2018-19
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): 12X318
School Name: I.S. X318 Math, Science & Technology Through Arts
Principal: UCHECHUKWU NJOKU
School Comprehensive Educational Plan (SCEP) Outline

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Section 6: Academic Intervention Services (AIS)

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Section 1: School Information Page

School Information

School Name: School of Mathematics, Science, and Technology Through the Arts
School Number (DBN): 12X318

BEDS Code: 321200010318
Grades Served: 06, 07, 08, SE

School Address: 1919 Prospect Avenue, Bronx, NY 10457
Phone Number: 718-294-8504
Fax: 718-901-0778

School Contact Person: SuleikaDotel
Email Address: sdotel@schools.nyc.gov

Principal: UchechukuLawrence Njoku

UFT Chapter Leader: Brad Ludwin

Parents’ Association President: Jada Eaddy

SLT Chairperson: Brad Ludwin & Michael Alfano

Title I Parent Representative (or Parent Advisory Council Chairperson): TBD

Student Representative(s): N/A

CBO Representative: Jorge Blau

District Information

Geographical District: 12
Superintendent: Jacqueline Rosado
1970 West Farms Road, Bronx, N.Y. 10460
Superintendent’s Office Address: jrosado3@schools.nyc.gov
Superintendent’s Email Address: 718-328-2310 718-542-7736
Phone Number: Fax:

Field Support Center (FSC)
FSC: Bronx  Executive Director: Nancy Saffer

Executive Director’s Office Address:
1 Fordham Plaza Bronx NY 10458

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

Phone Number: (718) 828-7776  Fax: (718) 741-8895
Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uchechukwu Lawrence Njoku</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Brad Ludwin</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Jada Eaddy</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Diana Colon</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>TBD</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
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<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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</tr>
<tr>
<td>Suleika Dotel</td>
<td>Member/CSA</td>
<td></td>
</tr>
<tr>
<td>Micheal Alfano</td>
<td>Member/UFT</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
<td>Amy Laliberte</td>
<td>Member/UFT</td>
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<tr>
<td>Xiomara Martinez</td>
<td>Member/Parent</td>
<td></td>
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<tr>
<td>Keisha Jones</td>
<td>Member/Parent</td>
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Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

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

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development

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

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

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

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

### Accountability Tools and the Framework for Great Schools

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

### NYSED’s Six DTSDE Tenets

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

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

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

### NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of school communities. All of the qualitative assessments are rooted in the Quality
Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 2017-18 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

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

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

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

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

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

Next Steps for SCEP Development
School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor’s Regulations A-655.
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), and other qualitative and quantitative data.
• **Step 4:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

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

• **Step 6:** Implement at least one USDE Turnaround Principle (e.g., redesign the school day, week, or year; modify the instructional program to ensure it is Evidence-based, rigorous, and aligned with State academic content standards; provide time for collaboration on the use of) beginning no later than the 2018-19 school year.

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

• **Step 8:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

<table>
<thead>
<tr>
<th><strong>1. What is your school’s mission statement?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The MSTA mission is produce strong readers, writers and mathematicians prepared for high school, college and careers in a future dominated by science and technology.</td>
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<table>
<thead>
<tr>
<th><strong>2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.</strong></th>
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<tbody>
<tr>
<td>MSTA is a middle school with approximately 283 students from grades six through eight. The school population is comprised of 70% Hispanic, 26% Black, and 1% White. The student body includes 16% English Language Learners and 29% Students with Disabilities. Boys account for 56% of the students enrolled and girls account for 44%. During the 2017-18 school year, the NYC school survey indicated that although we are above average when compared to the city in our relationship with families and community (3.47) we are below average when compared to the city in terms of rigorous instruction, collaborative teachers (2.98) and supportive environment (2.71). Our goal this year is to create the supportive and collaborative conditions that are necessary for rigorous instruction to take place.</td>
</tr>
</tbody>
</table>

The following are a brief listing of instructional structures and established strategic community collaborations that are woven into the fabric of teaching, learning and growth at MSTA:

- Adaptive Learning Technologies: We are utilizing adaptive learning technology such as Khan Academy and Wordly Wise in traditional classroom lessons as well as in stand-alone self-paced computer labs. The use of adaptive learning technology offers students practice exercises, instructional videos, and a personalized learning dashboard that empower them to study at their own pace in and outside of the classroom.
- Matisse Foundation: MSTA is one of six selected NYC public schools will receive $100,000 each year for five consecutive years (2018-2023) to implement an arts education program built around our unique needs and interests. We are working to partner with Tribeca Film Institute’s educational programs, as well as expand our music program to having multiple performance groups.
- Children’s Aid: As our CBO and community school partner they support out engaging of family to ensure that students succeed not only in the classroom, but also with the greater community.
- Restorative Justice Circle: At MSTA we build relationships with students and families through Talking Circles to address conflict within our community. We use Circles to create safe spaces, build connections and offer teachers a unique means of formative assessment.
- High School Readiness (Regents in the 8th Grade): All students are given the opportunity to be prepared to take up to 5 NYS Regents exams including, Algebra, Living Environment, English Language Arts, US History and Spanish LOTE.
- College Access for All- Middle School Cohort for 7th Grade.

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<th><strong>3. Describe any special student populations and what their specific needs are.</strong></th>
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<tbody>
<tr>
<td>During the 2016-2017 school year, our ELA scores increased by twelve percentage points from 10 percent to 22 percent. Upon review of the data, it was determined that while our general education students were able to move towards proficiency in ELA, our SWD and ENL students did not make similar gains. According to the 2017 ELA test, only three percent of SWD and zero ENL students at MSTA reached proficiency in the 2017 NYS ELA exam. In Math, 86% of the students performed at Levels 1 and 2. The majority of ENL and SWD were grouped in Level 1 with at least 70% in that level. During 2017-2018 school year our focus was on differentiating instruction for SWD and ENL students so that they can make instructional gains and thereby increasing the percentage of proficient of students on both the NYS ELA and MATH exams. For the 2018-2019 school year we are adding instructional strategies to further the proficiency growth of all students at MSTA. We are increasing the use of Integrated Co-Teaching models across all classrooms, as well adaptive learning technology and small group instruction to provide remediation and enrichment.</td>
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<th><strong>4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.</strong></th>
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During the 2017-2018 year we continued to be celebrated for the implementation of recommendations and strategies to ensure that curricula is aligned to CCLS and/or content standards and the making of purposeful decisions to build coherence and promote college and career readiness for all students. The curricula and academic tasks were planned and refined using student work and data so that a diversity of learners, including ELLs and SWDs, have access to the curricula and tasks and are cognitively engaging. As a result more teachers are creating more scripted lessons, pre-scripted questions and anticipated answers from students and making predictions for any misconceptions that may surface.

5. Identify at least one USDE Turnaround Principle (e.g., redesign the school day, week, or year; modify the instructional program to ensure it is Evidence-based, rigorous, and aligned with State academic content standards; provide time for collaboration on the use of data) to be implemented in the 2018-19 school year.

We are continuously modifying our instructional program to ensure it is Evidence-based, rigorous, and aligned with the common core learning standards.
School Demographics and Accountability Snapshot for 12X318

**School Configuration (2018-19)**
- Grade Configuration: 06,07,08
- Total Enrollment (2017-18): 256
- 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): 30
- # SETSS (ELA): 13
- # Integrated Collaborative Teaching (ELA): 38
- # Special Classes (Math): 32
- # SETSS (Math): 11
- # Integrated Collaborative Teaching (Math): 57

**Types and Number of Special Classes (2018-19)**
- # Visual Arts: 4
- # Music: 6
- # Drama: 2
- # Foreign Language: 7
- # CTE: N/A

**Student Performance for Elementary and Middle Schools (2017-18)**
- ELA Performance at levels 3 & 4: 19.0%
- Mathematics Performance at levels 3 & 4: 9.3%

**Science Performance at levels 3 & 4 (4th Grade) (2016-17)**
- N/A: N/A
- Science Performance at levels 3 & 4 (8th Grade) (2016-17): 37%

**Student Performance for High Schools (2016-17)**
- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A
- US History Performance at Levels 3 & 4: N/A
- 6 Year Graduation Rate: N/A
- % ELA/Math Aspirational Performance Measures (2015-16): N/A

**Overall NYSED Accountability Status (2018-19)**
- Recognition: N/A
- Local Assistance Plan: No
- Focus School Identified by a Focus District: Yes
- Focus Subgroups: Hispanic, LEP, ED

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

#### Elementary/Middle School

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<td>American Indian or Alaska Native</td>
<td>N/A</td>
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<tr>
<td>Hispanic or Latino</td>
<td>YSH</td>
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<tr>
<td>White</td>
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<td>N/A</td>
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<tr>
<td>Students with Disabilities</td>
<td>YSH</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>YSH</td>
<td>ALL STUDENTS</td>
<td>N/A</td>
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#### High School

<table>
<thead>
<tr>
<th>Group</th>
<th>Adequate Yearly Progress (AYP) in ELA (2016-17)</th>
<th>Adequate Yearly Progress (AYP) in Mathematics (2016-17)</th>
<th>Adequate Yearly Progress (AYP) in Graduation (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>N/A</td>
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<td>ALL STUDENTS</td>
<td>N/A</td>
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### Notes
- **Transitional Bilingual**: N/A
- **Dual Language**: N/A
- **Self-Contained English as a Second Language**: N/A
- **# Special Classes (ELA)**: 30
- **# SETSS (ELA)**: 13
- **# Integrated Collaborative Teaching (ELA)**: 38
- **# Special Classes (Math)**: 32
- **# SETSS (Math)**: 11
- **# Integrated Collaborative Teaching (Math)**: 57
- **# Visual Arts**: 4
- **# Music**: 6
- **# Drama**: 2
- **# Foreign Language**: 7
- **# CTE**: N/A
- **ELA Performance at levels 3 & 4**: 19.0%
- **Mathematics Performance at levels 3 & 4**: 9.3%
- **Science Performance at levels 3 & 4 (4th Grade) (2016-17)**: N/A
- **Science Performance at levels 3 & 4 (8th Grade) (2016-17)**: 37%
- **ELA Performance at levels 3 & 4 (2016-19)**: 2.15
- **Mathematics Performance at levels 3 & 4 (2016-19)**: N/A
- **US History Performance at Levels 3 & 4**: N/A
- **6 Year Graduation Rate**: N/A
- **% ELA/Math Aspirational Performance Measures (2015-16)**: N/A
- **Recognition**: N/A
- **Local Assistance Plan**: No
- **Focus School Identified by a Focus District**: Yes
- **Focus Subgroups**: Hispanic, LEP, ED

2018-19 SCEP-FF
### Section 5A – Framework for Great Schools Element – Rigorous Instruction

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

#### Part 1 – Needs Assessment

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

<table>
<thead>
<tr>
<th>Tenet 3 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>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>X</td>
</tr>
<tr>
<td>3.5 Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

**Reflection & Strength:**

CCLS are being implemented with high school, college and career and readiness as the end goal. All MSTA curriculum not only takes into account student needs as assessed by the various data points, including the Quality Review, Principal Performance Observation, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, and the New York State Mathematics & English Language Arts exam results. They also take into account teacher readiness and ability to plan and implement effective classroom instruction as assessed through informal and formal classroom observation, student performance data analysis and looking at student work. Each school year begins with Mathematics & English Language Arts baseline assessments not only ascertain student readiness, but also assess proper implementation of CCLS. The baseline assessments are followed by a series of interim assessments to measure student proficiency and growth. The gathered data drives MSTA’s use and implementation of Data Driven Instruction and Inquiry to heighten teacher pedagogy and student manipulation of complex materials and higher-order questioning. Teachers work collaboratively, both in content-specific departments and interdisciplinary grade-level teams. In content specific departments, teachers ensure that content-specific instruction are aligned to CCLS and provide a clear articulation to ensure effective student development through individualized subject areas. This is further enhanced in interdisciplinary grade-level teams in which teachers create learning opportunities for students in to connect their learning through project-based learning aligned to real-world tasks. *(SOP 3.2, 3.3, 3.4)*. Survey results from the NYC School Survey indicates that our highest need is the Quality of Student Discussion under the Rigorous Instruction Category with less...
than half of all teachers indicating that students build on each other's ideas and provide constructive feedback to their students.

