2018-19
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001): 09X328
School Name: NEW MILLENNIUM BUSINESS ACADEMY MIDDLE SCHOOL
Principal: DORALD BASTIAN
Renewal School Comprehensive Educational Plan (RSCEP) Outline

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Section 1: School Information Page

School Information

School Name: New Millennium Business Academy
School Number (DBN): 09X328

BEDS Code: 320900010328
Grades Served: 6,7,8

School Address: 1000 Teller Avenue Bronx, New York 10456

Phone Number: 718-588-8308
Fax: 718-588-8767

School Contact Person: Doral Bastian
Email Address: Dbastian@schools.nyc.gov

Community School CBO: CENTER FOR SUPPORTIVE SCHOOLS
Principal: Doral Bastian
Community School Director: Albert Chun
UFT Chapter Leader: Frances Michael Aufiero
Parents’ Association President: Gabriela Silverio
SLT Chairperson: Frances Michael Aufiero
Title I Parent Representative (or Parent Advisory Council Chairperson): Lydia Hampton
Student Representative(s): Jamilex Burgos, Deneya Avila, Moustapha Fofana

District Information

Geographical District: 09
Superintendent: Leticia Rosario-Rodriguez
Superintendent’s Office Address: 1245 Washington Avenue Bronx, New York 10456
Superintendent’s Email Address: LRosario2@schoolss.nyc.gov
Phone Number: 718-579-7143
Fax: 718-410-7017

Field Support Center (FSC)
Section 2: Executive Summary and Organizing Principles

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

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

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

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

School Receivership
In April 2015, state lawmakers and Governor Andrew Cuomo created section 211-f of the State Education Law, which established the School Receivership program as a new intervention strategy to turn around struggling schools. This new law, and Commissioner’s regulation 100.19, requires that “Persistently Struggling Schools,” defined as Priority Schools that have been in the most severe accountability status since the 2006-07 school year, be given an initial one or two-year period under a “Superintendent Receiver”. These schools were placed in receivership under the New York City Schools Chancellor. Each school must make demonstrable improvement on specific benchmarks or it will be placed under an independent receiver. Under the Chancellor’s Receivership Plan, the School Renewal Program is NYCDOE’s
core strategy for turning around struggling schools. Renewal Schools have already begun implementing significant interventions and are receiving additional resources and support to accelerate student performance and help close achievement gaps reflected in this RSCEP.

**Structure of the Renewal School Comprehensive Educational Plan (RSCEP)**

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

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

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

- **Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals.** In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.

- **Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school.**

- **Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.**

- **Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students.**

- **Additional, focused strategies to increase parent and family engagement.**

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

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

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

**Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.
The Department has established programs to strengthen ties between schools and communities, and is giving teachers and students supports to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a report, entitled Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students.

The Framework for Great Schools and RSCEP Development

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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<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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<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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<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>
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<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>
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<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>
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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 NYDOE’s Quality Review Rubric, School Quality Guide and other quantitative and qualitative data tools.

NYSED’s Six DTSDE Tenets

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

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

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

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

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

School Leadership Teams should engage in the following steps:

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

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

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

- **Step 4:** Create a summative vision for the elements of the Framework for Great Schools.

- **Step 5:** Revisit your school’s current goals, and strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you have identified, and will let your school community know when you have reached your goal.

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

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

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

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

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

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

On the chart below:

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

<table>
<thead>
<tr>
<th>Check if SLT</th>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
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<tbody>
<tr>
<td>●</td>
<td>Doral Bastian</td>
<td>*Principal or Designee</td>
<td></td>
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<tr>
<td>●</td>
<td>Frances M. Aufiero</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
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<tr>
<td>●</td>
<td>GabrielaSilverio</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
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<tr>
<td></td>
<td>Aida Pagan</td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td></td>
<td>Tanya Ortiz</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<td></td>
<td>Albert Chun</td>
<td>Community School Director (staff)</td>
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<tr>
<td>●</td>
<td>JamilexBurgos</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
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<tr>
<td>●</td>
<td>MoustaphaFofana</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
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<tr>
<td>Check if SLT</td>
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<tr>
<td></td>
<td>Willett Nanton</td>
<td>Assistant Principal (non-voting)</td>
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<tr>
<td>X</td>
<td>Laura Weiss</td>
<td>Staff</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>Breece Daniels</td>
<td>Staff</td>
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<tr>
<td>X</td>
<td>Shanieka Muniz</td>
<td>Staff</td>
<td></td>
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<tr>
<td></td>
<td>Jose Cruz</td>
<td>Staff (non-voting)</td>
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<tr>
<td>X</td>
<td>Gabrielle Silverio</td>
<td>Parent</td>
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<tr>
<td>X</td>
<td>Tanya Ortiz</td>
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<tr>
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<td>Dennis Avila</td>
<td>Parent</td>
<td></td>
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<tr>
<td>X</td>
<td>Yahaira Medina</td>
<td>Staff/Parent/Other Contributor</td>
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<tr>
<td>X</td>
<td>Joanna Digna-Suarez</td>
<td>Staff/Parent/Other Contributor</td>
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<tr>
<td>X</td>
<td>Nacha Nozile</td>
<td>Staff/Parent/Other Contributor</td>
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**Community Engagement Team (CET) Signature Page**

