will be programmed for at least one period of AIS remediation and/or enrichment per week.
Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

As a result of targeted PD and instructional inquiry process, targeted feedback to teachers, and instructional collaborative leadership by June 2019 the average rating in Danielson 3D Assessment and Instruction will increase overall by .7(from 2.7 to 3.5).

Please answer the following Question as it relates to meeting your Effective School Leadership Annual Goal:
Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Effective School Leadership Annual Goal?

List of Renewal Benchmarks expected to improve

Framework: Collaborative Teachers

Framework: Rigorous Instruction

Average ELA and Math proficiency rating
## Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Which Benchmark(s) indicated above does this initiative target?</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>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creation of a year long paired observation calendar and coaching cycle calendar.</td>
<td>Admin Instructional Coach</td>
<td>Framework: rigorous instruction Framework: Collaborative Teachers</td>
<td>October 2018</td>
<td>Principal, Assistant Principals, Instructional coach</td>
<td>advance benchmarks</td>
</tr>
<tr>
<td>Calibration of teacher observations through use of the Danielson Rubric by administration to ensure coherence of teacher ratings and communication of high expectations. Professional development will provide to teachers on understanding each specific component of the Danielson Rubric.</td>
<td>Admin Teachers</td>
<td>Framework: rigorous instruction Framework: Collaborative Teachers</td>
<td>November 2018</td>
<td>Principal, Assistant Principal, Talent Coach</td>
<td>teacher surveys</td>
</tr>
<tr>
<td>Administrators in PLC book club and read &quot;Tell Me so I can Hear You&quot; in order to build capacity to provide meaningful and actionable feedback.</td>
<td>All Staff</td>
<td>Framework: Collaborative teachers Framework: Rigorous Instruction</td>
<td>December 2018</td>
<td>Admin Team</td>
<td>Advance write ups next step sections</td>
</tr>
<tr>
<td>Administrators will build content knowledge and coaching ability by participating in TC, NTN, and PBIS professional development activities throughout the year.</td>
<td>Admin</td>
<td>Framework: Collaborative teachers Framework: Rigorous Instruction</td>
<td>2018-2019 yearlong</td>
<td>Principal, Assistant Principals</td>
<td>Professional Development turn keyed successfully where teachers are using new strategies inside their classrooms during</td>
</tr>
</tbody>
</table>
4b – 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.

We understand the importance of parent leadership and engagement to help increase our students’ academic successes. Our Parent Coordinator and CBO Rising Ground (formerly Leake and Watts) will work to engage parents in learning opportunities in partnership to provide concrete examples of how parents can support learning at home. They will leverage knowledge and materials from our RTI plan to provide parents with the individualized learning plans for their students along with workshops provided by our content team members. Our team of parent engagement individuals will also leverage our partnership with FACE, in particular, our outreach specialist to help enroll more parents in their leadership development program.

Part 5 – Budget and Resource Alignment

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

We will use Title I and Title III for professional development per session and consultant work to help develop parent facing resources for at home learning. PF funds will be used for Per session for teachers to engage in after school workshops with parents supported by the Parent Coordinator and CBO Rising Ground (formerly Leake and Watts). PF funds will be used to pay for materials and books for parents to continue their learning on an individual level.

**Part 5b.** 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>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<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>
</tr>
</tbody>
</table>

Part 6 – Progress Monitoring

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.

By February 2019, on average teachers will improve .5 points on their rating of Danielson component 3d as a result of timely, meaningful, actionable feedback and coaching.

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

Advance Write Ups Feedback Section

**Part 6c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 6 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
<td>X</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>
<td>X</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>
<td>X</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>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

There is an “open door policy” for all community members and builds respectful relationships by sponsoring frequent activities. Our first family event this year was a success with 75 families attending our full sixth grade orientation before the first day of school. We hope to continue that momentum by continuing to implement a five point communication system for parent/home outreach: back pack information with students, mail information, phone banking campaigns, use of School Messenger system and REMIND text for mass messages. We have seen an increase of 25% in parent responses on the NYC School Survey over the past three years.

Based on the 2016 Quality Review findings the school has many systems in place to cultivate a trusting relationship with families and to provide ongoing communication. While parents said they were pleased with the school only 3% of parents completed the 2016 NYC School Survey online. During the school year 2017 - 2018, 55% of our families participated in at least one school wide event (conferences, workshops, volunteering, informal parent gatherings and/or school-wide celebrations) according to our in-house records.

While the school has structures and systems in place to provide ongoing communication to parents, according to parent feedback during our Community School Forum, there is a need to improve our system to address communicating detailed student performance data to families, many of whom lack computer access and/or literacy or are not proficient English. In addition, we need to help build our parents capacity to engage in reciprocal ongoing communication with the school about their children’s’ strengths and areas of challenge.
Part 2 – Summative Vision for Strong Family and Community Ties

What is your vision for having strong family and community ties at your school?

Families will be welcome in the school and made a part of the school community through the PA, parent workshops, personalized outreach, and dedicated Community Room.

Student ambassadors will be nominated to welcome families and guests into the school. Students will meet parents and greet them, give them information about the various programs, and tour of the school during various open house or parent engagement programs. School Safety will sign them in and call for an ambassador to meet them. This process will help to create a welcoming environment at our school.

To provide support to families so that they understand and can take an active role in what their child is learning a monthly grade team newsletter with a Principal's message, upcoming events at the school and the DOE will be listed, and community resources will be shared. Parents will also have access and training on how to use to our school’s online grading program, Skedula/Pupilpath so that they can obtain real time information about their child’s academic progress, conduct, and attendance. During our first meeting with parents we will review the student data, grading and state exams. In addition, we will provide training on how to navigate our schools online support tools (i.e., Pupil Path online grading system, etc.) to access and understand student data and progress.

The CBO will host fairs and celebrations as a culminating project for significant units of study in all content areas. These events will build support and capacity in understanding the importance of independent reading and helping parents understand the impact of exposure to words and content through reading.

With Rising Ground (formerly Leake and Watts Services, Inc.) we will have the opportunity to not only engage with families but also support their needs. The work of the CBO will align with the support services that the guidance counselors and school based support team provide for students. As part of this work, there will be workshops that will provide families with a better understanding of the educational system, the importance of student progress, and student socio-emotional growth.

Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will administrators, teachers, school staff and school safety officers be given to help create a welcoming environment? Will there be a dedicated space for families in the school?

A dedicated space, the Community Room, has been created in the school building to help welcome families into the school community. The room is outfitted to provide a comfortable space for families to meet one another, hold meetings, and use open technology for personal use. New signage will be throughout the entrance of the school building to help families navigate the building and direct them to the Community Room during their visit. The Family Engagement Specialist in partnership with the Parent Coordinator will provide support to administrators, teachers, and school safety officers in how to best engage family members during school visits. These parties will also help direct families to the Community Room and the resources available within its walls.

How will the school identify and develop families to take leadership roles in school decision making/school governance structures?
The school will lean on the lead CBO Rising Ground (formerly Leake and Watts Services, Inc.) with its Parent Engagement Specialist (PES). The PES helps to foster and develop parent leaders in partnership with the FACE Office. It is the hope that these parents leaders will move into leadership roles over the course of the school year. During the 2017 – 2018 three parent leaders graduated from the FACE Leadership Program it is our goal to increase that number for the 2018 – 2019 school year.

How will the school engage the community and families? How will they ensure that teachers are able to learn from families about the children being taught?

School will engage the community and families by various means including Pupil Path, the RemindApp, regular mailings, and backpacked flyers. It will sponsor workshops and other learning opportunities to help both teachers and parents work together to support students' learning both inside and outside of the classroom.

Rising Ground (formerly Leake and Watts Services, Inc.) will sponsor over the course of the year several engagement activities to help give teachers and families an opportunity to meet one another and build positive working relationships.

What types of supports does the school provide to families to encourage them to take an active role in what their child is learning?