Needs:

School leadership will strengthen teacher pedagogy and ensure that tasks consistently reflect the instructional shifts demanded by CCLS. There needs to be a consistency in monitoring instruction through the formal observation process and informal observations to measure the impact on student learning while rating teacher practice. We will revisit expectations for data driven instruction and student engagement.

Informed by Capacity Framework 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. This needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

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

By June 2019, MSTA will implement CCLS aligned interdisciplinary projects with supports for all learning in ELA and Math to engage students in higher order thinking and discussion which will result in all teachers agreeing or strongly agreeing that all of the students in their classes build on each other’s rigorous ideas during class discussion as measured by a 25% increase in student proficiency on the Mathematics and ELA state exams.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
</table>
| All students and teachers; Lowest Third and ENLs; Students in need of AIS | September 2018 - June 2019 | Instructional Cabinet, headed by the Principal and comprised of:  
  - Assistant Principal  
  - Literacy Coach  
  - Math Coach  
  - ENL Coordinator  
  - SWD Coordinator |

#### Professional Development:

- Internal and external coaches provide training sessions on curriculum planning and mapping, technology integration and the use of data to drive instruction

<table>
<thead>
<tr>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
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<tbody>
<tr>
<td>Instructional Cabinet, headed by</td>
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</table>

- Development and Implementation of Common Core Learning Standards (CCLS) aligned ELA and Math curricula with multiple entry points during common planning times, professional learning time by teacher teams, and per session activities by staff.
- Utilize Atlas Rubicon to ensure that all Core Standards are taught during the 2017-2018 school year.
- Purchase computers in order to increase the use of technology as an integral component of every lesson.
- Teachers will administer the I Ready/ performance series on-line assessment in ELA and Math and analyze that data to drive planning and instruction
- Incorporate independent reading time within the Flow of the Day. Extend the ELA period to double periods 3X’s a week
- Purchase independent reading libraries for all classrooms.
- AIS teachers will push in and service students below grade level in all grades
- Implement Common Core aligned writing tasks in all content areas.
- Schedule a winter Saturday Academy program focusing on ELA, Math, with targeted supports for English as a New Language (ENL) students
- Schedule a TITILE III after school program for ENLs focusing on reading writing and speaking using academic vocabulary.

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  - Assistant Principal  
  - Literacy Coach  
  - Math Coach  
  - ENL Coordinator  
  - SWD Coordinator |

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<th>Implementers:</th>
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<tr>
<td>Teachers</td>
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</tbody>
</table>

**Entire school staff**  
September 2018 - June 2019  
2018-19 SCEP-FF
- Coordinate with external organizations in order to develop real world curriculum and learning opportunities such as the Bronx Zoo.
- Professional Learning time strategically deployed to support rigorous instruction based upon individual teacher and student needs.
- Supplemental teacher team meeting time during per session activities.
- Instructional cabinet committee will hold weekly meetings in order to plan professional development and support that is responsive to faculty needs.

**Systems and Structures:**
- Instructional focus drives planning and implementation of instructional strategies aligned with school goals.
- Professional Learning time strategically deployed to support rigorous instruction.
- Supplemental teacher team meeting time after/before as per session activity.
- New Teacher Center Mentoring Support for year 1, 2 and 3 teachers.
- Professional Learning opportunities provided through the Borough Field Support Center.

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**Parental Involvement and Engagement:**
- Meet the Teacher Night, Parent teacher conferences.
- Parental engagement time is monitored and parent workshops are scheduled on a monthly basis.
- Parents have access to students grades via Skedula. The effectiveness of the parent involvement activities be evaluated through the tracking the attendance at parent workshops.
- ENL and SWD parent workshops

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<tr>
<th>Point Person(s):</th>
<th>Instructional Cabinet, headed by the Principal and comprised of:</th>
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<tbody>
<tr>
<td></td>
<td>- Assistant Principal</td>
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<tr>
<th>Point Person(s):</th>
<th>Parent Coordinator, Parent Association, Guidance Counselors, Teachers and Administration</th>
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<tr>
<td></td>
<td>- Principal</td>
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<tr>
<td></td>
<td>- Assistant Principal</td>
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<th>Implementers:</th>
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3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Beginning of the year family orientation; targeted monthly workshops to be created and implemented by the Principal (Mr. Njoku), the Assistant Principal (Ms. Dotel), Parent Coordinator (Mr. Medina), the parent association as well as the instructional cabinet (Ms. Ogbonna, Ms. Senerchia, Mr. Ludwin and Dr. Shelton).

Part 4 – Budget and Resource Alignment

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

Human resources:

- Continued collaboration with external coaches such as Generation Ready, Eduard Gross, EdtechTeam and CBO (Children’s Aid)
- Additional teaching staff in order to provide differentiated support
- Per session support for teacher leaders and additional common planning time
- Per session for teachers working after school programs and Saturday Academy
- Per diem for teacher coverages due to external professional learning
- OTPS (Level Text, Non-Contractual Services, Parent workshop refreshments) - Title 1 funds
- Investment into NTC Mentoring program (Coverage for teacher, per-session for mentoring periods, flexible scheduling for teachers to meet) - Title 1 funds
- Professional Learning opportunities provided through the Borough Field Support Center. (Teacher substitute coverage - Per Diem) - Title 1 funds

Instructional resources:

- Purchase independent reading classroom libraries
- Purchase of iO Classroom online assessment management program
- Purchase materials to support Regents Prep, Title III after-school programs and Saturday Academy.
- Purchase of computer technology

Schedule adjustments:

- Hiring substitute teachers to allow collaborative planning time for teacher teams

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

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

Part 5 – Progress Monitoring

2018-19 SCEP-FF
**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2019, faculty will have participated in two professional development cycles centered on interdisciplinary learning and planned and facilitated one CCLS interdisciplinary unit. Student work products will be assessed against CCLS standards and benchmark assessments.

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

Progress will be monitored based on scores from internal school school survey based specifically on rigorous instruction.

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

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

#### Part 1 – Needs Assessment

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

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

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

#### Reflection & Strengths:
We have set community expectation for students, families, all staff members, as well as administration. These expectations communicate a clear understanding of our sense of urgency in educating all students in our school community. These expectations are explicitly stated in both staff and the student & family handbook. Student learn about these expectations formally being the annual induction during advisory classes held weekly on Monday afternoons. This is distributed during our Back To School Night in September. It is also made available on the school website and through the MSTA Google document drive. All members of our community, not only students, are expected to be able to articulate the expectations of the school. We use iO Classroom, a data capture system, to gather student data i.e. assignments, assessments, and behavior anecdotal reports. It is updated daily. All members of the MSTA community are charged with collaboratively creating a calm, peaceful and friendly environment where all students are known by name and character. All MSTA staff member take on the responsibility of supporting the academic and personal growth of all students. Our community Expectations lay the foundation of a positive experience for all of our students. Families are partners in creating an environment in which everyone is welcomed, supported and safe. The restorative circle is our structural framework for building relationships and addressing conflict within the MSTA community, as well as an instructional strategy for optimizing learning in the classroom. *(SOP 4.2, 4.4, 4.5)*. Data from
the NYC survey indicated that our highest area of need is peer support for academic work (1.33) which was below the city and district average.

**Needs:**

Although expectations are communicated through school-wide assemblies and communications, not all of the students feel included in our community as reflected by the School Environment Survey. We are further embedding structures and supports to help students build positive relationships with one another, to help adults build positive relationships with students, and to foster the development of a supportive and positive community with clear expectations and high standards of personal conduct. This is why we are investing resources to have all staff members trained in facilitating restorative circles. In addition, we are partnering with our CBO Children’s Aid Society in order to provide success mentors that will support students with their academic work and attendance.

This is informed by Capacity Framework Element – Supportive Environment, our most current PFQR, and the school’s current data, there is a need to continue develop consistent school wide programs to support our stakeholders' capacities to create a safe, nurturing, and supportive learning environment, thereby increasing academic success for all students.

**Part 2 – Annual Goal**

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
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<tbody>
<tr>
<td>By June 2019, as a result of restorative circle training that all teachers will receive the number of negative anecdotal entries in IO Classroom/Skedula regarding student behavior and Level I &amp;II OORS entries will decrease by 50%.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

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<th>Timeline</th>
<th>Key Personnel</th>
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<tbody>
<tr>
<td>Staff and students</td>
<td>September 2018- June 2019</td>
<td>Point Person(s): Administration</td>
</tr>
</tbody>
</table>

**Instructional Programs/Strategies/Activities:**

- All staff members (including paraprofessionals and school aides) would have been either exposed to or trained in the facilitation of restorative circles.
- Partnership with Children's Aid Society and other providers of professional development and program support.
- Utilize section sheets to support positive student behavior.
- Grade level trips to support team building, relationships, academic habits, and social emotional intelligence.
- Partnerships with The 100 Schools project in order to train staff in providing social emotional support to all students.
- Restorative justice training for staff in order to foster a culture of support and decrease OORs reports.
- Student government (students plan and organize community service events)
- Grade Team Meetings and incentive planning
- Various committees will be formed (new teacher hiring committee, Instructional Cabinet, Mentoring Cabinet, Inquiry Committee, etc.) to help teachers have a voice in the decision making process.
- The district wide Teacher Mentoring Program will help support teachers within their first 4 years of teaching in developing sound instructional practices, by providing quality interactions with trained and effective experienced teacher.

<table>
<thead>
<tr>
<th>Staff and students</th>
<th>September 2018- June 2019</th>
<th>Point Person(s): Administration, Academic Dean of Students</th>
</tr>
</thead>
</table>

**Professional Development:**

- Academic Dean of Students will provide training for staff in programs for social emotional intelligence, communication, and de-escalation strategies.
- Attend PD offered by the Bronx Borough Office District 12.
- Training offered by Office of Youth Development
- Training and development offered by 100 schools project

<table>
<thead>
<tr>
<th>Entire Staff, and Students</th>
<th>September 2018- June 2019</th>
<th>Point Person(s): Advisory Team, Outside Agencies as needed</th>
</tr>
</thead>
</table>
Systems and Structures:

- Partner with the 48th Precinct Youth Office for Team Up Tuesdays
- Wellness Committee
- Advisory Program
- Partner with Children’s Aid Society
- Grade Team Meetings

Entire Staff

September 2018 – June 2019

Point Person(s):
Administrative Team

Implementer(s):
Teachers

Parent Involvement/Engagement:

- Academic Dean of Students and Children’s Aid Society will collaborate to offer incentives to students and their families such as archery, soccer, flag football

Parents, Students, Parent Coordinator

September 2018- June 2019

Point Person(s):
School leaders, Parent Coordinator, Director of School Culture

Implementers:
Staff

3b – Parent and Family Engagement

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

We will hold monthly parent workshops focused on different subjects such as ENL, SWD, Attendance, NYS exam results, etc. In addition, the SLT will work collaboratively with our CBO the Children’s Aid Society and the Parent Association in order to ensure that our parents are aware off and involved in the academic lives of their students through specific trainings on topics such as iO Classroom usage, Myschoolsny, etc., As well as facilitate restorative circles.