**Directions**: Please fill out this form and indicate members of your Community Engagement Team.

On the chart below:

1. List the names of each Community Engagement Team member in the first column.
2. Record the position and constituent group represented in the second column.
3. Community Engagement Team members should review this document and sign in the right-hand column in **blue ink**. If a Community Engagement Team 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 signature page.
<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
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</thead>
<tbody>
<tr>
<td>Petra Vega</td>
<td>Community Outreach &amp; Engagement Coordinator</td>
<td></td>
</tr>
<tr>
<td>Jose Cruz</td>
<td>Parent Coordinator</td>
<td></td>
</tr>
<tr>
<td>Laura Weiss</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Shanieka Muniz</td>
<td>Teacher</td>
<td></td>
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<tr>
<td>Nacha Nozile</td>
<td>Teacher</td>
<td></td>
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<tr>
<td>Francis Aufierro</td>
<td>UFT Delegate</td>
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<tr>
<td>Gabriella Silverio</td>
<td>Parent</td>
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<tr>
<td>Joanna Digna Suarez</td>
<td>Parent</td>
<td></td>
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<tr>
<td>Moustapha Fofana, Jamilex Burgos</td>
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Section 4: Renewal School Narrative

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

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

A school with “A Passion For Excellence,” MS 328 fosters an environment in which diverse learners can bridge the divide between childhood and adolescence, achieving full potential in their academic, creative, personal, physical, and moral development. Our beliefs about student learning is captured in our school’s mission statement, “With our minds, with our hearts, with our hands we seek to inspire and empower every child to pursue excellence with passion.” We believe that children learn best when there is a high degree of challenge coupled with a high degree of support. Our pedagogy is characterized by high expectations, sustained academic rigor, and quality teacher-to-student and student-to-student interactions. Our instructional focus is rooted in the belief that if teachers plan for and support student collaboration and opportunities to build understanding together, then students will be able to achieve at standards-based learning tasks independently. As a school community we look for and measure the evidence of student learning in deeply sustaining learning tasks that require thoughtful critical thinking. This effort is best captured in student writing that undergoes the writing process from drafting and note-taking to a final, publishable piece. We will track the development of our students thinking, and deep understanding in their writing and measure this growth comparatively from September 2018 to June 2019.

Our teachers have been trained to implement Sheltered Instruction Observation Protocol (SIOP) and Quality Teaching for English Language Learners (QTEL) so that they are better prepared to meet the learning demands of a learning community whose Ell students comprised more than one quarter. Every teacher uses both language and content objectives in their daily lesson plans in order to support all learners along the continuum of language acquisition. We believe that all students are in a process of acquiring proficient academic language that will propel them toward college and career readiness in the real world, and therefore design instruction to include access points and acceleration for all learners.

New Millennium Business Academy (09X328) is a small, community middle school located in the Morrisania section of the Bronx. As a neighborhood zone school, students are matched to our school from 22 neighboring elementary schools. The neighborhood is mostly residential, African American, Puerto Rican, and Dominican. Roughly 20 percent of our students abide in temporary housing.

During the 2017-2018 school year, the student body of MS 328 was comprised of approximately 26% English Language Learners and 24% Students with Special Needs. 60% of the student body is Hispanic, 36% Black, 1% Asian, and 2% White. The school shares a campus with two additional middle schools, J.H.S 145 and MS 325 and collectively the campus schools participate in a universal free-lunch program.