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Engagement Specialist - Rising Ground</td>
<td>Position to help support and increase parent engagement and help create another positive link between the school and family members.</td>
</tr>
<tr>
<td>Family Night</td>
<td>Open school night to give parents additional information about the school year and opportunities for families to engage within the school.</td>
</tr>
<tr>
<td>Translation Services</td>
<td>To help create and warm and welcoming environment the CBO will be providing translation services in families' native language at as many events as possible. The CBO has hired a complete staff of bilingual employees in addition.</td>
</tr>
</tbody>
</table>

How do families partner with the school and CBO to support student success? Will there be dedicated space for families?

Family partnerships with school: Urban Advantage, New York Historical Society, Pathway to Purpose, Chess in the Schools, Marquis Studios, Lincoln Center Education, Yale Center for Emotional Intelligence

Family partnerships with CBO: City Year New York, Soundview Community Partnership, SmartStart Education, LLC

Is there dedicated space for these partnerships? City Year New York will have its own additional space to use for the entirety of the school year. Other family partnerships will use the Community Room to have a central location for all resources dedicated to families and the larger community.
What is your vision for the role the school will take in providing access adult education classes within the community?

The Community Room will hold all information regarding adult education classes within the community. Rising Ground (formerly Leake and Watts Services, Inc.) is currently a member of the Soundview Community Partnership which provides up-to-date resources open to families in the neighborhood including where adult classes are being offered. Regular updates will be given to families during PA meetings, reminder texts, and regular mailings home. The Parent Engagement Specialist will also be knowledgeable in this information to give out during one-on-one parent meetings.

What data and student progress feedback loops will be present at the school to ensure that families knowledgeable of their children’s scholastic success?

All families will have access online to up-to-date scholastic information on their student via Pupil Path. This is in addition to the two regularly scheduled student led conferences where formal report cards will be given to families.

Part 3 – 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 – Strong Family and Community Ties. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

By June 2019, 65% of our families will have participated in at least one school wide event (conferences, workshops, volunteering, informal parent gatherings and/or school-wide celebrations) as a result of increased parent communication and outreach strategies.

Please answer the following Question as it relates to meeting your Strong Family and Community Ties Annual Goal:

Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Strong Family and Community Ties Annual Goal?

<table>
<thead>
<tr>
<th>List of Renewal Benchmarks expected to improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Attendance</td>
</tr>
<tr>
<td>NA</td>
</tr>
<tr>
<td>NA</td>
</tr>
</tbody>
</table>
### Part 4 – Action Plan

**Key Initiatives:**
Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline</th>
<th>Key Personnel</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>Student Attendance</td>
<td>Beginning August 2018 - May 2019</td>
<td>Parent Coordinator, SLT, School Staff, CBO Director, Parent Engagement Specialist</td>
<td>Increase in month by month overall student attendance</td>
</tr>
<tr>
<td>Parent Coordinator, CBO director and Parent Engagement Specialist will have a calendar of events ready before the end of the month and distributed by back pack to parents a week before the 1st of every month.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Coordinator, CBO director and Parent Engagement Specialist will have a calendar of events ready before the end of the month and distributed by back pack to parents a week before the 1st of every month.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parental Outreach and updates of school-wide community events by the Parent Coordinator, CBO directors, using the RemindApp, Social Media, and robo-calls.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monthly learning opportunities along with informal gatherings coordinated by Parent Coordinator, PA/SLT and PEC to provide engaging activities for families to participate in the school community.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>Student Attendance</td>
<td>October 2018 - June 2019</td>
<td>Parent Coordinator, SLT, School Staff, CBO Director</td>
<td>Increase in number of parents attending monthly events as recorded in PCAR</td>
</tr>
<tr>
<td>Parent Coordinator, CBO director and Parent Engagement Specialist will have a calendar of events ready before the end of the month and distributed by back pack to parents a week before the 1st of every month.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Parent Engagement Specialist will create a network of parent leaders to gather their concerns and what events they would like the school to offer.

PEC will share the information with the Principal and create a calendar of events, workshops for the year by coordinating with staff, CBO’s, PA/SLT.

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Professional development will be provided by the District Parent Coordinator will be provided to the Parent Engagement Specialist and the Parent Coordinator on how to better engage parents in the school community.

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Series of "getting involved in your child's academic progress" parent development opportunities (understanding and using pupil path, everything you need to know about promotional criteria, parents students

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<table>
<thead>
<tr>
<th>Role</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>Student Attendance</td>
<td>August 2018 - June 2019</td>
</tr>
<tr>
<td>Parent Engagement Specialist, SLT, School Staff, CBO Director</td>
<td>Parent Coordinator and Parent Engagement Specialist will maintain a log of calls and attendance at school events and will provide a monthly update to the school's leadership dashboard.</td>
<td></td>
</tr>
<tr>
<td>Parent Coordinator, SLT, School Staff, CBO Director</td>
<td>Parents, Parent Engagement Specialist, Community School Director, District Parent Coordinator</td>
<td>Increase in parental accounts on Pupil Path</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Role</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>Student Attendance</td>
<td>Beginning September 12th, 2018 - June 2019</td>
</tr>
<tr>
<td>Parent Engagement Specialist</td>
<td>Parent Coordinator, SLT, School Staff, CBO Director</td>
<td>Increase in parental accounts on Pupil Path</td>
</tr>
<tr>
<td>Community School Director, District Parent Coordinator</td>
<td>Parent Coordinator, SLT, School Staff, CBO Director</td>
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<tr>
<td>Parents, Parent Engagement Specialist, Community School Director, District Parent Coordinator</td>
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Series of "getting involved in your child's academic progress" parent development opportunities (understanding and using pupil path, everything you need to know about promotional criteria,
Part 5 – Budget and Resource Alignment

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

Title I and Title III for professional development per session and consultant. PF funds for Per session for teachers to engage in after school workshops with parents with the Parent Coordinator and CBO Rising Ground (formerly Leake and Watts). PF funds to pay for materials and books for parents.

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

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<td>School Achievement Funding</td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 6 – Progress Monitoring

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.

**By February 2018,** 45% of families will have participated in at least one academic conference regarding their child’s progress as a result of parent engagement events and outreach.

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

parent contact logs

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

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2018-19 school year. Goals for ELT should align to the Renewal Benchmarks. How will the school ensure that all students’ individual needs are served during the Renewal ELT and how the school’s vision for ELT will impact both academic achievement and social emotional growth? Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2019, the ELT program will support an average increase of 2-3 grade levels on students TC running records by providing an additional hour of literacy instruction and practice Tuesday through Friday.

Part 2 – ELT Program Type

<table>
<thead>
<tr>
<th>Is the ELT program voluntary or compulsory?</th>
<th>Voluntary</th>
<th>Compulsory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renewal ELT – Describe what accountability structures the school will employ to ensure participation of all students, including special populations, will participate fully in Renewal ELT.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional ELT - If there is a voluntary ELT program in addition to the compulsory Renewal ELT, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school will schedule the ELT as an extension of the school day (period 9) increasing academic periods. As a result, the school will have a minimum of 90.3% attendance rate.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 3 – ELT Program Description

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

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

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

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

- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- What new content areas and opportunities will be offered to students? How will the school ensure all IEP and language mandates are met during ELT?
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
• How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?
• What content will be led by pedagogical staff and what content will be led by CBO partners?
• How will the school best utilize CBO partners to impact student achievement?
• How will effective outreach be conducted to families?
• How will programming be made easily accessible to students and families in order to encourage participation?

By the 2018-19 school year the school will be work with CBOs to provide ELA/Math enrichment during the ELT. City Year New York AmeriCorps members will use Scholastic Reading Inventory and Scholastic Math Inventory along with ELA and Math Ready Assessment scores to identify students who would most benefit from small group instruction.

The City Year New York AmeriCorps will have targeted focus list students in both ELA and Math. Classroom teachers will also work with students to provide literacy and math remediation and/or enrichment. Additionally, ELT will be included in the school’s PBIS program to promote the students’ social emotional well-being.