Part 4 – Budget and Resource Alignment

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

Human Resources:

- Restorative Circle support from Morningside Center
- Wellness team
- Per Session for advisory curriculum planning
- Professional learning provided by Borough Field Office - Per Diem Coverage needed
- Lunch/ Incentive Trips for students
- Success Mentor Program through Children's Aid Society

Instructional Resources:

- Curriculum maps, activities, and assessments developed by committee
- Restorative Justice materials
- iO Classroom
Schedule Adjustments:
- Advisory through partnership with 100 Schools Project and the Jewish Board on a weekly basis
- College Access for All-Middle School monthly advisory curriculum through Children's Aid Society
- Academic celebrations assemblies; other community partnership assemblies such as Team Up Tuesdays with the 48th precinct
- Wellness Committee meetings
- Professional Learning time dedicated to supporting program

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

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

Part 5 – Progress Monitoring

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

By February 2019, administration will review Advance Ratings for all teachers. By this point 80% of all teachers will have received an effective/highly effective as measured by Domain 2 of the Danielson Framework for Teaching. We will also review OORS reports and anecdotal data from iO Classroom to assess students and stakeholders meeting of community expectations.

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

Advance/ Danielson Framework for Teaching, OORS report, iO Classroom anecdotal reports

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

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

Part 1 – Needs Assessment

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

<table>
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<tr>
<th>Tenet 4 Statement of Practice</th>
<th>SOP(s) Addressed</th>
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<tbody>
<tr>
<td>4.2 School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.</td>
<td>X</td>
</tr>
<tr>
<td>4.3 Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.</td>
<td>X</td>
</tr>
<tr>
<td>4.4 Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.</td>
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</tr>
<tr>
<td>4.5 Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).</td>
<td>X</td>
</tr>
</tbody>
</table>

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

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

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

**Reflection & Strengths**

We continue to refine the process in order to purposefully evaluate and adjust the use of organizational resources, and the quality of teacher teamwork and professional development practices, with particular attention to what teachers need to learn to support student mastery of the CCLS. However, the next steps listed below were not implemented with fidelity. Therefore, the principal continually evaluates the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS. We have a process in place to purposefully evaluate and adjust curricular and instructional practices, and are becoming more intentional in decision making to align coaching to teacher needs and closer monitoring to increase its effectiveness in response to student learning needs and the expectations of the CCLS. There is a particular focus on building alignment and coherence between what is taught (as would be evident in increased rigor in tasks) and how (as would be evident in classroom lessons) it is taught, so that there is evidence across all classrooms in delivery of instruction and in student work products. *(SOP 4.2, 4.3, 4.4)*. The results from the 2017-18 NYC School Survey indicates School Commitment as a high are of need *(2.10)*.

**Needs:**
Create a unifying culture for teaching and learning, beginning with exploring the International Baccalaureate (IB) and the Teachers College Reading and Writing Project as a unifying framework for teaching and learning. We are seeking high leverage practices that can begin to build the instructional foundation across content and grade levels. For example, annotation of a text is consistently implemented across the classroom, then add Cornell Note strategy as another coherent practice and slowly build school-wide academic behaviors aligned to the IB guidelines. Adaptive learning technology, such as Khan Academy and Google classroom, will also be implemented into core content subjects.

Informed by Capacity Framework 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. This needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

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

By June 2019, as a result of rigorous professional development on the implementation of teacher inquiry based on theory of action teachers will be able to produce and provide evidence of student growth in specific content areas that will result in 25% increase of SWD and ENL students achieving proficiency on both the NYS ELA and Math exams.
## Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., average/under-credited, SIFE, STH).

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

### Instructional Programs/Strategies/Activities

- Professional learning and implementation of International Baccalaureate (IB) and the Teachers College Reading and Writing Project
- Implementation of adaptive learning technology such as Khan Academy and Google classroom.
- Refine units of study based on needs of students providing them with multiple entry points.
- Use existing data to drive instruction and differentiate instruction This includes the data from IEP’s and NYSESLAT.
- Instructional Rounds/Intervisitation - These instructional rounds/intervisitations will be conducted each month. Teams will use the Danielson Framework as the lens through which teacher practice is viewed. Instructional round protocols will be used to streamline these visits, to target key instructional practices that affect the ways in which students, particularly ENLs and SWDs learn.
- First year teacher mentoring provided by trained New Teacher Center mentors. Teachers and mentors will meet every week and engage in a cycle of observation and feedback centered around identified Danielson components that have been identified as in need of improvement by administration and mentors.
- Second year teacher mentoring through the New Teacher Center - In addition to the mentor already on staff, we will identify an additional mentor to be trained by NTC. By doing so, we will be able to provide quality mentorship for all early-career teachers, including our new hires. Teachers and mentors will meet every week and engage in a cycle of observation and feedback centered around identified Danielson components that have been identified as in need of improvement by administration and mentors.

### Professional Development

- Professional Learning Mondays: To improve teacher effectiveness in 1e and 3c.

<table>
<thead>
<tr>
<th>Teachers</th>
<th>September 2018- June 2019</th>
<th>Point Person(s): Administration and PL Committee</th>
</tr>
</thead>
</table>

**Point Person(s):** Administration, Teacher Leaders

**Implementer(s):**

Teachers; Instructional Support Team, Principal, AP; Mentor(s), Principal, AP; Mentor(s), Principal, AP

**Benchmark Date:** February 2019
- Department Meeting Time centered around school instructional focus.
- Grade Meeting Time centered around interdisciplinary planning and examination of student work.
- External consultant (Generation Ready) and coaching support for planning and engagement strategies
- Participate in training offered by the Bronx Borough Center and District 12.
- On- and off-site professional learning to increase student engagement and improve planning.

### Systems and Structures
- Continue implementation of common planning periods to collaboratively develop lesson plans and distribute responsibilities (all grades). When teachers are given the opportunity to work together in teams to collaborate and share resources, ideas and best practices in helps to promote an environment in which trust is valued.
- Continue implementation of Targeted Professional Learning.
- Use substitute teachers during the school day and per session activities after school to create common work times for teacher teams and common planning.

### Parent Involvement and Engagement
- iO Classroom Pupil Path (Parent Portal)
- Teacher-led parent workshops during Tuesday Parent Engagement time is used to promote collaboration with parents and helps to continue to support an environment in which collaboration and trust is valued.

### 3b – Parent and Family Engagement

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

MSTA will hold monthly parent workshops focused on different subjects such as ENL, SWD, Attendance, NYS exam results, etc. In addition, members of the instructional cabinet will work collaboratively with our CBO the Children’s Aid and the Parent Association in order to ensure that our parents are aware off and involved in the academic lives of their students through specific trainings on topics.

### Part 4 – Budget and Resource Alignment

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

**Human Resources:**
- Teachers to lead workshops

2018-19 SCEP-FF 29
• Professional learning provided by coaches and Generation Ready consultants
• Professional learning provided by EdTech Team to increase digital collaboration amongst teachers
• Additional NTC training for a third mentor
• Per session and Per Diem for intervisitation and NTC professional learning sessions
• MST faculty retreat / workshop/ planning session
• Per Session funds for prep period coverage for intervisitations; professional learning
• Professional Development on International Baccalaureate (IB) and Teachers College Reading and Writing Project

**Instructional Resources:**

• Remediation and enrichment materials to support curricula
• Danielson Framework for Teaching
• Scheduling of Common Periods in order to facilitate collaborative lesson planning
• Per Session Funds for Saturday Planning and Collaboration

**Schedule Adjustments:**

Multiple structures for common planning time embedded in school programming and supported after school

| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. |
|---|---|---|---|---|---|---|---|---|
| Tax Levy | Title I SWP | Title I TA | P/F Set-aside | 21st Century | C4E |
| Title I 1003(a) | Title III | PTA Funded | SIG Grant | School Achievement Funding | Other |

**Part 5 – Progress Monitoring**

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

By February 2019, all faculty members will have undergone one cycle of informal observations and one cycle of formal observations in order to assess progress.

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

Advance. Principal Performance Observation

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

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tenet 2 Statement of Practice</strong></td>
</tr>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
</tr>
<tr>
<td>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 (SCEP).</td>
</tr>
<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</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>
</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 SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).</td>
</tr>
</tbody>
</table>

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

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

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

Reflection & Strengths

Based on 2017-2018 Principal Performance Observation, there was evidence of a common instructional practices in most classrooms that consists of guiding question, learning objectives, vocabulary, inquiry, and assessment. Teachers make an effort to employ elements of the workshop model with varying degree of successes. Over the course of the school year there was a marked improvement in teachers’ practice from the fall to the spring. Students attempt to use accountable talk in their classroom interactions. While students are clear on what they need to do for a given task for the most part, they were not as ready with why they are doing it other than “practice for the state test.” Teachers used time as the driver in their instruction and miss the opportunity to build students comprehension. Across classrooms, the instruction is dominated by the teacher(s) and not enough attention was paid to student mastery. (SOP 2.4). Data from the NYC survey indicated that our highest area of need is teacher influence with only 56% of teachers stating that they a moderate to great deal of influence of the instructional materials used in the classroom.
Needs:

Identification of instructional priorities (aligned to the school-wide beliefs) and make curricular modifications to ensure that there is intellectual engagement and high levels of student thinking, analysis, and challenging tasks. The use of grade-leader meetings to support data analysis for vertical and horizontal planning. Setting of normed expectation of rigor and how to get there, starting with clear expectations for instruction and monitor via observations and feedback cycle. Using TC checklists so teachers have an understanding of the continuum of student learning and a guide to increase the volume of student work product.

Informed by Capacity Framework Element – Effective School Leadership there is a need to continue to engage teachers in frequent and timely feedback that will support their professional growth in order to drive student achievement.

Part 2 – Annual Goal

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

By June 2019, MSTA will provide teachers with professional developing on designing and implementing effective instruction, that is differentiated to meet the needs of all students, resulting in 20% of teachers moving up one level on the HEDI scale in Danielson component 1e, Designing Effective Instruction.
### Activities/Strategies:
Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</td>
</tr>
<tr>
<td>Teachers and Administrators</td>
<td>September 2018 - February 2019</td>
<td>Administration</td>
</tr>
<tr>
<td>Teachers</td>
<td>February 2019 - June 2019</td>
<td>Administration and Teachers</td>
</tr>
</tbody>
</table>

### Instructional Programs/Strategies/Activities

- Utilize Danielson’s Framework for Teaching to develop a shared understanding of what effective instruction looks like, and a common language with which to discuss it in order to achieve continuous growth in teacher practice.
- Administrators must help teachers identify areas for potential growth, provide strategies associated with those areas, and adjust their performance in response to feedback.
- Feedback will be specific, grounded in evidence and the Framework for Teaching student data.
- Connect teacher practice to student achievement.
- Schedule data meetings with teachers.
- Teachers will engage in peer observations.
- Administrators will norm and ensure that they are calibrated. Teachers will receive regular observations followed up with professional conversations that result in actionable and measurable next steps.
- School Leaders will develop professional learning opportunities to support those actionable next steps between each observation cycle in order to support school wide and differentiated teacher growth. Observations and feedback cycles will be paced in a manner that supports a model of adult development throughout the course of the year.