The school has partnerships with several community-based organizations, including The DreamYard Project, GlobalWrites, Project Boost, Hip-Hop 4 Life, St. Barnabas Hospital, Lehman College, Monroe College. MS 328’s lead CBO for the 2018-2019 school year will be the Center for Supportive Schools. The school celebrates it’s partnership with DreamYard particularly for it’s annual poetry exchange program with schools in Tokyo, Japan. The event is hosted annually and is facilitated by US Ambassador to Japan, Caroline Kennedy. During the 2014-15 school year the event was attended by Mayor Bill D’Blasio.
The Center for Supportive Schools will play a key role in the renewal school process as the school transitions to becoming part of a community school campus and rebranding its namesake. Working in tandem with several community partners including Monroe College, Lehman College, and several local and corporate businesses, the school will provide experiential learning opportunities that inspire all students to not only pursue academic excellence, but also to pursue ingenuity and entrepreneurship as a personal brand. We strive to create a community of learners and leaders.

To encourage teacher tenure and commitment to the school’s mission and vision, the school will continue to support structures for teacher leadership. During the 2018-19 the school intends to retain three teacher leadership roles and add a fourth: Three Peer-Collaborative Teachers and one model teacher who will work closely with the school’s administration to provide ongoing, job-embedded professional development and mentoring. Through a two year District 9 initiative, two of our peer collaborative teachers were extensively trained by the New Teacher Center to mentor, support, and professionally develop first and second year teachers. During the 2018-2019, our Peer Collaborative Teachers will continue to be integral members of the school instructional cabinet.

This year, we showed strength in the Collaborative Teachers element of “The Framework for Great Schools” when we used our Monday professional development periods to execute lesson studies around the school’s instructional focus — quality interactions. Through six lesson studies, our teachers studied instructional strategies designed to produce “quality interactions” amongst learners. Working together teachers collaborated to plan and deliver lessons and observed one another’s practice. Teachers consistently and openly discussed lesson strategies and student work using common student work analysis protocols. They also monitored student benchmark data and gave each other actionable feedback. Our priority professional goals for this upcoming school year are threefold:

1. Further develop teacher teams to be viable teams that work within structures of a professional learning community as defined by Solution Tree.

2. As a Data Wise model school, we will improve already existing Inquiry team structures to ensure a cycle of continuous learning for all students.

3. We will continue to deepen teacher understanding and practice in Domain 3 of the Danielson framework— which is closely aligned to our instructional focus, Quality Interactions, through our partnership with Harvard University via Teacher Rounds.

We will continue working toward ensuring rigorous instruction across all classrooms by strengthening teacher collaboration to design and implement viable curricula in all core and elective courses. We will ensure that curricula is aligned to Common Core and provides an appropriate level of rigor and support across classrooms and grade levels by placing an emphasis on writing across the curriculum. Working in partnership with Literacy Design Collaborative (LDCI3) our school will develop all content area teachers in the area of assigning and scoring standards-based learning tasks using a common rubric. Students will write a minimum of 6 science lab reports, 6 writing projects in social studies and a minimum of 20 (proficient) math extended response writing assignments. In ELA, students will complete a minimum of 8 writing projects per school year. Our goal is that each student will have a student work binder that will comprise of a minimum of 25 writing pieces that show learning growth by the end of the school year.

Historically, we have offered a variety of Expanded Learning opportunities for our students. For those in need of remediation, we have offered Saturday Academy and after-school tutoring/enrichment through our 21st Century
grant as well as our regularly scheduled renewal school after school program. In addition, through our National Junior Honor Society charter, we will continue to offer Math and ELA enrichment for our honor students.
### School Demographics and Accountability Snapshot for 09X328

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>06,07,08</td>
<td>242</td>
<td>No</td>
</tr>
</tbody>
</table>

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

- Translational 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): 31
- # SETSS (ELA): 22
- # Integrated Collaborative Teaching (ELA): 6
- # Special Classes (Math): 30
- # SETSS (Math): 22
- # Integrated Collaborative Teaching (Math): 5

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

- # Visual Arts: 1
- # Music: 1
- # Drama: 4
- # Foreign Language: 1
- # Dance: 1
- # CTE: 0

#### School Configuration (2017-18)

- % Title I Population: 90.9%
- % Attendance Rate: 90.9%
- % Free Lunch: 88.6%
- % Limited English Proficient: 33.9%