City Year New York will be working exclusively with 6th - 8th graders during ELT and select and track students through the use of 3 focus lists:

1. Socio-Emotional Learning Focus List (SEL)
• These students will be identified by Guidance Counselors, School Social Workers, School Staff, and data reviewed in the Attendance Heat Map as being able to benefit from a mentoring relationship with an adult.

2. Attendance Focus List
• Students on an attendance focus list are students who fall into 80% - 89% ADA range from the previous school year. The goal is to get students to 90% ADA range by the end of the year. These students will be identified using the Attendance Heat Map.

3. ELA Focus List
• City Year will use three data points to determine a focus list of students for ELA:
  o Assessment TC Running Record
  o Previous school year’s ELA report card grade
  o Previous school year’s ELA state test score
• Students are eligible to be put on a City Year ELA focus list if they:
  o received a letter grade of an "F," "D," or "C" on their previous school year's ELA report card grade
  o received a "1" or a "2" on their previous school year’s ELA state test score
• The goal is to have students improve two consecutive marking periods in their letter grade by the end of the year as well as improving in their assessment scores.
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. How will the school assess the impact of ELT on individual student achievement and social emotional development?

The ELT program will be staffed by teachers and CBO employees. The program will be overseen by the principal, the assistant principals, and the lead CBO program director. The ELT program will be evaluate based on an average increase of 2-3 grade levels in students TC running records.

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

The ELT program will begin implementation in September 2018 - Summer 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.

Renewal Schools Funding is used to staff ELT.

**Part 5b.** Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.

*Note: If the program is funded by 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 1003(a)</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>School Achievement Funding</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Levy</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III</td>
<td></td>
<td></td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td></td>
<td></td>
<td></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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound and aligned to the school’s Renewal Benchmarks.

By February 2019, the ELT program will support an average 1-2 grade level increase in TC Running records scores by providing an additional hour of literacy instruction and practice Tuesday through Friday.

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

Running Records

**Part 6c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 7: Community School Description

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

Part 1 – The Community School Program Goal(s)

Indicate the summative goal(s) of the Community School program for the 2018-19 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

By June 2019, the community school program will increase student performance by providing engaging, rigorous learning activities and enrichment by implementing during and after school support as evidenced by student growth of 3% proficiency in ELA and 2% proficiency in Mathematics on the NYS test.

Please answer the following Question as it relates to meeting your Community School Program Annual Goal:
Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Community School Program Annual Goal?

List of Renewal Benchmarks expected to improve
Student Attendance
Average ELA and Math proficiency ratings
na

Part 2 – Community School Program Description

Part 2a. Identify the CBO partnerships that you will develop, their target student population(s), and scope of the services provided. As well as supporting schools’ supportive environment and attendance work, CBO’s should be helping to support your school’s instructional focus.

<table>
<thead>
<tr>
<th>CBO Partnership</th>
<th>Target Population</th>
<th>Scope of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rising Ground (formerly Leake and Watts Services, Inc.)</td>
<td>All students</td>
<td>Implementation of PBIS system, mental health services, parent engagement, attendance, and coordination of all CBOs.</td>
</tr>
<tr>
<td>City Year New York</td>
<td>162 6th - 8th graders across four focus lists</td>
<td>Attendance, Behavior Coaching (socio-emotional learning), small group ELA and mathematics focus lists, SONYC after-school program, and parent engagement.</td>
</tr>
<tr>
<td>Heinemann</td>
<td>All students</td>
<td>The Fountas &amp; Pinnell Leveled Literacy Intervention System (LLI) for intensive, small group, supplementary literacy for students.</td>
</tr>
<tr>
<td>SmartStart Education, LLC.</td>
<td>Identified ELA/Math pushables and slippables</td>
<td>Winter, Spring, Saturday Academy and math RTI. Art education.</td>
</tr>
</tbody>
</table>

Part 2b. Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.
1. Renewal Schools are expected to partner with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead
implementation of the asset and needs assessment process, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.

2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the asset and needs assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. In completing this section, ensure that you think about how: (1) the right services are provided to the right students and families at the right time; and (2) how you will seamlessly coordinate services with instructional programming happening throughout and outside of the school day. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.

3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, actively participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly meetings and Community School Forums engaging families and community stakeholders will be a critical part of this family engagement strategy. Describe how you will implement this aspect of the work.

4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools – including the New Visions Data Sorter - and training will be available for schools to use. Indicate how you will implement this aspect of the work.

1. The school paired with the CBO and members of our school leadership team to hire a new Community School Director. The Director will maintain a record and/or log of activities which are reported to the Principal during regular weekly/bimonthly meetings.

2. The school personalizes the needs of all students through strategic programming and services as determined by the needs and asset assessment. 123 will provide continued mental health programing through Rising Ground (formerly Leake and Watts Services, Inc.)

3. The CBO partner will continue to hold weekly/monthly workshops for parents and they will collaborate with the PA/SLT to increase parent attendance at the meetings allowing parents to express their concerns and to participate in decision making.

4. The principal will meet on a weekly basis with the Community School Director, the Assistant Principals and key staff to analyze trends in data and case manage individual students through teacher ease, OORS, SESIS and analysis of student progress

Part 3 – Community School Program Implementation and Oversight

Part 3a. Key Staff and Partners

1. Name and describe the scope of involvement of all community partners working in the school (include partners supporting ELT, counseling, enrichment, etc.)

2. Name the members of your Community School Team and how meetings will be organized and structured to engage all stakeholders and be focused on results.

3. Explain data strategies including the use of the data sorter, and steps that the school will take to ensure that the appropriate interventions are provided to the right students.

The Community School Program is implemented by Rising Ground (formerly Leake and Watts Services, Inc.). The program will be overseen by Rising Ground, the Community Director and the Principal. The Community Director will conduct weekly check in meetings with the City Year director.
The CBO in collaboration with teachers and City Year to focus on literacy during ELT.

We will evaluate the program and its impact on student achievement by looking at data on chronically absent students measuring student progress through the monitoring of I-Ready scores and F & P progress.

Rising Ground in collaboration with teachers and City Year to focus on academic interventions during ELT.

We will evaluate the program and its impact on student achievement by looking at data on chronically absent students measuring student progress through the monitoring of I-Ready scores and F & P progress.

<table>
<thead>
<tr>
<th>Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The resources needed to implement the Community School Program are teachers, administrators, CBO, and parents and budget allocations for teacher and paraprofessional per session.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 3c. Timeline for implementation and completion, including start and end dates.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Community School Program will be implemented beginning in July 2018 with and ending in June 2019.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 3d. Mental Health Work Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Separate from this RSCEP, schools will complete a Mental Health Work Plan that will become an addendum to this document.</td>
</tr>
</tbody>
</table>
## Section 8: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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 (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Students who are performing 2 or more years below grade level</td>
<td>Direct instruction in repeated readings and interactive writing. A daily double period of ELA will provide the opportunity for small group instruction and 1:1 conferring during the Literacy Block.</td>
<td>Small group instruction or 1:1</td>
<td>After school or during the school day.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Students who are performing 2 or more years below grade level</td>
<td>Direct instruction in Mathematics. Small group instruction (with support from CBO) and 1:1 conferring.</td>
<td>Small group instruction</td>
<td>After school or during the school day.</td>
</tr>
<tr>
<td>Science</td>
<td>Students who get below 55% on classroom assessments</td>
<td>Direct instruction in content. Small group instruction and 1:1 conferring. Test Prep for 8th grade performance and written test. Advance work for Regents study.</td>
<td>Small group instruction</td>
<td>After school or during the school day.</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Students who get below 55% on classroom assessments</td>
<td>Direct instruction in content. Small group instruction and 1:1 conferring.</td>
<td>Small group tutoring</td>
<td>After school or during the school day.</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Students who are having behavior issues which impede</td>
<td>At risk counseling Mandated counseling</td>
<td>1:1 or small group of the behavior</td>
<td>After school or during the school day.</td>
</tr>
<tr>
<td>Learning in more than one class.</td>
<td>Crisis intervention group guidance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>----------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Functional Behavioral Assessments (FBA’S) , Behavioral Intervention Plans (BIP’S)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coordination of outside services with social workers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Direct support and instruction. Scholastic Magazine Choices.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Section 9: 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)

### Part A: FOR TITLE I SCHOOLS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.)</td>
<td>83</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
</tbody>
</table>

**Students will be provided with school supplies through our CBO, Rising Ground. In attention, parents may enroll their students in voluntary counseling and mentorship with our graduate level social work interns.**

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td>NA</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>

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2018-19 RSCEP-R 59
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.