### Professional Development

- Utilize peer observation as a professional development tool
- Select teachers attend outside Professional Learning and turnkey information
- Enable teacher teams (Grade, Department, Sped, etc.) to lead their learning by providing opportunities for staff to design and guide Professional Learning.

<table>
<thead>
<tr>
<th>Professors</th>
<th>Timeline</th>
<th>Point Person(s):</th>
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</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>September 2018 - February 2019</td>
<td>Administration and PL Committee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Administration, Coaches, and Select Teachers</td>
</tr>
</tbody>
</table>
### Systems and Structures

- Create and adhere to observation and feedback schedule
- Analyze data on teacher practice for trends and patterns
- Instructional focus used to drive planning and implementation of professional learning

**Teachers and Administrators**

**Point Person(s):** Administrators

**Implementer(s):** Administrators and Teachers

**Timeline:**
- September 2018 - February 2019
- February 2019 - June 2019

### Parent Involvement and Engagement

- Provide workshop to share Danielson Framework components with parents and offer strategies to support students at home in alignment

**Teachers, Parents, Students**

**Point Person(s):** Administration and Parent Coordinator

**Implementer(s):** Teachers and parents

**Timeline:**
- September 2018 - February 2019
- February 2019 - June 2019

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### 3b – Parent and Family Engagement

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

- Purchase and expand a school library with a book checkout system available to families in order to develop parents and increase reading at home and the support of students at home. Provide workshops led by MSTA pedagogues in collaboration with the PA and the Children’s Aid that is responsive to the needs of our parents.

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### Part 4 – Budget and Resource Alignment

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

**Human resources:**

- Continued collaboration with D12 TDEC
- Administrators will conduct classroom visits to assess progress of instructional strategies
- Trained NTC Year 1 and 2 mentor coaches
- Generation ready consultants

**Instructional resources:**
Commitment of budget to purchase texts such as: *Implementing the Framework for Teaching in Enhancing Professional Practice*, *Teach Like a Champion 2.0*, and *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement* in order to expand our teacher lending library

- New Teacher Center (NTC) Training for internal mentor coaches
- Per Diem subs for mentor training and intervisitation

Schedule adjustments:

- Professional Learning sessions during Mondays and Tuesdays
- Professional periods to conduct inter-visitations
- NTC Coaching Sessions for Year 1 and Year 2 Teachers

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Tax Levy</td>
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</tbody>
</table>

Part 5 – Progress Monitoring

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

By February 2019, administrators alongside instructional coaches will develop an informal school environment survey measuring teacher influence over school policy and selection of instructional materials.

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

Informal teacher survey

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

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Tenet 6 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</td>
<td></td>
</tr>
<tr>
<td>appropriate box indicating SOP(s) addressed in this action plan.</td>
<td></td>
</tr>
<tr>
<td>6.2   The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
<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></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:

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

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

Reflection & Strengths

MSTA leadership maintain an open door policy for all stakeholders, especially parents and guardians. A variety of means of communication is utilized. All communications to families are English and Spanish, with parents on a daily, weekly, and monthly basis utilizing both Technology and backpacking information home with students. In order to promote our home-school connection, parents have access to students’ grades and assignments via our online grade book (iO Classroom). Students also receive monthly progress reports. Parent newsletters are uploaded and student homework is posted on our school website. Families are informed of student attendance including absences and lateness through School Messenger and personal phone calls on a daily basis. We are always seeking to bring dynamic new partnerships and learning opportunities to our school community. MSTA maintains an open communication with families. The Parent Coordinator is the critical element in achieving this. He does this through personal phone calls, emails, monthly newsletters/calendars and website updates. We have an after-school program for approximately 90 students in grades 6-8. Children’s Aid offers General Equivalency Degree, Grandparent workshops and English as a Second Language classes for our parents. Workshops are made available on Parent Engagement Tuesdays. They are provided by the Parent Coordinator and Staff. A health and nutrition classes for parents is available on Parent Engagement Tuesdays and is provided by the CBO, Children’s Aid. Four computers are available for parents in the Parent Coordinator’s office. He assists them with viewing their students’ academic and behavioral data on iO Classroom and also supports them with such things as writing a resume, job opportunities etc. Data from the NYC survey indicated that our highest area of need
under strong family tie is outreach to parents. Although MSTA was above both the district and city averages in this tenant there is always room for improvement.

**Needs:**

With parental participation in school events and activities historically being low, MSTA’s Parent Coordinator in collaboration with along with school staff members, are seeking partnerships and opportunities to engage more families on a consistent basis.

Informed by Capacity Framework Element – Strong Family and Community Ties and the school’s current data, there is a need to continue to teach parents ways to support student learning by establishing a strong and focused home-school connection. This needs assessment informed the development of the annual goal listed below.

### Part 2 – Annual Goal

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

**By June 2019, MSTA will provide monthly events in order to support parent involvement at school which will result in a 20% increase in the percent of parents who will agree or strongly agree that they have had the opportunity to volunteer time to support their school as measured by the results of the 2019 NYC School Survey, and their involvement in SLT and the school PA.**
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers, parents, students</td>
<td>September 2018 - February 2019</td>
<td>Administration and the Parent Coordinator</td>
</tr>
<tr>
<td>Teachers, Parents, Students</td>
<td>February 2019 - June 2019</td>
<td>Parent Coordinator, Staff, Technology Coordinator, Director of School Culture, Guidance Counselor and SAPIS Worker</td>
</tr>
</tbody>
</table>

### Instructional Programs/Strategies/Activities:

- Administration, parent coordinator, and various staff members will lead parent workshops on the benefits and uses of our school systems to access up to date student information.
- Provide workshops to parents about CCLS and educational programs and strategies to support student learning.
- Generate reports to monitor the use of the School Messenger system to inform parents of student absences and lateness.
- The Parent Coordinator will be available via email and cell phone to families.
- Support for 8th grade families to become familiar with the high school selection process.
- College and Career Nights will be scheduled twice during the school year for students and families.
- Skedula will provide home-school connection. School will provide professional learning for parents so that they know how to utilize Skedula in order to track student learning.
- Ensure that the school website is updated daily.
- Purchase of blackberry for administrative staff and parent coordinator in order to ensure constant parent communication.

### Professional Development

- Faculty will be trained on the variety of school system (i.e. Skedula)
- Faculty will teach students how to use programs designed for self-monitoring

<table>
<thead>
<tr>
<th>Teacher, Parents, Students</th>
<th>September 2018 - February 2019</th>
<th>Teachers, Parents, Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers, Parents, Students</td>
<td>February 2019 - June 2019</td>
<td></td>
</tr>
</tbody>
</table>
### Systems and Structures
- School Messenger, Skedula, MSTA Website
- Provide training on various systems for key staff
- Parent Engagement Tuesdays
- Take My Child to School Day

<table>
<thead>
<tr>
<th>Select Staff</th>
<th>September 20178 - February 2019</th>
<th>Point Person(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>February 2019 - June 2019</td>
<td>Technology Coordinator</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Implementer(s):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Teachers, Counselors, Teachers, Administration, Parents, and Students</td>
<td></td>
</tr>
</tbody>
</table>

### Parent Involvement and Engagement:
- Parent Workshops
- Parental Engagement Time
- Staff members will lead parent workshops regarding the middle school and high school transition process.
- Invitations to workshops will be distributed via monthly parent newsletter.

<table>
<thead>
<tr>
<th>Teachers and Parents</th>
<th>September 2018 - February 2019</th>
<th>Point Person(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>February 2019 - June 2019</td>
<td>Administration, Parent Coordinator, and School counselor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Implementers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Coordinator and Guidance Department</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement
If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

| Children’s Aid |

### Part 4 – Budget and Resource Alignment

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

#### Human Resources:
- Parent Coordinator, Guidance Counselor, and Technology Coordinator to facilitate parent training
- Teachers and Technology Coordinator to facilitate student training
- Per Session Funds for Parent Workshops and meetings

#### Instructional Resources:
- Materials needed for Parent Workshops
- MSTA Family Handbook
- High School Directory
Schedule adjustments:

- Monthly attendance meetings
- Scheduling of family evening/weekend training sessions

### Part 4b.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
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<tr>
<td>X</td>
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<td></td>
<td>Title I 1003(a)</td>
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</tbody>
</table>

### Part 5 – Progress Monitoring

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

By February 2018, school leaders and the Parent Coordinator will analyze the first semester parent attendance at workshops.

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

Sign in sheets for parent, students and community attendance at Workshop/ Meetings.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 6: Academic Intervention Services (AIS)**

*(Required for All Schools)*

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

<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>State Exam Data, Scholastic Ed Performance, report card, teacher observations</td>
<td>Independent Reading supported by class libraries, Guided reading groups, Access Code</td>
<td>Small group, one to one</td>
<td>During the school day, after- school, Saturday School.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>State Exam Data, Scholastic Ed Performance report card, teacher observations</td>
<td>I Ready, Regents Preparation Program, KahnAcademy</td>
<td>Small group, one to one</td>
<td>During the school day, after- school, Saturday School.</td>
</tr>
<tr>
<td>Science</td>
<td>NYC Performance Tasks, report card, teacher observations</td>
<td>Regents Preparation Program, Reciprocal Reading</td>
<td>Small group, one to one</td>
<td>During the school day.</td>
</tr>
<tr>
<td>Social Studies</td>
<td>NYC Performance Tasks, report card, teacher observations</td>
<td>Word Generation, Reciprocal Reading, Guided Reading and Writing</td>
<td>Small group, one to one</td>
<td>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>SIT referral recommendation in collaboration with teachers, CSE referral, parent request, Principal and Assistant Principal referral</td>
<td>At-risk counseling, RTI, PBIS, anecdotal logs (academic and/or behavioral), PIP plans, academic counseling</td>
<td>Small group, one to one</td>
<td>Lunch time, school day, after school, Saturday Academy.</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

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

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website:

Part A: FOR TITLE I SCHOOLS

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

<table>
<thead>
<tr>
<th>Number of Students in Temporary Housing</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 students</td>
</tr>
</tbody>
</table>

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

We provide school supplies, uniforms, incentive trips and guidance support for students in temporary housing. We also work with our CBO in order to provide extra resources, counseling and support.

Part B: FOR NON-TITLE I SCHOOLS

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

<table>
<thead>
<tr>
<th>Number of Students in Temporary Housing</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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.
**Section 8: Title I Program Information**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

2a. **Highly Qualified Teachers (HQT)**

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

- Interview Team formed by Principal, Assistant Principal, and teachers from the content area we are recruiting
- Attend teacher fairs to recruit teachers and other pedagogues
- Reach out to neighboring colleges and universities
- New Teachers are assigned a mentor during their first two years.
- New Teachers and mentors log in their hours on the (Teacher Mentoring System) to meet their requirement.
- Teachers attend Professional Learning both in house and off campus
- Use of substitutes, per session activities, and scheduling to support common planning time for teachers
- Utilize NTC Trained mentors and AP's in order to retain highly qualified teachers.

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).

- District led workshops
- Weekly Professional Learning
- Professional learning provided by Bronx Borough Office and DOE
- Professional learning provided by consultants and CBO’s
- NTC professional learning sessions

**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**

**2018-19 SCEP-FF**
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.

The Measures of Students Learning (MOSL) Committee advises principal. With the assistance from coaches from the New York City Leadership Academy, the instructional leadership team provides training support to teacher led data teams. In addition, the instructional leadership team and teacher led data teams triangulate multiple measures of student performance based on review of class work samples.