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

- % American Indian or Alaska Native: 0.0%
- % Black or African American: 32.6%
- % Hispanic or Latino: 66.1%
- % Asian or Native Hawaiian/Pacific Islander: 0.0%
- % White: 0.8%
- % Multi-Racial: 0.4%

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

- 12.26

#### % of Teachers with No Valid Teaching Certificate (2014-15)

- 67%

#### % Teaching Out of Certification (2015-16)

- 7.1

#### Financial Performance Measures (2015-16)

- 0%

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

- ELA Performance at levels 3 & 4: 17.9%
- Mathematics Performance at levels 3 & 4: 10.4%

#### Science Performance at levels 3 & 4 (4th Grade) (2016-17)

- N/A
- Science Performance at levels 3 & 4 (8th Grade) (2016-17): 23%

#### 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 (2011 Cohort): N/A
- % ELA/Math Aspirational Performance Measures (2015-16): N/A

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

- Reward: No Recognition
- In Good Standing: Yes
- Local Assistance Plan: No
- Focus District: Yes
- Focus School Identified by a Focus District: No
- Priority School: No
- Focus Subgroups: N/A

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

#### Elementary/Middle School

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

<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native: N/A</td>
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<td>Hispanic or Latino: NO</td>
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<tr>
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<td>White: N/A</td>
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<tr>
<td>Multi-Racial: N/A</td>
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<tr>
<td>Students with Disabilities: NO</td>
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<tr>
<td>Limited English Proficient: NO</td>
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<tr>
<td>Economically Disadvantaged: NO</td>
</tr>
<tr>
<td>ALL STUDENTS: NO</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in Science (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native: N/A</td>
</tr>
<tr>
<td>Black or African American: N/A</td>
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<tr>
<td>Hispanic or Latino: YES</td>
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<tr>
<td>Asian or Native Hawaiian/Other Pacific Islander: N/A</td>
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<td>White: N/A</td>
</tr>
<tr>
<td>Multi-Racial: N/A</td>
</tr>
<tr>
<td>Students with Disabilities: NO</td>
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<tr>
<td>Limited English Proficient: NO</td>
</tr>
<tr>
<td>Economically Disadvantaged: NO</td>
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<tr>
<td>YES ALL STUDENTS: YES</td>
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#### High School

<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in ELA (2016-17)</th>
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</thead>
<tbody>
<tr>
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<td>Students with Disabilities: N/A</td>
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</tr>
<tr>
<td>Economically Disadvantaged: N/A</td>
</tr>
<tr>
<td>ALL STUDENTS: N/A</td>
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</table>

<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)</th>
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</thead>
<tbody>
<tr>
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<td>White: N/A</td>
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<tr>
<td>Multi-Racial: N/A</td>
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<tr>
<td>Students with Disabilities: N/A</td>
</tr>
<tr>
<td>Limited English Proficient: N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged: N/A</td>
</tr>
<tr>
<td>ALL STUDENTS: N/A</td>
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</table>

<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in Graduation (2016-17)</th>
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</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native: N/A</td>
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<tr>
<td>Black or African American: N/A</td>
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<tr>
<td>Hispanic or Latino: N/A</td>
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<tr>
<td>Asian or Native Hawaiian/Other Pacific Islander: N/A</td>
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<td>White: N/A</td>
</tr>
<tr>
<td>Multi-Racial: N/A</td>
</tr>
<tr>
<td>Students with Disabilities: N/A</td>
</tr>
<tr>
<td>Limited English Proficient: N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged: N/A</td>
</tr>
<tr>
<td>ALL STUDENTS: N/A</td>
</tr>
</tbody>
</table>
Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards</td>
<td></td>
</tr>
<tr>
<td>(CCLS) that is monitored and adapted to meet the needs of students.</td>
<td>N/A</td>
</tr>
<tr>
<td>3.3 Teachers develop and ensure that unit and lesson plans used include data-driven instruction</td>
<td></td>
</tr>
<tr>
<td>(DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and</td>
<td></td>
</tr>
<tr>
<td>address student achievement needs.</td>
<td>N/A</td>
</tr>
<tr>
<td>3.4 The school leader and teachers have developed a comprehensive plan for teachers to partner</td>
<td></td>
</tr>
<tr>
<td>within and across all grades and subjects to create interdisciplinary curricula targeting the</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>strategic short and long-range curriculum planning that involves student reflection, tracking</td>
<td></td>
</tr>
<tr>
<td>of, and ownership of learning.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