NA
Section 10: 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

| √ | Schoolwide Program (SWP) | | Targeted Assistance (TA) Schools | | Non-Title I |

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

Strategies for recruitment include working with Teaching Fellows, Teach for America, local colleges and the Open Market. The administration plans to attend teacher recruitment fairs to vet high quality teachers. Our strategy for retention is to place teachers where they are most successful at meeting students’ needs whenever possible. Our strategy for supporting staff by providing targets staff development and opportunities for outside workshops to ensure the 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).

Our strategy for high quality professional development for teachers, principals, staff and paraprofessionals is to bring outside experts in the field to build the capacity of all teachers’ basic pedagogical skills.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A
Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

ELA and Math proficiency rates

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (RSCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. 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</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. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>352,023</td>
<td>X</td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td>16,979</td>
<td>X</td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>87,481</td>
<td>X</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>0</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>5,845</td>
<td>X</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>2,403,846</td>
<td>X</td>
</tr>
</tbody>
</table>

Explanation/Background:

2018-19 RSCEP-R 62
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/RSCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:
• **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent 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 11: 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.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. I.S. 123, 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.S. 123 will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;

- providing parents with the information and training needed to effectively become involved in planning and decision-making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;
sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school’s Parent Involvement

### Parental Involvement and School Quality

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., 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 ESSA;

· 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 /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

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**I.S. 123**

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**School-Parent Compact (SPC)**

I.S.123X, 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;

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**I. School Responsibilities: Providing Parents Reasonable Access to Staff**

Provide parents reasonable access to staff by:

· ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

· notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;

· arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;

· planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

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**I. School Responsibilities: Providing General Support to Parents**

Provide general support to parents by:

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

· assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

· sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

· supporting parental involvement activities as requested by parents;

· ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

· advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;
### II. Parent/Guardian Responsibilities

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

### III. Student Responsibilities

**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></td>
</tr>
<tr>
<td>☒ conceptually consolidated (skip part E below)</td>
<td>☐ NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

- [ ] Before school  
- [ ] After school  
- ☒ Saturday academy

Total # of ELLs to be served: ____

Grades to be served by this program (check all that apply):

- [ ] K  
- [ ] 1  
- [ ] 2  
- [ ] 3  
- [ ] 4  
- [ ] 5  
- [ ] 6  
- [ ] 7  
- [ ] 8  
- [ ] 9  
- [ ] 10  
- [ ] 11  
- [ ] 12

Total # of teachers in this program: ____

# of certified ESL/Bilingual teachers: ____

# of content area teachers: _____

2018-19 RSCEP-R
**Part B: Direct Instruction Supplemental Program Information**

Describe the direct instruction supplemental program here and include the

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

Begin description here: ______

At IS 123, the majority of our ENL students are Spanish speakers although we have students with low incidence languages such as Bengali, Fulani and Hindi. The school has two ESL certified teachers, Mr. Powell and Ms. Perch, and support staff to meet the academic and social/emotional needs of our ENL students. We also have Spanish speaking students who are proficient in both English and Spanish to work with and support ENL students in class through the use of strategic grouping and heterogeneous partnerships. Instruction is delivered in English and at times teachers translate directions and assignments into Spanish to ensure that all students have access to the curriculum.

We will use the Title III funding to purchase the `Getting Ready for the NYSESLAT Curriculum` to provide our ENL students with intensive, small group instruction at their current language levels. This intervention program will be implemented after school four times a week for one hour and 15 minutes, which will be lead by ESL providers, Ms. Perch and Mr. Powell. The program will take place on Tuesday, Wednesday, Thursday and Friday during the months of January, February and March.

Since the majority of our ENL’s scored at the Transitioning and Expanding levels of the NYSESLAT, in order to meet their language needs, we plan to implement I-Ready and Duo Lingo web-based programs throughout After School Program. Due to the the fact that we are a middle school, the majority of our ENL’s come to us as Long Term ENL’s and are in the fourth or fifth year of service. They struggle in the area of English Language Arts due to the challenges of the high cognitive demands of reading and writing at the middle school level. Our goal is to build academic vocabulary, fluency and stamina through the use of I-Ready, Duo Lingo and NYSESLAT Test Preparation which ENL’s can use in school and at home.

In addition, ENL’s are expected to pass the Math exam for promotional consideration. Our school has purchased and will implement a math I-ready online program. This program is designed to assess student's math ability and corresponding grade level and then will provide explicit instruction to move the student up to grade level ability.

**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: ______

Our Assistant Principal, Serita Mattei, instructional coach, Rosalinda Garcia and ESL teachers, Andrew Powell and Rosanna Perch will attend and turnkey professional development workshops attended throughout the summer and 2018 - 2019 academic year.

These workshops include but are not limited to the following at no cost to the Title 3 Plan:
Part C: Professional Development

1. Ongoing partnership work with Vanessa Baldini (ELL Services Administrator) in the months of July, August and September
2. District 8 Monthly Liaison Meetings
3. Any applicable PD's offered in the Bronx Field Support Center (Fall Catalog)
4. NYSESLAT and Beyond: Targeted and Strategic (K - 8)
   During this professional learning cycle, participants will focus on instructional strategies that teachers can embed in their daily lessons to ensure student progress in both content and language acquisition. Participants will develop a toolkit of instructional strategies targeted to support improved language skills, which include developing an understanding of the Targets of Measurement (ToMs) and the Performance Level Descriptors (PLD's) and to understand the requirements of the NYSESLAT and plan lessons that address the rigorous linguistic demands.
5. Advanced Literacy for ELL's Institute (K - 8)
   During this professional cycle, participants will build knowledge in the Advance Literacy reform to identify instructional challenges and high-support approaches that meet the needs of linguistically and culturally diverse students. Participants will adapt lessons using the Four Hallmarks of Advanced Literacy as a reference.
6. Mistaken Identity: Second Language Acquisition vs. Learning Disability (K - 12)
   During this professional learning cycle, participants will deepen their understanding on the new mandate as per NYSED CR-part 154 to form a Language Proficiency Team (LPT). Members of the LPT are charged with the responsibility of determining whether a student has a learning disability (LD) vs. a language acquisition (LA) need at the time of new registration.
7. English as a New Language/Bilingual Teacher Institute (K - 8)
   During this professional learning cycle, participants will engage in protocols with colleagues to maximize sharing and resource gathering as they work to plan for and to support ELL's. At the end of this professional development cycle, participants will develop effective systems for planning and supporting ELL's as well as utilizing ELL resources to modify their curriculum units of study.
8. Best Practices on How to Program ELL's to Ensure Section 154 Compliance
   During this session, participants will use the NYSED Units of Study and Staffing requirements, in order for schools to program ELL students according to their proficiency levels and mandated minutes of instruction. This will be a hands-on session in an open lab where participants will acquire the skills needed in regards to the technical aspect of programming the ELL students.