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 enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source</th>
<th>Funding Amount</th>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$288,548.00</td>
<td>X</td>
<td>5a, 5b, 5c, 5d, 5e</td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td>N/A</td>
<td>N/A</td>
<td>5c, 5e</td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>$55,656.00</td>
<td>X</td>
<td>5a, 5b, 5c, 5d, 5e</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
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<td>---</td>
<td>----</td>
<td>-----</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>P</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>12,367.00</td>
<td>X</td>
<td>N/A</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>P</td>
<td>N/A</td>
<td>5a, 5b, 5c, 5d, 5e</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>2,236,799.00</td>
<td>X</td>
<td>5a, 5b, 5c, 5d, 5e</td>
</tr>
</tbody>
</table>

**Explanation/Background:**

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – 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.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplemental 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

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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 9: 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>
</table>

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. MST, School of Mathematics, Science and Technology, 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.

MSTA’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.

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
</table>

MSTA will support parents and families of Title I students by:

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

### Parental Involvement and School Quality

In developing the MSTA 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 to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
- Provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- Host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act.
- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed;
- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

### Encouraging School-Level Parental Involvement

MSTA will further encourage school-level parental involvement by:
• Holding an annual Title I Parent Curriculum Conference;
• Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year.
• Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
• Supporting or hosting Family Day events;
• Establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
• Encouraging more parents to become trained school volunteers;
• Providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
• Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
• Providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

I.S. 318 School of Mathematics, Science and Technology through the Arts (MSTA)

School-Parent Compact (SPC)

The School of Mathematics, Science and Technology through the Arts 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.

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;

### 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;

### 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 Every Student Succeeds Act.Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

### II. Parent/Guardian Responsibilities

**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);
**II. Parent Responsibilities**

- 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;

<table>
<thead>
<tr>
<th>III. Student Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Responsibilities:</strong></td>
</tr>
<tr>
<td>• attend school regularly and arrive on time;</td>
</tr>
<tr>
<td>• complete my homework and submit all assignments on time;</td>
</tr>
<tr>
<td>• follow the school rules and be responsible for my actions;</td>
</tr>
<tr>
<td>• show respect for myself, other people and property;</td>
</tr>
<tr>
<td>• try to resolve disagreements or conflicts peacefully;</td>
</tr>
<tr>
<td>• always try my best to learn.</td>
</tr>
</tbody>
</table>
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:

1. **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.
   1. The Title III supplemental instructional services must be based on student need
   2. These supplemental services should complement core bilingual and ESL services required under CR Part 154.
   3. Direct supplemental services should be provided for before school, after school, and Saturday programs.
   4. Teachers providing the services must be certified bilingual education and/or ESL teachers.

2. **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
   1. Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

3. **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
   1. 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
- [x] 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: ____
The goal of MSTA is to provide English language learners with frequent opportunities to develop language through engaging, student driven instruction. Our Title III program is intended to complement, enhance, and amplify the learning that occurs in the classroom using the common core standards and aligned instruction.

The data utilized to inform the Title III programming includes the 2017 NYSESLAT scores, examined in detail by language modality to determine English proficiency levels and specific areas of strength and weakness. In addition, the number of years enrolled in the NYC DOE has been used to determine more information about the sub groups. Finally, SESIS has been utilized to identify ELLs with disabilities in order to further differentiate instruction to meet their needs.

Amongst these students, 14 of them are students with disabilities and 1 is a SIFE. In addition to this quantitative data, teacher observations and one on one conferences have also been used to assess the progress of ell students and provide a more complete picture. For example, some students with disabilities who have difficulty with test taking may be more proficient in English than their test scores indicate. This data will play a role in the way that students are grouped in the Title III programs, as well as the resources which they will receive.

Our two Title III programs will target and serve newcomers, developing ells, long term ells, and ells with disabilities by providing differentiated instruction that is inclusive of a range of learning styles after school. The programs are intended for grades 6, 7, and 8.

After school instruction will occur on Wednesdays and Thursdays beginning on the second week in October and lasting for two hours from 2:30 pm to 4:30 pm. This program will meet for 48 sessions. Saturday Academy will begin in January in preparation for state ELA exam, Math exam, and NYSESLAT. Saturday Academy will begin at 9 am and conclude at 12 pm. There will be 14 sessions of Saturday Academy.

The language of instruction will be English with the students’ home languages incorporated into the instruction. Home language resources will include, but will not be limited to, glossaries and dictionaries in the students’ home languages and multilingual texts whenever available. In addition, students will have frequent opportunities to use their home language in the classroom during the discussion of content.

The after school program will be taught by certified ENL teachers, Brad Ludwin and Omosefe Ogbebor. This program will provide direct ENL instruction for newcomers. This program will utilize elements of the SIOP model and the Common Core Progressions to provide these students with access to the standards while also developing language using sheltered instructional methods. The program will incorporate the arts and technology to engage students.
### Part B: Direct Instruction Supplemental Program Information

in academic vocabulary development, and will also emphasize activities which promote oral language in the classroom.

Saturday Academy will be taught by an ENL teacher, an ELA teacher, and a Math teacher. This program will target ELLs who received a 1 on both the ELA and Math state tests, as well as ELLs who are taking the ELA exam for the first time. Students will be divided into two groups, and will receive ELA and Math instruction from the content teachers for an hour and a half each. The ENL teacher will provide language support for an hour and a half to each group using the team teaching model during the ELA sessions.

Materials for the program will include multimedia resources, leveled texts with visual amplifications, technology including laptops and a smartboard, hands on art materials for project based learning, cameras, film, and audio books. In preparation for state testing, students will receive NYSESLAT preparation materials and Ready NY workbooks for ELA and Math.

In order to keep accurate records of these programs, all after school and Saturday sessions will have attendance taken for teachers and students. In addition, lesson plans will also be submitted for instruction. Parents will receive letters of notification of the programs offered for their children and phone calls home will be made to further reach out. Hard copies of these records will be maintained in a binder, and phone calls home will be logged on Skedula.com.

### 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: ______

All teachers deliver instruction to ells in varied capacities, so it is essential that MSTA provides professional development for Title III teachers as well as the remainder of the staff. Teachers delivering instruction both in the Title III program and during the school day will receive targeted professional development centered on best practices for English Language Learners by both the Assistant Principal, Ms. Dotel, and the ENL teacher, Mr. Ludwin. These teachers will also participate in outside professional development opportunities during the course of the school year.

A schedule of topics to be covered by Ms. Dotel (AP) and Mr. Ludwin during after school PDs on Mondays are listed below. The total number of trainings will be five, and with each description is included an explanation of how the instruction will positively impact ELLs in the classroom. Because these training will be conducted during contractual PD time, they will not be at a cost to the program.
Part C: Professional Development

November 6th, 2018: Using Schema to Activate Background Knowledge During Instruction for ELLs (45 minutes) Teachers will learn how building background knowledge prior to introducing new content or texts makes input more comprehensible for English language learners. They will explore the use of visuals, both photos and film, as a method to amplify and complement the texts being read. December 11th, 2018: Developing Academic Vocabulary for ELLs (45 minutes) Teachers will examine the importance of vocabulary development for English language learners, and will learn a range of student centered activities that they can implement in the classroom, including interactive word walls, vocabulary recall games, and flashcards. January 22nd, 2019: Scaffolding Writing for ELLs (45 minutes) Teachers will examine and explore ELL writing strategies, including sentence frames and graphic organizers to improve written work in the classroom and plan language objectives. February 12th, 2019: Creating an inclusive classroom for ESL students (45 minutes) Teachers will examine ways to incorporate students’ identities into text selections and written assignments. They will explore the works of authors from ethnic groups that represent the student population and consider how to include these writers in classroom instruction.

March 19th, 2019: Using the Bilingual Common Core Progressions to Design Language Objectives: Teachers will use the bilingual common core progressions to align their work with ELLs more closely to the standards. They will examine how to adapt and adjust content so that it is accessible to all learners. Teachers will learn how to embed language instruction into content.

In addition to these PDs, Mr. Ludwin, as the certified ENL teacher, will attend weekly ELA meetings and provide support to ELA teachers who are working with ELLs in their classrooms. He will also be meeting with the remaining content departments monthly to design scaffolds for ELLs in those courses.

Mr. Ludwin will also receive his own professional development throughout the year. He will attend monthly ELL liaison meetings conducted by Karyna Tejeda, the ELL Services Coordinator for district 12, where he will receive professional development on ELL instruction. He will then turnkey this information to Ms. Dotel and the staff at school based PDs. Finally, Mr. Ludwin will receive regular feedback from his Assistant Principal, Suleika Dotel, who is herself a trained ENL pedagogue with years of experience teaching ELLs. These PDs will not be at a cost to the program because they will take place during the school day. Records of all ELL professional development sessions will be maintained with an agenda, attendance sheet, and minutes recorded by a designated person to document the topics discussed. These three components will be saved on the school’s google drive, and hard copies will be stored in a binder.

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered
**Part D: Parental Engagement Activities**

- name of provider
- how parents will be notified of these activities

Begin description here: ______

At MSTA we believe that parent engagement is an essential component of success for ELLs, and we examine the needs of our community to provide multiple opportunities for parents to become involved in their child’s education. Parents of students who are involved in the school or who are learning English themselves will be able to support their children and provide role models for success.

Workshops on topics specifically supporting parents of English language learners will be offered at the school by our Parent Coordinator, ENL Teacher, Assistant Principal and in partnership with our community based organization, The Children’s Aid Society. In addition, we will be providing adult ENL classes for parents who wish to develop their English skills as well as information sessions on topics of our community’s choosing, such as immigration policy and processes.

We will also be designing school wide activities that will rely on the help of our immigrant parents and speakers of other languages, including cultural awareness days connected to classroom instruction. Finally, parents will be invited to the school for writing celebrations during which student work will be read aloud and commended by peers and parents. These celebrations will be scheduled at the discretion of the individual classroom teachers and will correspond with the end of each writing unit.

A preliminary list of topics of events for the 2017-2018 school year are:

- Cultural Celebration Day
- Hispanic Heritage Day
- ELL Student led Conferences
- Gratitude Potluck
- Family Fun Night
- Faculty-Family Sports
- ENL Classes for Parents
- Workshops for ELL Parents by Grade

Parents will receive written notice of these workshops in both English and their home language that will be backpacked home. In addition, phone calls using school messenger and by school faculty will be placed before events take place. In order to keep accurate records, all parent engagement activities will have attendance taken for parents and facilitators. Hard copies of these records will be maintained in a binder, and phone calls home will be logged on Skedula.com.
### 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</td>
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<td></td>
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<tr>
<td>(schools must account for fringe benefits)</td>
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<td></td>
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<tr>
<td>1. Per session</td>
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<td></td>
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<tr>
<td>2. Per diem</td>
<td></td>
<td></td>
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<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
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<tr>
<td>Supplies and materials</td>
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<tr>
<td>2. Must be supplemental</td>
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<tr>
<td>3. Additional curricula, instructional materials.</td>
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<td></td>
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<tr>
<td>4. Must be clearly listed</td>
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<td></td>
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<tr>
<td>Educational Software (Object Code 199)</td>
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<tr>
<td>Travel</td>
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<tr>
<td>Other</td>
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<tr>
<td><strong>TOTAL</strong></td>
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</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>12</th>
<th>Borough</th>
<th>Bronx</th>
<th>School Number</th>
<th>318</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name</td>
<td>School of Mathematics, Science and Technology</td>
<td></td>
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</tr>
</tbody>
</table>

#### B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Uchechukwu Njoku</th>
<th>Assistant Principal</th>
<th>Suleika Dotel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach</td>
<td>Wodo Ogbonna (literacy)</td>
<td>Coach</td>
<td>Soraya Senerchia (math)</td>
</tr>
<tr>
<td>ENL/BLT</td>
<td>Brad Ludwin</td>
<td>School Counselor</td>
<td>Dawn Hodge</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Amy LaLiberte/ELA</td>
<td>Parent</td>
<td>Jada Papres</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Omosefe Ogbebor/ENL</td>
<td>Parent Coordinator</td>
<td>Nathaniel Medina</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Marla Shelton/ IEP Teacher</td>
<td>Field Support Center Staff Member</td>
<td>Socorro Diaz</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Jacqueline Rosado</td>
<td>Other (Name and Title)</td>
<td>Michael Alfano/ technology</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 | 3 |
| 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 | 0 |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12) | 1 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of special education teachers with bilingual extensions | 0 |

### D. Student Demographics

2018-19 SCEP-FF
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)
Check all that apply

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
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<tbody>
<tr>
<td>TBE</td>
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<td>0</td>
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<td>0</td>
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<tr>
<td>TBE</td>
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<tr>
<td>TBE</td>
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<td>DL</td>
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<td>DL</td>
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<td>DL</td>
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</tbody>
</table>

This school offers (check all that apply):

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

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

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 for our English Language Learners we currently use the New York State Identification Test for English Language Learners (NYSITELL) along with the Spanish LAB for native Spanish speakers. These tests provide us insight into our ELL students English and Spanish language proficiency. The data given is used in order to guide teacher instruction, curriculum planning and student scheduling. All ELLs complete writing benchmarks and performance series computer based exams in reading. All ELLs take a teacher created literacy assessment at the start of each unit of study.

2. What structures do you have in place to support this effort?
The school has an instructional cabinet, which has developed a common core aligned curriculum with pre-determined formative assessments. All assessments are given to the teachers in advance, and the administration dates and scoring deadlines are predetermined on the pacing calendar for ELA. Mr. Ludwin provides input on how assessments should be differentiated for English language learners.

In addition, Mr. Ludwin provides ENL professional development sessions on Mondays for all teachers after school. These are given multiple times each year.

ENL teachers meet weekly with the general educator whom they co-teach with. During this common planning time, time, the two teachers collaborate to ensure that all ELLs are able to access the content through ENL strategies that have been developed over time.

Finally, Mr. Ludwin is a member of the SIT. During SIT meetings, the needs of ELLs with disabilities are addressed through student work analysis and other interventions and inquiries.

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?
Performance Series for Reading and Math are used to identify baselines, mid year benchmarks and end of year benchmarks. In addition, I-Ready performance mastery is used as a summative assessment at the end of each ELA unit of study. The NYSESLAT and NYSITELL data are also used as a baseline to determine English language proficiency levels, and a mock NYSESLAT is given to all ELLs in February to measure progress and prepare for the exam.

The NYSESLAT data is broken down into the four modalities and examined closely to determine on an individual basis students' strengths and weaknesses, and an action plan is formed to target these areas for growth.

These assessments have determined that an area of need is additional support for both long term ells, as well as ells with IEPs. The data shows that these two subgroups are not showing the same growth as their peers.

4. What structures do you have in place to address interventions once the summative data has been gathered?

The AIS program provides additional support to struggling readers as identified by the data. Students work in small groups of five with a teacher weekly to hone in on important literacy standards. The ENL program is well developed and clearly defined, so that ELLs receive their services based on the results of the NYSESLAT. Students with the least proficiency in English are entitled to the most support in both stand alone and integrated ENL instruction.

Based on the data from the summative assessments, students are enrolled in our Title III program after school, as well as on Saturdays in the spring. This program offers additional interventions and supports for the students who need it most. In the Title III Programs, ELLs develop their English literacy skills using a curriculum that is hands on, creative, and incorporates technology into the classroom.

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.]

The IEP teacher provides additional support for students who need an RtI. She works in collaboration with the ENL pedagogue to ensure that ELLs are given every opportunity to succeed without restriction. Together they determine whether a student is struggling because of the language barrier, or if there are other factors impacting their achievement.

Teachers use a universal RtI template for collecting qualitative data, and they report to the IEP Teacher, Dr. Shelton, with their findings in a weekly meeting. Teachers also communicate about interventions for ELLs at department meetings, and Mr. Ludwin, Mr. Herrera, and Ms. Ogbebor provide helpful insight and suggest strategies to support the English learners.

Within AIS, students are regularly assessed using the i-Ready program for reading and math. ELLs who have been selected to participate in AIS take both a pre and post assessment quarterly. The ELLs enrolled in this AIS program may cycle in and out based on the i-Ready data each quarter.

Staff members maintain a data binder in their classrooms. This contains all state test scores and classroom assessment data (pre and post assessments for each unit). Quantitative and qualitative data is accessible both online (Skedula and ATS provide data to those with access), and in hard copy form. All hard copy data is submitted and shared by either the administration or the individual teachers. Data is analyzed in grade team meetings, subject area meetings, and after school professional developments. Data analysis protocols are in place for reviewing student work and for grouping students by performance levels.
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].)

The 2018 NYSELAT, NYSITELL (for new arrivals), and ELA and Math State Tests are used to evaluate and inform our ELL programs. The ELL Data Analysis Tool is used to evaluate and visualize the NYSELAT data, placing students in the appropriate classes to ensure that they receive the proper number of minutes of service as per the CR Part 154 Regulations. ELL services are provided in the ELA classroom as well as in a Stand Alone setting depending on the NYSELAT scores.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

We use the ELL Data Analysis Tool to examine our ELL data and make adjustments to our programs. The ENL teachers are programmed flexibly each year based on the needs of the ever changing ELL population. Stand Alone classes are bridged or expanded based on these numbers. The ELL service schedule is created in the first week of school by Mr. Ludwin, the ENL Coordinator, based on the data from the NYSELAT. It is his responsibility to ensure that every student receives the appropriate number of minutes of services based on their English language proficiency.

Mr. Ludwin uses various ATS reports to assist him with creating the ENL program. He uses EDAT to program students for integrated ENL services. All integrated services are provided in the ELA general education classroom. A template is used to make the ENL schedule on excel, and then all of the programming is entered into Push in/Pull Out services on STARS classroom.

The EDUR is a useful tool which is checked monthly to ensure that all ELLs are properly programmed into STARS classroom. Mr. Ludwin has also trained other ENL Coordinators in District 12 on how to use this system.

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.

      In order to meet the mandates of CR part 154, as well as to provide quality instruction to our ENL students, we offer a combination of both integrated and stand alone ENL services depending on students’ English proficiency levels. All ELL students are enrolled in general education ELA classes which are grouped heterogeneous and contain a mixture of ELLs at all proficiency levels as well as non ELLs. The ENL teacher provides co-teaching using a range of models depending on the task (i.e. parallel teaching, small group instruction, re-teaching). In addition, the ENL provider creates scaffolds to support English learners access to the content. Examples include the inclusion of visual aids, first language translations, word banks, sentence starters and graphic organizers, to name a few.

      The stand alone classes for entering and emerging students are classes based on English proficiency levels as determined by the NYSELAT. In these classes, ELLs still access the common core standards for English Language Arts using the sheltered instruction model. SIOP aligned activities are used in the Stand Alone classroom, whereby students gain important content knowledge through an amplification of materials using visuals and intensive modeling and demonstration. Students have opportunities to practice reading, writing, and speaking in English with the benefits of a small group and more one on one interaction with the ENL teacher. Topics are culturally relevant and the home language is strategically used to promote English acquisition.

   b. TBE program. If applicable.

      Paste response to questions here:

   c. DL program. If applicable.

      Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

We have three ENL certified teachers providing ENL services to our students, Mr. Ludwin, Mr. Herrera, and Ms. Ogbebor. All of our beginners, intermediates, and advanced students receive the appropriate number of mandated ENL minutes as per CR Part 154. These minutes are programmed into STARS Classroom by Mr. Ludwin, and he receives a monthly report called the EDUR in order to ensure that all programming is accurate. This is particularly important because throughout the year, additional students are arriving into the NYC DOE system, and updates are required.

We ensure that our commanding students are receiving a minimum of 90 minutes of ENL support by arranging for co-taught classes for the first two years after they pass the NYSESLAT. Entering students receive 8 units of ENL instruction through a balanced mixture of 180 minutes of stand alone instruction and 180 minutes of ENL integrated instruction in either ELA or another core content area. Emerging students also receive 8 units of ENL instruction through a balanced mixture of 180 minutes of stand alone instruction and 180 minutes of ENL integrated instruction in either ELA or another core content area. Transitioning and Expanding students receive 4 units or 180 minutes of ENL integrated instruction in ELA or a content area.

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.

Our focus this year is to deliver content area instruction to allow multiple points of access to the content through text, visuals, scaffolded supports, and talk. Rather than providing modified content, we provide enhanced and amplified content. The school makes use of the NYS Bilingual Common Core Progressions as a reference to ensure that all ELLs are given access to the same standards of learning as their native English speaking peers, with adjustments based on their proficiency levels. Although the school does not have a bilingual program, the New Language standards are applicable to ENL instruction, and they provide examples of what an ELL should be able to do at each level of English language proficiency. These progressions also help the ENL teachers to write their language objectives, because they provide language demands for each standard.

Students will be exposed to concepts through multiple modalities in order to promote the development of both oral and written language. Students will be provided with explicit instruction in how to develop an argument to support their idea using text evidence. This protocol will be repeated throughout the content areas to provide consistent strategies and repeated practice. Additionally, students are seated heterogeneously during classroom instruction to facilitate discussion using peer models. Throughout the year we will provide professional development to all of our teachers so that in our content area classrooms, ELLs will be provided with language supports such as sentence starters and the opportunity to have discussion with direct teacher feedback in the moment. In addition to direct collaboration with content area teachers, our ESL teacher, Mr. Ludwin will provide support in developing background knowledge through read-alouds, use of multimedia for content explanation and pre-work to prepare for classroom discussions. Students will use native language supports such as texts in their native language, connection of content area vocabulary to native language vocabulary, and conversations in native language to prepare to discuss in English. Furthermore, we are expanding our use of integrated co-teaching in order to meet the needs of our students acquiring academic language within the content areas.