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: ______

Workshops
Research demonstrates that parental involvement has a direct impact on student achievement. In order to ensure that parents of ENL's are involved, we provide translated materials. We also reach out to parents directly and work on providing a warm and comfortable atmosphere.
To promote greater involvement of parents of our ENL population, our Parent Coordinator, Mr. Robles, who is bilingual, will reach out to parents of ENL's to attend Parent Workshops, School Events, Parent Teacher Association/School Leadership Team meetings and Parent Teacher
Part D: Parental Engagement Activities

Conferences. Topics for workshops for parents will include, but are not limited to, how to access our online grade book, Skedula, to monitor their child’s progress, how to help your child succeed as readers and writers, and presentations of our curricula and materials. Workshops will be scheduled in tandem for parents who require support in Spanish. We also purchased technology that would allow our parents to attend meetings in English while hearing the translated version with an earpiece.

As a part of the 6th Grade Orientation, ENL parents will be invited to a "Meet and Greet" BBQ with the ENL Providers either on school property or at Sound View Park (date TBD)

Workshops provided to parents will include explaining the rationale and purpose behind the NYSESLAT exam and NYS Exams Workshop Dates: 12/13, 1/17 and 2/7 from 3:40 - 4:20pm to be delivered by Ms. Garcia. Ms. Perch or Mr. Powell

Understanding the ELL Identification Process 9/6/18

Understanding the Language Progressions, Language Progress and Determining Next Steps - One to One Meetings with Parents during Monday's Parent Engagement Time from 3:40 - 4:15pm by Mr. Powell and Ms. Perch

Understanding and using Skedula on 9/20 to be delivered by Classroom Teachers

Cultural Trips for ENL students will be planned and provided as a form of enrichment. Mr. Robles will accompany students on various trips scheduled to celebrate ENL student cultures. Parents will be invited to chaperon and attend. Parents are notified of all school activities through the use of the school's messenger phone service and also in writing through flyers sent out to parents in both English and Spanish.

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></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></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></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>
</tbody>
</table>
### 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>Educational Software (Object Code 199)</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Travel</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Other</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>
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 Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>08</td>
<td>Bronx</td>
<td>James M. Kieran</td>
</tr>
</tbody>
</table>

B. Language Allocation Policy Team Composition

<table>
<thead>
<tr>
<th>Principal</th>
<th>Richard Hallenbeck</th>
<th>Assistant Principal</th>
<th>Serita Mattei</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach</td>
<td>NA</td>
<td>Coach</td>
<td>NA</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Rosalinda Garcia/ELL Coordinator</td>
<td>School Counselor</td>
<td>Rosa M. Bracetti</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Andrew Powell/ENL</td>
<td>Parent</td>
<td>Dulce Martinez</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Rosanna Perch/ENL</td>
<td>Parent Coordinator</td>
<td>Radames Robles</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>type here</td>
<td>Field Support Center Staff Member</td>
<td>type here</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Dr. Karen Ames</td>
<td>Other (Name and Title)</td>
<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.

| Number of certified ENL teachers currently teaching in the ENL program | 2 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 0 |
| Number of teachers who hold both content area/common branch and TESOL certification | 1 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7-12) | 0 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of certified ENL teachers not currently teaching in the ENL program | 0 |
| Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K-6) | 0 |
| Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| Total number of students in school (excluding pre-K) | 353 |
| Total number of ELLs | |
| ELLs as share of total student population (%) | 0.00% |
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply:

- Transitional bilingual education program (TBE)
- Dual language program (DL)
- Freestanding ENL

This school offers (check all that apply):

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<thead>
<tr>
<th>Program</th>
<th>Yes</th>
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<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
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<td>Dual language program (DL)</td>
<td>Yes</td>
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<td>Freestanding ENL</td>
<td>Yes</td>
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If yes, indicate language(s):

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.

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<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
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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?

   In order to assess the early literacy skills of our ELLs, we use TC Running Records to evaluate students' independent and instructional reading levels in English. In addition, we also use Fountas and Pinnell texts to determine language ability. For incoming Spanish-speaking students we use the Spanish LAB to assess native language skills and the NYSITELL results to determine knowledge of the English language. Once students' reading levels have been determined, they are grouped either homogeneously or heterogeneously, depending on the number of ELLs per class. Teachers also use this information to drive instruction when differentiating activities and configuring groupings of ELLs for individual lessons. We have ELLs with skills ranging from pre-primer to grade level. Our beginner ELLs are given additional ENL support and native language support in the content areas. If available, we also use any Spanish-speaking City Year core members and/or CBO volunteers, and language paras in as many content area classes as permitted.

2. What structures do you have in place to support this effort?
We have a coach from Teachers College working with teachers to ensure the calibration of conducting TC Running Records. Additionally, our ELL coordinator will meet with our two ENL teachers once per week individually, and once per week as a team to provide additional support. In these meetings, the ELL Coordinator will work with the ENL providers using the Language Progressions and TC curriculum to tailor specific lessons for the Push-in component of ENL services. The ENL teachers have received initial training on the use of the Recipe for Reading Language Acquisition program which will be used for all Pull Out services.

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?
We evaluate the overall success of our ELLs based on scores on their NYSESLAT and NYS Exam assessments. On a yearly basis almost 58% of our students make progress on the NYSESLAT. However, the targets have risen from 62% to 69.6% over the last seven years. We have not been able to meet AMAO1 based on our NYSESLAT data. This shows that ELLs are making progress but not enough progress to meet the target. ENL teachers will disaggregate the data to identify the at-risk ELLs who need additional supports and interventions. In regards to achieving proficiency on the NYSESLAT, I.S. 123 has met that target for the last seven years. In regards to this indicator it should be noted that the NYSESLAT has become progressively more difficult each year as it is aligned to the Common Core Learning Standards. We are aware that our level has remained stagnant over the last few years. For 2015-2016 and beyond, the ENL teachers are going to target students or subgroups of students for additional support (e.g. after school) in order to prepare them for the increasing demands of English proficiency.

4. What structures do you have in place to address interventions once the summative data has been gathered?
We have built in a weekly ENL meeting time for teachers to analyze and plan how to use the results from summative data.

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.]
N/A

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 of our students took the NYSITELL (previously known as the LAB-R) in elementary school and have since progressed in their English skills. We have an average of 20 students who are taking the NYSITELL as new enrollees. The majority of them are found eligible (scoring below 40%) and entering across all four modalities. According to their Spanish LAB results, many display weakness in reading and writing in their native language so the ENL teachers are helping develop English skills through a balanced literacy program while content area teachers provide Native Language supports. According to the data we received for the 2015 NYSESLAT, our students fall into the following ranges: Entering - 31 students, Emerging - 13 students, Transitioning - 9 students, Expanding - 21 students, and Commanding - 6 students. We are currently using the yearly NYSESLAT results to determine the effectiveness of our Pull Out and Push In Services. After reviewing last year’s data, we determined that students who were Entering and Emerging weren’t progressing through the levels quickly enough. Therefore, we have implemented a specific Language Acquisition Curriculum which we hope will provide the explicit English instruction needed. We will use the 2016 NYSESLAT results to determine the effectiveness of the program (Recipe for Reading) which was implemented in February of the 2017 school year.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
The ENL coordinator is part of the school’s Instructional Cabinet which meets weekly. The ENL coordinator will disseminate findings to the Instructional Cabinet. The Instructional Cabinet will oversee all curriculum adjustments.

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.
      I.S. 123 is a vibrant learning community serving 6th, 7th and 8th grade students. The academy offers the unique perspective of the American experience weaved through all subject areas but aligned and supported by NYS learning standards. Our Freestanding ENL program follows a comprehensive approach to language learning. The curriculum is aligned with the NYS learning standards in ENL, and Common Core standards in English and NYS standards in the other subject areas. We offer differentiated levels of ENL classes to meet the needs of Entering, Transitioning, Expanding, and Commanding ELLs. Students are grouped both homogeneously and heterogeneously, depending on how many ELLs are in each grade level and the availability of classes. Depending on their NYSESLAT results, students receive either integrated ELA services, stand-alone services, or a combination of both. Various software programs have been made available to students not only in English but in Spanish as well. The ENL teacher works with the target population to enhance their understanding of reading passages and to assist in the development of written language conventions.