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

In order to appropriately evaluate all students in their native language, we will ensure that all state exams are ordered in students’ native language. We also assess all native Spanish speakers by using the Spanish LAB when they enroll. Additionally, we allow students to complete tasks in their native language where appropriate. We have also developed a rich multilingual library, where students can be encouraged and excited to read salient texts in their native languages. Their comprehension is then assessed through book reviews and other activities in either that native language or in English. Side by side texts in multiple languages are also used to allow students to perform their own contrastive analysis of the native language with
Mr. Herrera is also a native speaker of Spanish, which is the dominant home language of the English learners at the school. This allows him to assess their progress regularly in the home language.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

   a. SIFE students require significantly differentiated instruction. This can be done in either the delivery of the lessons, the materials provided, or both. They benefit from texts geared towards their interests. They also benefit from a scribe when learning the alphabet for the first time. SIFE differentiation strategies include: explicit review of the alphabet and phonetic awareness, language somewhat simplified/ phrases repeated, providing explicit instructions and modeling, modeling think alouds, multimedia presentations of content (pictures and video), hands on materials/Experiential learning vs. lecturing, emphasizing vocabulary, semantic mapping (web diagrams or flow charts) graphic organizers, sentence starters / paragraph frames, modeled writing and anchor charts, color coded sentences, providing outlines and summaries, tape recording sections from the text, reducing the length of grade level text and examining language closely, and modifying assessments based on the individual needs of the student.

   b. Newcomer students require significantly differentiated instruction as well. This can be done in either the delivery of the lessons, the materials provided, or both. They benefit from texts which are culturally relevant to them and their experiences. Newcomer differentiation strategies include: support with English grammar, language somewhat simplified/ phrases repeated, providing explicit instructions and modeling, modeling think alouds, multimedia presentations of content (pictures and video), hands on materials/experiential learning vs. lecturing, emphasizing vocabulary, semantic mapping (web diagrams or flow charts), graphic organizers, sentence starters / paragraph frames, modeled writing and anchor charts, tape recording sections from the text, reducing the length of grade level text and examining language closely, allowing use of home language, translations in native language, bilingual dictionaries in use, and modifying assessments based on the individual needs of the student.

   c. Developing students require somewhat differentiated instruction. This can be done in either the delivery of the lessons, the materials provided, or both. Developing ELL differentiation strategies include: providing explicit instructions and modeling, modeling think alouds, multimedia presentations of content (pictures and video), hands on materials/Experiential learning vs. lecturing, graphic organizers, sentence starters / paragraph frames, modeled writing and anchor charts, providing outlines and summaries, reducing the length of grade level text and examining language closely, and modifying assessments based on the individual needs of the student.

   d. Long Term ELL students require slightly differentiated instruction. Differentiation strategies for Long Term ELLs include: providing explicit instructions and modeling, modeling think alouds, hands on materials/Experiential learning vs. lecturing, graphic organizers, sentence starters / paragraph frames, modeled writing and anchor charts, providing outlines and summaries, reducing the length of grade level text and examining language closely. These students are also assessed by the SIT, and a plan is made to address the causes for long term ell status. Many of these ELLs also have IEPs. The goal of the school is to incorporate specific Special Education strategies for such students in partnership with the SpEd Department.

   e. Former ELL students receive two more years of ENL support for 90 minutes a week. Differentiation strategies for Former ELLs include: providing explicit instructions and modeling, modeling think alouds, graphic organizers, modeled writing and anchor charts, and providing outlines and summaries.

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?
This year we will focus on developing protocols and aligning scheduling so that our teachers of ELL-SWDs can work closely with the ENL provider as well as all providers to meet both the language acquisition needs and special needs of their students. The following list of instructional strategies for teachers of ELL-SWD was designed by Mr. Ludwin. These strategies provide access to content and accelerate English language development:

The MSTA teacher ensures/will provide...

- Language somewhat simplified/ phrases repeated
- Provides explicit instructions and modeling
- Objectives read aloud for content and language
- Activates Prior Knowledge (culturally relevant connections made)
- Models think aloud
- Multimedia presentation of content
- Visuals/diagrams/maps
- Realia (authentic materials from the real world)/ artifacts
- Videos
- Hands on materials/Experiential learning vs. lecturing
- Emphasizes Vocabulary
- Uses word walls
- Visuals support vocabulary
- Vocabulary is “frontloaded”
- Word banks
- Writing Scaffolds
- Brainstorming
  § discussions before writing
  § Semantic mapping (web diagrams or flow charts)
- Graphic organizers
- Sentence starters / paragraph frames
- Modeled writing and anchor charts
- Color coded sentences
- Modifies texts
- Provides outlines and summaries
- Rewrites or adapts the text
- Tape record sections from the text
- Adds visuals to the text
- Reduces the length of grade level text and examines language closely
- Allows use of home language
- Buddy system
- Translations in native language
- Bilingual Dictionaries in use
- Modifies assessments and assignments
- Oral assessments (one-on-one)
  § Running record
- Student-made posters and presentations
- Reduces number of questions (choosing important concepts vs. detail)
- Uses word banks
- Designs individualized assessments
- Allows group work/buddy help

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 regularly assess our ELL-SWDs to provide them with services in the least restrictive environment. ELL-SWDs are provided with services as per their IEPs. Students are placed in a self contained class, ICT setting, or general education class with SETTS based on the special education evaluation process and a collaborative effort with family, the guidance counsellor, and the school based psychologist. All teachers review IEPs and IEP goals and modify curriculum and student goals accordingly. We also provide flexible scheduling in all of our grades to allow students to receive services across the continuum in math and ELA.

The SIT has an ENL teacher, Mr. Ludwin, at every meeting to include the needs of these students. Student work is analyzed, IEPs are reviewed for quality and accuracy, and student action plans are created. The SIT determines if each ELL is in the least restrictive environment, and forms a plan to progress ELLs with IEPs into a less restrictive setting over time as goals are achieved. ELLs in Special Education have flexible scheduling to ensure that they are integrated with their peers. Some classes, such as advisory, gym, and music, are less restrictive than core content subjects. ELL students in self contained classes have the flexibility to work with their general education peers in some such classes.

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.

Our goal is to provide interventions in Math and ELA through after school enrichment, Saturday Academy, and AIS during the school day. The subgroups that are targeted by these intervention programs are SIFE and newcomer ELLs. During after school tutoring, these subgroups receive small group reading instruction that includes additional independent reading time, individual comprehension conferences, and writing about reading using text evidence.

Throughout the day, SIFE and newcomer ELLs are targeted for AIS small group instruction in ELA and Math based on teacher data. Saturday Academy is also focused on developing math and literacy skills in alignment with the Common Core State Standards. Saturday Academy has a course taught by a licensed ENL provider in order to deliver high quality, targeted interventions for this subgroup of ELLs. All ELLs are eligible based on test scores and teacher nomination. AIS and Saturday Academy both use the Ready New York Curriculum for Math and ELA.

Some Former 8th grade ELLs receive after school enrichment for math, which includes use of reagents test preparation materials and a routines bank of skills based problems of focus. Work for after school enrichment is selected based on student assessments. All ELLs are eligible for this after school enrichment program based on test scores and teacher nomination.

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

This year we will have two foci for our ELLs: the improved development of academic vocabulary as well as increased opportunities for writing. Vocabulary will be promoted in all classes with word walls that are interactive and student driven, as well as students centered, relevant vocabulary activities taught in context. In addition, we have added an enrichment course to our schedule for vocabulary development. This class meets twice a week and focuses on the development of academic tier III vocabulary words. Writing will be developed and improved using more graphic organizers, sentence starters, and exemplar writing models. The literacy coach, Ms. Ogbonna, will support the ELA and ENL teachers with these best practices.

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

Due to low enrollment and parental request, the Transitional Bilingual Education program has been discontinued since the 2014-2015 school year. Should enrollment and parental request patterns change, the school will open the program once again.

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

All students, including ELLs, have access to attending our after school programs. Our after school program in partnership with the Children’s Aid includes a wide range of athletic, artistic, and academic programs. Notices for upcoming programs are posted on our website, which is translatable into many languages. All ELLs are able to take advantage of all grade level field trips and opportunities. Our Title III program provides students an opportunity to develop skills in the four modalities. Our Title III Program offers after school curriculum for ELLs on Wednesdays and Thursdays, and supports ELLs with test
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.

We utilize new smartboards in all classrooms to provide frequent visuals, films and other multimedia representations of content, as well as written models for students during instruction. This gives ELLs frequent listening opportunities. The school has revealed a brand new computer lab to encourage frequent incorporation of technology into instruction. Both i-Ready and Performance Series computer based testing offer ELLs a stimulating, technology-based school experience. ELLs have opportunities to do online research for several of their classes. ELLs are also enrolled in a computer class with the technology teacher, Mr. Alfano, which exposes them to an introduction to programming as well as keyboard typing practice. All for modalities of language are addressed by these programs.

Examples of text resources with enhanced visuals include graphic novels and non-fiction books which are rich in illustrations. Students use maps, graphs, charts, cycles, and models to support and amplify texts in the content areas. They are provided with hands on, tactile activities to support kinesthetic learners. Total Physical Response strategies are also used to develop language. We also utilize iPads to provide language based centers and support development of literacy skills for newcomers.

The ENL classroom has developed an extensive library of native language texts. The Spanish language library is well developed, and additional texts in Bengali, French, and Chinese are slowly being incorporated. Students have access to bilingual dictionaries in all of the first languages spoken, and content area teachers have been provided with bilingual content glossaries in each home language.

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

We have bilingual dictionaries available for students in their native language in several content areas. The ENL library also has a robust offering of Spanish language novels and texts of interest for students to borrow and read either at home, or during silent sustained reading. All teachers are provided with content bilingual glossaries to use with students in their classrooms. Additionally, ELLs have access to iPads, which provide a variety of options for providing instruction in native language.

Parents receive materials and information to support their child's progress in the language indicated on their home language survey.

Translated standardized exams are ordered and administered whenever applicable (Math, 8th Grade Science). Spanish speaking students take the Spanish LAB when they are first admitted, and that data is shared with teachers so that they will know the extend of the students' home language literacy.

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

All ELLs have equal access to appropriate services, supports, and resources. The school utilizes grade appropriate standards and curriculum in each content and grade band in order to ensure that all required services/resources correspond to ELL student age and grade levels. The goal of the ENL Department is to modify and scaffold grade level, age appropriate materials so that all ELLs have access and do not fall farther behind while they acquire English.

Mr. Ludwin ensures that every ELL is receiving the proper ENL services, and Dr. Shelton ensures that ELLs who are also SWD receive those appropriate services as well. The SIT meets to ensure that appropriate services are being provided, and Mr. Ludwin uses the monthly ELL data report to make sure the all ELL services are accurately entered on STARS classroom.

Grade level instruction and assessment is based on the NYS standards for learning in each subject area. The ELA Department uses the Core Ready curriculum and the Math Department uses the Go Math curriculum. The Social Studies Department uses Passport. All summative assessments are computer based, ensuring that materials are age and grade appropriate. The ENL department is overseen by Ms. Dotel, the assistant principal. She meets weekly with Mr. Ludwin to discuss the program and areas for growth, goals, etc. When ENL teachers are observed, their feedback is shared with Mr. Ludwin by either Mr. Njoku or Ms. Dotel, and he works with his team to address concerns and celebrate excellence.
15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met? The Principals of both our school and 211 have regular meetings to share their collaborative vision. Mr. Ludwin meets with the ENL teachers at 211 to share and exchange resources, such as DRA/running records materials. The Children’s Aid program supports ELLs from both schools as well, and we have campus activities to encourage teachers from both schools to share and exchange resources and ideas. Furthermore, the testing coordinators communicate, the Union reps communicate, and the parent coordinators communicate to share resources and efforts to meet the needs of all ELLs in the shared building.

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). All ELL students are invited to a meet and greet during the month of August for all new incoming students. Here they are provided an opportunity to meet teachers, administration, and tour the school grounds. This year, we will be hosting several workshops for our ELL parents facilitated by our Assistant Principal, Ms. Suleika Dotel, our ENL teachers, Mr. Brad Ludwin, Mr. Herrera, and Ms. Ogbebor, and our Parent Coordinator Mr. Nathaniel Medina. Furthermore, we collaborate with our community-based organization the Children’s Aid in order to plan campus-wide events for our ELL students and parents. In addition, the school will direct parents to adult ENL classes, and hold cultural diversity celebrations. Newly enrolled ELLs receive NYSITELL and Spanish LAB testing throughout the school year as they arrive. Home language surveys, ELL welcome meetings, and parent selection forms are conducted and reviewed by Mr. Ludwin. Mr. Medina meets with ELL parents regularly throughout the year to ensure that they receive all ELL-related documents and updates (i.e., entitlement letters, Title III permission slips). He also coordinates the newly enrolled ELLs’ parent meeting with Mr. Ludwin.

Mr. Ludwin is the Chairperson for the SLT. One role of the SLT is to determine activities for new ELLs and their families. Such activities include, but are not limited to, academic seminars conducted in Spanish for the families of newly enrolled ELLs, Hispanic Heritage activities in September, and Cultural Celebration activities in April.

17. What language electives are offered to ELLs? ELLs in the 6th and 7th grade receive Spanish language classes to further develop their meta-linguistic awareness and move students towards multilingualism. In addition, this course provides all students with a window into the language learning process. 8th grade students who demonstrate excellence in Spanish are permitted to take the Spanish LOTE in advance of high school. This allows MSTA ELLs to be ahead of their peers in the 9th grade.

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)? Not Applicable
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?

Effective educators are constantly re-evaluating and rethinking their practices focusing on curriculum requirements, new information and research, and the day-to-day demands of teaching. It is our belief that in order to make the best teaching decisions for our students, we must be fully informed about credible research, exemplary teaching practices, the social aspects of learning, how our students develop as learners, etc. One of the best ways to continue to be knowledgeable is through engagement in ongoing professional learning and conversations during grade level meetings/planning days, weekly Monday professional learning, periodic professional development days, professional reading, and through the turn-keying of information acquired while attending workshops and seminars outside of the school. All of the faculty at our school (Principal, Assistant Principal, teachers, paraprofessionals, guidance counselors, special educators, speech therapist, psychologist, secretaries and parent coordinator) are required to attend all ELL Professional Learning sessions since as a community we are all teachers of English Language Learners. For members who are unable to attend these sessions, information is turn keyed by either the Assistant Principal, Ms. Dotel or our ENL teacher, Mr. Ludwin. Additionally, Mr. Ludwin provides at least two PDs a year to the general education teachers specific to the needs of ELLs. This year, those PDs will focus on academic vocabulary and evaluating ELL writing.

Mr. Ludwin, our ENL teacher and ELL Liaison, will receive multiple Professional Development Opportunities through the Office of ELLs as well as other professional organizations. Mr. Ludwin will attend ELA department meetings in order to provide colleagues with support in developing units, tasks, and lessons that provide supports for ELLs and appropriate resources. This structure also allows Mr. Ludwin to infuse the Common Core Standards into his curricular planning. The hope is that this infusion offered our students a smoother transition between ENL and ELA through common language and common curriculum used. Both teachers will work in close collaboration with the staff to support student transition to Middle School by attending weekly common planning time meetings with staff as needed.

Professional Development topics for all teachers of ELLs this year include (to be conducted on Mondays after school):

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.

All professional development activities take place after school on Mondays. For these meetings, there is an agenda with a sign in sheet. These documents are saved in a binder kept with the assistant principal. The materials shared at the pd are sent out to all teachers digitally. In order to ensure that all teachers receive 15% of total hours of PD focused on ELL related topics, the following will take place this year:

In order to ensure that Mr. Ludwin and Ms. Ogbebor achieve 50% of their PD in ELL related topics, they will attend monthly trainings outside of the building focused around ELLs in addition to what is offered at the school. As the ELL Liaison, Mr. Ludwin attends training led by the district, and then turnkeys the information to Ms. Ogbebor. All materials and documents are stored in a binder in the ENL classroom.
### 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?

   Mr. Ludwin and Ms. Ogbebor conduct mandatory one to one meetings with the parents of all ELLs to inform parents of their child's progress. In this meeting, parents receive a detailed breakdown of their child's NYSESLAT results by modality and form goals for the upcoming school year. Records of these meetings are kept using a log, and these records are stored in the ENL classroom.

   Parent Workshops surrounding important issues in the academic community such as changes to CR Part 154, getting ready for the state tests, and other topics will also be provided by the school or through our partnership with The Children's Aid. Mr. Medina, the Language Access Coordinator, ensures that the appropriate translation services are available to parents for all meetings. The phone service is regularly employed. Resources and materials are translated in English and the parents home language by either a school faculty member or the NYCDOE Translation department. We also ensure that at least one member of the the school leadership team is the parent of an ELL so that they can contribute and have a voice in the decisions made by that committee.

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

   MSTA provides many offerings to the parents of ELLs to make them feel both welcome and involved in the school community. For example, adult ENL courses are offered for those wishing to further their own English skills. ELL parents are active members of the School Leadership Team. This year's SLT parent events include the following:

   Teachers are encouraged to devise homework assignments that are accessible to parents who speak languages other than English and promote parent engagement. ELL parents are invited for writing celebrations and publishing parties of student work. MSTA also benefits from a very active Parent Association, and provides frequent communication about students’ academic progress. MSTA will send home report cards and/or progress reports 6 times throughout the school year – all of which are signed for and returned. Families in need of translated materials fill out an additional survey and their needs are met via phone call and/or translated materials sent home.

   We also have a website, where near-weekly communication is sent home via phone blast and will be able to be translated on the webpage. Students’ grades, attendance, and assessments are also able to be viewed online through system called Pupil Path.

### 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, Uchechukwu Njoku, 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-interrupted-inconsistent-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

**School Name:** School of Mathematics, Science  
**School DBN:** 12X318

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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<tbody>
<tr>
<td>Uchechukwu Lawrence Njoku</td>
<td>Principal</td>
<td></td>
<td>09/28/18</td>
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<tr>
<td>Suleika Dotel</td>
<td>Assistant Principal</td>
<td></td>
<td>09/28/18</td>
</tr>
<tr>
<td>Nathaniel Medina</td>
<td>Parent Coordinator</td>
<td></td>
<td>09/28/18</td>
</tr>
<tr>
<td>Brad Ludwin</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>09/28/18</td>
</tr>
<tr>
<td>Jada Papres</td>
<td>Parent</td>
<td></td>
<td>09/28/18</td>
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<tr>
<td>Wodo Ogbonna, Dean</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>09/28/18</td>
</tr>
<tr>
<td>Omosefe Ogbebor</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>09/28/18</td>
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<tr>
<td>Soraya Senerchia, Math Coach</td>
<td>Coach</td>
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<tr>
<td>Wodo Ogbonna, ELA Coach</td>
<td>Coach</td>
<td></td>
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<tr>
<td>Dawn Hodge</td>
<td>School Counselor</td>
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<td>09/28/18</td>
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<tr>
<td>Jacqueline Rosado</td>
<td>Superintendent</td>
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<td>09/28/18</td>
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<tr>
<td>Socorro Diaz</td>
<td>Field Support Center Staff Member</td>
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<td>09/28/18</td>
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<tr>
<td>Michael Alfano</td>
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<tr>
<td>Marla Shelton</td>
<td>Other IEP Teacher</td>
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<tr>
<td>Amy LaLiberte</td>
<td>Other ELA</td>
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**2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS**

*Requirement under Chancellor’s Regulations A663 for all schools*

**DBN:** 12X318  **School Name:** School for Mathematics, Technology,  **Superintendent:** Rafaela Espinal

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>
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</thead>
<tbody>
<tr>
<td>Brad</td>
<td>Ludwin</td>
<td>ENL Coordinator</td>
<td>Yes</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 have a Language Access Poster predominantly displayed next to the entrance of the Main Office as well as a “We Speak Your Language” post card at the security lobby at the entrance of the school. Written translation services will be provided in-house by school staff proficient in the pertinent language. Furthermore, DOE translation services and the Google Translate are used to translate documents when in-house staff is unavailable or unable to translate a particular document. Written translation will be provided for: • Monthly Calendars • Memos • Individual parent Letters • Parent Newsletters

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.
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.

None

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>Translation of letters from school sharing upcoming events such as parent-teacher conferences, potluck dinners, and/or other social and academic functions through DOE Translation services.</td>
<td>Monthly Newsletters (beginning of the month)</td>
<td>Each document that is sent to parents is first approved by the principal who then sends it to either our school secretary or Assistant Principal for translation. If a document requires translation in a language other than Spanish the school reaches out to the NYCDOE translation unit for support or other schools in the campus for a translator.</td>
</tr>
<tr>
<td>Translation of Welcome Folder Materials – sex offenders letter, Principal’s Welcome letter, Emergency Blue cards, etc through DOE Translation services.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Translation of progress report cover sheets – communicating grades, attendance records, and details in regards to academic standards/promotion requirements through DOE Translation services.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Translations of academic reports – Promotion In Doubt Letters, academic warning letter - Immediate Parent letters re: specific student needs can be translated in house - Assistant Principal or Parent Coordinator.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brochures distributed at School Fairs and Tours for prospective families - Translation of supplemental high school application</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Materials

- Posting of upcoming events, daily announcements, Parent Meetings, social/academic functions.

## Academic Reports

- Report cards; progress reports; promotion in doubt
  - Quartiles
  - Each document that is sent to parents is first approved by the principal who then sends it to either our school secretary or Assistant Principal for translation. If a document requires translation in a language other than Spanish the school reaches out to the NYCDOE translation unit for support or other schools in the campus for a translator.

## School Events

- Monthly
  - Each document that is sent to parents is first approved by the principal who then sends it to either our school secretary or Assistant Principal for translation. If a document requires translation in a language other than Spanish the school reaches out to the NYCDOE translation unit for support or other schools in the campus for a translator.

## Workshops

- Monthly
  - Each document that is sent to parents is first approved by the principal who then sends it to either our school secretary or Assistant Principal for translation. If a document requires translation in a language other than Spanish the school reaches out to the NYCDOE translation unit for support or other schools in the campus for a translator.

### 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>High School materials/meetings - oral interpretation through Assistant Principal or Parent Coordinator - Increases parents’ understanding of city/state assessments, and high school process</td>
<td>September 2017, October 2017</td>
<td>Translation via faculty member. If parent speaks a language that is not available for translation at the school we seek the help of the NYCDOE translation services.</td>
</tr>
</tbody>
</table>
Parent Teacher Meetings

<table>
<thead>
<tr>
<th>Month</th>
<th>Day</th>
<th>Translation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 2017</td>
<td>Every Tuesday</td>
<td>Translation via faculty member. If parent speaks a language that is not available for translation at the school we seek the help of the NYCDOE translation services.</td>
</tr>
<tr>
<td>December 2017</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Parent Workshops

<table>
<thead>
<tr>
<th>Month</th>
<th>Frequency</th>
<th>Translation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Once a month</td>
<td>Translation via faculty member. If parent speaks a language that is not available for translation at the school we seek the help of the NYCDOE translation services.</td>
</tr>
</tbody>
</table>

IEP Meetings

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Translation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twice a month</td>
<td>Translation via faculty member. If parent speaks a language that is not available for translation at the school we seek the help of the NYCDOE translation services.</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.

Our school has a list of languages spoken by all faculty members to be utilized in case of emergency.

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.

The school will conduct professional development in order to ensure that all staff members are aware of how to use translation services and over the phone interpretation services.

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.)

IS 318 will continue to ensure all families receive information in regards to, but not limited to, all aspects of registration, standards and performance, conduct, safety, discipline, special education and related services and other aspects of health and education. In accordance with Part VII of Chancellor’s Regulations A-663 we distribute Parent Bills of Rights to families in Welcome Folders as needed. New admits are also provided this document as necessary. Signage in regards to Welcoming families and translation services are posted in the Main Office as well as with our Parent Coordinator. Our school security team and School Based Response team are well versed in ensuring parents/guardians are directed to administration as needed and provided interpretation through school staff (if applicable) and/or the DOE Translation and Interpretation Unit.

**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?

We will work with the Parent Association and the School Leadership Team in order to gather information and obtain feedback regarding the quality and availability of services.