      Our school is set up with Grade teams in a departmentalized model. Time is set up for each grade team and department to meet weekly. We also have core members from City Year working in our classrooms with ELLs to provide additional support as they are able to work with a small group of students or individual students during class.
   
   b. TBE program. If applicable.
      N/A
   c. DL program. If applicable.
      N/A

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)?

      Part V: ELL Programming Based on the students English proficiency scores from the NYSITELL or NYSESLAT, students are provided with mandated units of ENL instruction in either a standalone block for Entering (360 minute) and Emerging (360 minutes), Transitioning and Expanding 180 minutes, Commanding 90 minutes. Ms. Perch and Mr. Powell will use NYSESLAT scores (if not available then NYSITELL) to determine student mandates and construct their schedule to provide mandated ENL support across content areas.

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

   In the grades 6-8, the ENL teacher works with students in providing scaffolding, re-teaching, and embedding of vocabulary. These activities encompass all four language modalities. The ENL teacher works with students in the area of Readers and Writers Workshop, providing intense vocabulary development and scaffolding of tasks, modeling and paying attention to writing mechanics. Although all four modalities are addressed, the emphasis for these groups is in the writing modality. In Science and Social Studies, teachers are provided with rich libraries that are differentiated for various reading levels. Teachers use collaborative learning techniques to pair students who need language support with peers who can assist the ELLs. Teachers also use translation software to assist students who are beginners so they can access the content while developing their English language skills. We disaggregate all our data and spend a lot of time reviewing how our ELLs are progressing throughout the school year as well as holding data chats with the ENL teachers. During these chats, ENL teachers are expected to provide evidence of ELL students showing progress in reading (through running records), writing (through Writer's
Notebooks and published work), listening and speaking (videos), etc.
All Spanish speaking ELLs initially receive the Spanish LAB which allows us to understand their proficiency level in Spanish. Additionally, the administration and ENL teachers will look for appropriate native language assessments to assess reading and writing. Doing so, will allow us to determine if a student is weak or strong in any particular modality.

ELL Students with IEPs follow the same continuum of services as do their non-ENL counterparts. Students in general education also receive SETSS. These students are seen by our ENL teachers in accordance to the minimum number of minutes per their proficiency levels.

Our ENL teachers use Readers and Writers Notebooks for all their students to monitor their responses to reading and their growth in writing.

Our newcomers are not excluded from any predictive testing and the teacher receives item skill based data to review and align instruction to help prepare students for the eventuality of taking the NYS ELA.

ELLs receiving 4-6 years of ESL if applicable receive an extention of services if they are not making progress because of their status as a SWD, difficulties in Reading, Writing or if they are at-risk and requiring intensive interventions.

All of our scheduling is done to be as least restrictive as possible for all of our student populations. Our free standing ENL students spend their core classes with each other. Each class with ELLs have various levels of English language proficiency.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
   We use the Spanish-Lab Assessment to determine student ability in their Native Language, however, our program is a Free-Standing ENL Program and we do not teach students in their Native Language. We do provide translation support so that students have access to the learning and understanding when they are Entering and Emerging ELLs. Therefore, we do not track the improvement of their Native Language as that is not an area that is emphasized in our instruction and curriculum. However, if we change our services to include a TBE program, we will then plan to implement both a Native Language instructional period and will plan to track improvement of their Native 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

In the grades 6-8, the ENL teacher and content teacher works with students in providing scaffolding, re-teaching, and embedding of vocabulary. These activities encompass all four language modalities. The ENL teacher works with students in the area of Readers and Writers Workshop, providing intense vocabulary development and scaffolding of tasks, modeling and paying attention to writing mechanics. Although all four modalities are addressed, the emphasis for these groups is in the writing modality. In Science and Social Studies, teachers are provided with rich libraries that are differentiated for various reading levels. Teachers use collaborative learning techniques to pair students who need language support with peers who can assist the ELLs. Teachers also use translation software to assist students who are beginners so they can access the content while developing their English language skills. We disaggregate all our data and spend a lot of time reviewing how our ELLs are progressing throughout the school year as well as holding data chats with the ENL teachers and the administration. During these chats, ENL teachers are expected to provide evidence of ELL students showing progress in reading (through running records), writing (through Writer's Notebooks and published work), listening and speaking (videos), etc.

All Spanish speaking ELL’s initially receive the Spanish LAB which allows us to understand their proficiency level in Spanish. Since it is initially hand-scored we determine if a student is weak or strong in any particular modality. Administration and ENL teachers will look for appropriate native language assessment to use. The English Language Arts teacher uses formative assessments during instruction to provide students with feedback to improve comprehension and writing skills throughout the school year.

Most of our SIFE students do not have IEPs. These students lack proficiency in their native language, Spanish. ELL Students with IEPs follow the same continuum of services as do their non-ENL counterparts. Students in general education also receive SETSS. These students are seen by our ENL teachers in accordance to the minimum number of minutes per their proficiency levels.
Our ENL teachers use Recipe for Reading (for Entering and Emerging ELL's) and Readers and Writers Notebooks for all their students to monitor their responses to reading and their growth in writing.

Our newcomers are given a variety of differentiated materials to assist them with language acquisition, transitioning to a new system and acquire strong comprehension skills. Our newcomers receive language support through the use of the Recipe for Reading Curriculum and the use of Rosetta Stone (web-based program).

ELLs receiving 4-6 years of ESL, receive an extention of services (during Period 9) if they are not making progress because of their status as a SWD, difficulties in Reading, Writing or if they are at-risk and requiring intensive interventions.

Long-Term ELLs receive NYSESLAT test prep and data proves that the main weakness is in reading and writing so the ENL teachers and other content teachers use this information to plan accordingly.

Once a student attains proficiency on the NYSESLAT, they are considered a Former ELL. Our Former ELLs receive support from the ENL teachers. The ENL teachers use the RMSR report from ATS to identify Former ELLs who are in the transitional stage. They reach out to these students and their teachers to access what areas still require remediation and instruction. They are given discontinuation letters to explain to parents that they are no longer entitled (or mandated) for ENL but that we will continue to support their needs. We meet with teachers to determine their needs and allow them to receive test accommodations for an additional two years. Our ENL teachers also monitor their progress.

All of our scheduling is done to be as least restrictive as possible for all of our student populations. Our free standing ENL students spend all of the day with their peers in heterogeneous classes.

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?

In addition to using the Teachers’ College curriculum for ELA and in Math, teachers use a variety of strategies such as: differentiation of materials, scaffolding and modeling. Teachers use visual supports and teach students about cognates, as well as idioms.

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?

We are in the process of altering our schedule however, we have many ELL-SWDs in the least restrictive environment and thus are able to provide ENL and SETSS support. We also have counselors and teachers who are bilingual and can conduct additional assessments to determine what the least restrictive environment for ELL-SWDs. In our school, we have a variety of classes in which we can place our ELL-SWDs. For example, they may be placed in a general education classroom, an ICT class, or a self-contained class. At all times, the ENL teachers align ENL instruction with students’ IEP goals. Criteria used to place ELL-SWDs in ICT or self-contained classes is dependent on students’ IEPs. If the IEP indicates that students must be in an ICT or self-contained class, the ENL teachers ensure that those students still receive their services.

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.

For 2017-2018, all students, including ELLs, will receive 10 periods of instruction in ELA and 10 in math a week. During the increased ELA block, there are additional supports which include Book Clubs led by City Year core members in a 4 to 1 student ratio. In addition, they are invited to attend after-school academic programs and Saturday programs. ENL teachers also have City Year Core members who are recent college graduates and can provide intervention in class. ENL teachers also have 5 periods a week to work with ELLs and non-ENL licensed teachers of ELLs. Our ELLs also receive additional support during the school day and after school. The Academic Intervention Services offers services to all our students who are at risk. These students are served by a teacher skilled in providing support in ELA and Math and all the computers are also stocked with programs to help build skills in ELA and Math. We plan to use our Extended Learning Time to provide additional instruction for all students in the ENL program, the special education students, and those at-risk of not meeting State standards. Math interventions are offered during the school day as well as after school and on Saturdays in English and Spanish. Science interventions – We are an Urban Advantage and offer students trips to museums to make science come to life. Social studies interventions are provided by the Social Studies content teachers but the ENL and ELA teachers plan interdisciplinary units to expose students to non-fiction. Title III funds will also be utilized to provide intensive small group instruction, including instruction in the students’ native language, which will occur after the regular school day.
9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year? We will review the 2016 NYSESLAT Results to determine if we will continue with the Recipe for Reading Curriculum for all Entering and Emerging ENL students.

10. If you had a bilingual program, what was the reason you closed it? We do not have a bilingual program and did not have one last year. We hope to open one in the near future.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
We seek to be inclusive to all students regardless of their language status. We want to see all students succeed and attempt to put in place all we can to support our students. We strive to be a place in the community that is warm and welcoming. To that end, we posted signs in several languages and have staff that can assist with some of the higher incidence languages (Spanish, Haitian, French, Arabic, etc). We hold Open House events and send out notices, as well as calls, in English and Spanish. We make it clear to all students, including ELLs, what is expected from them and what services are available to them. ELLs are included in all parts of school programs and activities. We are also using Title III funds for culturally relevant trips for our ELLs and immigrant population. In addition, we offer Title III after-school and/or Saturday programming for ELL students to provide them with additional direct instruction. Title III funds are used for our ELLs with 1-5 years of ENL (including those with extensions of services) and Title I for our Long-Term ELLs. Teachers can provide after school programming or instruction on Saturdays. ELLs are invited to attend after-school with our program partner, City Year/SONYC which offers Homework Help, a variety of clubs, and sports related activities.
In addition to City Year’s after-school program, all students, including ELLs, participate in Extended Learning Time (ELT), which affords teachers the opportunity to provide students with additional literacy support. ELT is an additional hour and 15 minutes of daily support that begins immediately after the regular school day., Tuesday through Fridays.

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.
ELLs are supported in the core content areas through a variety of instructional materials such as native language materials (i.e. Spanish mentor texts for Spanish speakers) and access to technology such as Google Translate. They also use Rosetta Stone and will be using Imagine Learning in the 2018 school year. They also receive scaffolded instruction in order for them to access the Writing Curriculum.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
We also provide Native Language Materials for the content areas such as textbooks for Social Studies in English and Spanish. We also order native language novels, texts and books for students. Classrooms also have bilingual dictionaries. In addition to providing ENL classes, we make every attempt to hire bilingual speaking math teachers to support ENL students. Native language support for beginner ENL students is given by City Year Core members in all content classes except for ENL. Our Social Studies and Science teachers collaborate with our ENL teachers to design strategies or differentiated instruction for our ELLs.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
We offer a variety of resources that correspond to the varying age levels of our ELLs. We also buy books that support our leveled libraries and look for novels that are high interest and low readability. All classrooms are technology rich and all core subject rooms contain projectors, Smart boards, laptops and classroom desktop computers. All students have access to web-based technologies such as I-Ready, Rosetta Stone, Study Island, School Net and Performance Series.

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?
Our ELL Coordinator works with the ELL Coordinator of MS 337. We will share resources and space in order to provide the services necessary for our ENL students.
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).

We make several efforts in order to assist newly enrolled ELL students before the beginning of the school year. In July, we reach out to parents of our incoming 6th grade class using Blackboard Connect (a web-based calling service) sending out messages in English and Spanish to invite them to see the school in August. In August we provide a new school year orientation. At that event, we have rooms set up to speak to parents in English or Spanish about what they can expect for September. In addition, every student is given a workbook in English (with directions in Spanish for students and parents to understand) which gives them a preview of the academic content of their next grade. Parents of newly enrolled ELL students are given our Parent/Student manual with our Parent Coordinator contact information. Our school is open throughout the summer and we always have our Parent Coordinator and other bilingual staff members on hand to answer questions about registration and school rules, procedures, dress codes, etc. Welcome letters are sent home to students in English and Spanish along with contact information and our website address so that parents have a variety of ways to access information from the school.

17. What language electives are offered to ELLs?
Language electives are not offered at this time but will be considered for the 2018-2019 school-year.

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)?

   N/A

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**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?

   Teachers of ELLs (Ms. Perch and Mr. Powell) will attend professional development provided in school as well as outside the school on a monthly basis. Teachers of ELLs will attend Professional development provided by the NYC ELL department and our current Borough Office. All other clusters teachers of ELLs will also attend Professional development provided in house and by the Department Of Education ELL department. Such professional development will include utilizing ESL strategies in Math, Reading in all content areas, incorporating the Common Core language standards when planning, and scaffolding effective lessons using ESL strategies. Teachers will also attend a series of workshops that will focus on discussions and questioning techniques in all subject areas aligned to Common Core Language Standards provided by administration, the school, and the network team. Throughout the school year, we work to provide the mandated 50% of ELL PDs for ENL providers and 15% of ELL Pd for all other staff members. Teachers attend ELL pd's provided by certified ESL in house staff, and attend network/central office of ELLs Professional development. Professional development opportunities for all staff include a combination of in-house and contracted services targeting instructional practices and methodologies designed to meet the needs of the ELL students. For example, Teach Like a Champion Strategies (September), ESL Strategies (February), Curriculum Mapping to include ESL Strategies and monthly weekly Professional Development PLC meetings (ongoing). PD topics include multidisciplinary approaches, thematic units, understanding the Language Progressions, Introducing Recipe for Reading, and differentiated instruction in the ESL classroom. Math teachers have attended PD from Generation Ready that targets needs of ELLs and strategies which they turnkey to their team. ENL teachers have received support on incorporating ELL supports in the Balanced Literacy Workshop model.

   All teachers of literacy, including ENL have received training on the balanced literacy model and collaborate on resources in
planning sessions. ENL teachers also receive support from the administration to discuss the specific needs of ELLs and to order specific materials/books/native language supports for their students. In addition, ENL teachers attend Professional Learning sessions offered by the district, as well as the NYC DOE, several times throughout the year. This information is then turn-keyed to the rest of the staff so they can best support ELLs' learning as they engage in the Common Core Learning Standards.

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.

The ENL teachers are involved in planning with fellow department and grade members. In addition, the principal, Mr. Richard Hallenbeck, will send other staff members, such as guidance counselors, to professional learning sessions offered by the NYC DOE, as they become available, so they may assist ELLs as they transition.

We offer the training throughout various key points in the year to ensure that the importance of serving ELLs is never forgotten. The training is split during both Professional Development Staff days (November and June) and weaved in throughout our weekly Monday Professional development sessions so that all staff (Assistant Principal, ENL coordinators, common branches teachers, subject area teachers, paraprofessionals, ENL teachers, guidance counselors, special education teachers, psychologists, speech therapists, secretaries, parent coordinators) receive this required training. We will continue to contract with Generation Ready as well as any PD in P-Weekly to offer specific training for our administration, school secretary and guidance staff on the intake of ELL eligible students, issues concerning ELLs, promotion criteria of ELLs, etc. All documentation of training (agendas, attendance sheets) is maintained by the Principal in the Main Office.

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?

For 2017-2018, the new UFT contract allows for specific Parent Outreach events and meetings on a weekly basis. ENL teachers will continue to use that time to conduct parent outreach to parents of ELLs to discuss goals. These individual one-to-one meetings will be documented by the ENL teachers using sign-in sheets and note-taking forms to document the conversations had with parents around students and their goals. As we have several Spanish speaking staff available for translation. Teachers have also been provided with the helpline number that also provides translation services for most languages.

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

We have been working to improve parent involvement and participation across the board. We have two bilingual family workers who constantly reach out to parents by phone or in person by conducting home visits. We constantly have parents in the school for a variety of reasons and work to meet their needs. We hold an annual Parent Orientation and then continue individual orientations as students register throughout the school year. Parents/guardians frequently come in for school letters, to visit the Parent Coordinator, use the Parent Resource Center, to visit attendance, to meet with teachers or to meet with the Assistant Principals, Deans, Special Education Supervisor, School Psychologist, Social Workers and other support staff who are also bilingual. We also use an automated phone messaging service to send out important messages or reminders in English and Spanish.

We consistently encourage the parents of our ELLs to attend meetings with their children's teachers, especially on Tuesdays during Parent Engagement time, when they are able to meet with all of their children's teachers simultaneously to receive current information regarding their children's academic and language acquisition progress.
Additional Information

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

Paste response here:
Part V: ELL Identification Attestation

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, RICHARD HALLENBECK JR, 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>Richard Hallenbeck</td>
<td>Principal</td>
<td></td>
<td>6/27/17</td>
</tr>
<tr>
<td>Serita Mattei</td>
<td>Assistant Principal</td>
<td></td>
<td>6/27/17</td>
</tr>
<tr>
<td>Radames Robles</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/27/17</td>
</tr>
<tr>
<td>Rosanna Perch</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>6/27/17</td>
</tr>
<tr>
<td>Isaura Valentin</td>
<td>Parent</td>
<td></td>
<td>6/27/17</td>
</tr>
<tr>
<td>Andrew Powell</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/27/17</td>
</tr>
<tr>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/27/17</td>
</tr>
<tr>
<td>Rosalinda Garcia</td>
<td>Coach</td>
<td></td>
<td>6/27/17</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>6/27/17</td>
</tr>
<tr>
<td>Rosa Bracetti</td>
<td>School Counselor</td>
<td></td>
<td>6/27/17</td>
</tr>
<tr>
<td>Dr. Karen Ames</td>
<td>Superintendent</td>
<td></td>
<td>6/27/17</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>6/27/17</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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>Rosalinda</td>
<td>Garcia</td>
<td>ESL Coordinator</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Richard</td>
<td>Hallenback</td>
<td>Principal</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Radmaes</td>
<td>Robles</td>
<td>Parent Coordinator</td>
<td>No</td>
<td>Yes</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.

   We also distribute the Preferred Language Form to each family and check it against the ATS Home Language indicator. We run reports on ATS regarding the Home Language to use when distributing paperwork to parents. The data used to access our school’s written translation and oral interpretation needs include data found from a variety of sources. The parent surveys and parent selection forms gathered from student permanent records and from those filled out by parents when students entering the NYC schools for the first time. We also utilize information gathered from Part III of the Home Language Survey (HLIS), ATS reports, Student Emergency Contact cards, Language Allocation Policy, the School Parent Compact, and the School Parent Involvement Policy. We met with parents at Open House and the New School Year Orientation. We also did an assessment of our HILS and are inviting parents to several ELL Orientations. The policy of J.H.S. 123 is to provide all parents with written translation and oral interpretations through all means available to us.

2018-19 RSCEP-R
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>Afrikaans</td>
<td>1</td>
<td>2%</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Bengali</td>
<td>4</td>
<td>7%</td>
<td>4</td>
<td>7%</td>
</tr>
<tr>
<td>Chinese</td>
<td>1</td>
<td>2%</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Mossi</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Nepali</td>
<td>1</td>
<td>2%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>English</td>
<td>280</td>
<td>54.90%</td>
<td>279</td>
<td>54.71%</td>
</tr>
<tr>
<td>Sinhalese</td>
<td>1</td>
<td>2%</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Slovak</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Spanish</td>
<td>222</td>
<td>43.53%</td>
<td>222</td>
<td>43.53%</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.

English and Spanish

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>
<tbody>
<tr>
<td>Calendars</td>
<td>The first of Each Month</td>
<td>All communications between the school and our families will be provided in both Spanish and English. In addition, we send grade level monthly newsletters, also provided in Spanish and English, announcing important upcoming events or issues. Also, we will provide all informal and formal reports of student progress in both Spanish and English, and always have bilingual staff on hand to interpret for all meetings. All written translation is provided by our own in-</td>
</tr>
<tr>
<td>Category</td>
<td>Frequency</td>
<td>Description</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-----------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Letters home to parents</td>
<td>Ongoing throughout the School Year</td>
<td>All communications between the school and our families will be provided in both Spanish and English. In addition, we send grade level monthly newsletters, also provided in Spanish and English, announcing important upcoming events or issues. Also, we will provide all informal and formal reports of student progress in both Spanish and English, and always have bilingual staff on hand to interpret for all meetings. All written translation is provided by our own in-house staff, including the parent coordinator and Certified Bilingual Teachers.</td>
</tr>
<tr>
<td>Parent/Student Handbook</td>
<td>September</td>
<td>All communications between the school and our families will be provided in both Spanish and English. In addition, we send grade level monthly newsletters, also provided in Spanish and English, announcing important upcoming events or issues. Also, we will provide all informal and formal reports of student progress in both Spanish and English, and always have bilingual staff on hand to interpret for all meetings. All written translation is provided by our own in-house staff, including the parent coordinator and Certified Bilingual Teachers.</td>
</tr>
<tr>
<td>Grade Level Newsletters</td>
<td>Monthly</td>
<td>All communications between the school and our families will be provided in both Spanish and English. In addition, we send grade level monthly newsletters, also provided in Spanish and English, announcing important upcoming events or issues. Also, we will provide all informal and formal reports of student progress in both Spanish and English, and always have bilingual staff on hand to interpret for all meetings. All written translation is provided by our own in-house staff, including the parent coordinator and Certified Bilingual Teachers.</td>
</tr>
</tbody>
</table>
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>We have Parent Teacher Conferences</td>
<td>(September, November, February, May)</td>
<td>We hire translators to help with communication between staff and parents. In addition, our bilingual teachers and guidance counselors assist in translations as well.</td>
</tr>
<tr>
<td>Weekly conferences for Parent Outreach</td>
<td>Every Tuesday throughout the School Year</td>
<td>Furthermore, we have numerous staff (school aides, family assistants, our Parent Coordinator and all guidance and social work staff) who reach out to parents on a daily basis.</td>
</tr>
<tr>
<td>The PA / SLT Meeting</td>
<td>Once a month at a minimum</td>
<td>Many of our staff are available to provide translations in Spanish.</td>
</tr>
<tr>
<td>Family Game Night</td>
<td>Monthly</td>
<td>For the weekly parent meetings, teachers will use the NYC DOE translation services provided by the DOE via the phone.</td>
</tr>
<tr>
<td>In addition, we have annual Mandated Individual meetings with parents of all ENL students throughout the year.</td>
<td>Ongoing throughout the school year</td>
<td>Translation is provided to parents by the Parent Coordinator at these events when necessary.</td>
</tr>
</tbody>
</table>

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

Information is presented to parents in both English and Spanish and then robo calls are made immediately to the number provided by the parents, in both languages.
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.

We will provide this information to all staff members at our first Monday Professional Development Session in September. We will coordinate with the Translation Unit to provide the necessary training to our Parent Coordinator and staff members that provide the Translation Services to our parents.

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.)

At our annual School Orientation in August, parents are informed that all information is provided to them in both their preferred language as well as English. We provide this information at our workshops via verbal translations, our letters and fliers that are distributed at the orientation and prior to the orientation.

As noted above, translation services are available daily in Spanish. All communications are sent out in Spanish and English to our families, together with the announcement given in several languages provided by the Chancellor’s Office on where to go to get materials translated into a language other than Spanish. We also use DOE websites (intranet and http://dfoforms.nycenet.edu/forms/) to access forms in Spanish and other home languages.

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?

The Parent Coordinator will survey parents during parent conferences (September, November, February and May) to gather feedback as well as to hear their concerns or receive suggestions. In addition, we will schedule a focus group of parents inclusive of all cultures and languages represented in our school to gather feedback and best practices on ways to improve communication and availability of translation services. The feedback provided will be used to inform future Language Interpretation and Translation Plans as well as our future Student/Parent School Orientations.