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

The school will continue to protect time and structures for teachers to develop unit and lesson plans that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs. The school’s strengths in this area include

- Our 2017-2018 School Quality Review received five Well-Developed in the following areas:
  - 1.2 Teacher Pedagogy
    - 1.3 Strategic Organizational Decision
    - 1.4 Culture of Mutual Trust
    - 4.1 Teacher Professional Development
    - 4.2 Professional Collaboration
    - Among the five areas of proficiency under the School Quality Review, we will focus on highlighted lines for improvement.
  - 1.1 Rigorous Instruction Across All Content Areas
  - 2.2 Ongoing Assessment
  - 3.1 Coherent Vision of Improvement
  - 3.4 Culture of High Expectations
5.1 System for Monitoring and Making Adjustments

- Structured time to meet in grade level and content areas teams (3.3)
- New Staff Mentorship and support (3.3)
- Collaborative lesson planning and lesson studies (3.3, 3.4)
- Deep analysis of student work in order to drive decisions made in curriculum modifications (3.4, 3.5)

Although the school was rated Developing in all aspects of this tenet the school will continue to build upon the following strengths in order to address each sub-tent by:

- Developing a shared instructional focus around quality interactions so that all learners will have access to content that is rigorous, comprehensible and includes access points for all learners (3.2)
- Provide weekly job-embedded professional development around school’s instructional focus (3.2)
- Teacher teams in all core content areas will set benchmark checks to ensure that instruction is data-driven (3.4, 3.5)
- Teacher teams will analyze student achievement data beginning in October with baseline and ongoing through June 2019 (3.5)
- Teacher teams will used common rubrics and protocols for analyzing student work in order to determine student progress and student goals toward standards-based learning tasks (3.5)

Part 2 – Summative Vision for Rigorous Instruction

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

By the end of the renewal school process the school will have a tried and proven approach to standards-based mathematics instruction. Our math teachers will implement a curriculum aligned to the CCLS using Glencoe Common Core Edition textbook and EngageNY. The math department will focus on problem solving (across grades) with an emphasis in ratios and proportions (6th), proportional relationships (7th), and functions/expressions & equations (8th). Baseline and benchmark assessments will be used at beginning and end of each instructional unit to track student progress and determine intervention needs.

English Language Arts teachers will collaborate to develop a curriculum that utilizes resources from the Teacher’s College Writing Units and Expeditionary Learning. The ELA department will also continue to develop practices around American Reading Company’s 100 Book Challenge program to foster independent reading and differentiation during literacy block. Baseline writing and interim benchmark writing assessments will be used to track student progress. Teachers will work together to analyze student writing, and set learning goals.

Students at MS 328 are expected to read independently (at minimum) 30 minutes in class and 45 minutes at home each day. During the school day, teachers will conference with students and collect data from their conferences in the Literato database. This system allows us to provide targeted, individualized next steps for each student. We will use Literato to determine AIS and differentiate Expanded Learning Time. We will also deepen our use of iready during our Expanded Learning Time, four days weekly. Students will be program for alternating A-B days during which we will
dedicate 75 minutes for iReady mathematics differentiated support and 75 minutes for ELA (A days). On alternating B days targeted students will receive RTI supports for which they have been matched based upon our baseline assessment, or attend one of six enrichment courses offered at the same time. This will allow us to reduce our RTI classes to no more than 15 students per targeted intervention.

Science and social studies teachers will continue to implement the CCLS writing standards within their content areas. There will be a minimum of one CCLS aligned writing assignment per unit of study in science and social studies. In addition we will continue our full implementation PBI science and Passport Social studies, matched to the NYCDOE curricula for social studies and science and State standards.

All core classes will have the following structure:

- Independent Reading (ELA only)
- Connection
- Model
- Shared Experience
- Guided Practice
- Collaboration
- Independent Practice (Small-Group Instruction)
- Closure

All teachers will be trained in order to build their capacity to plan coherent instruction that effectively provides access points for all learners, including ENL’s. With careful attention to the acquisition of academic language, all lesson plans will include both language and content objectives that are measurable, observable and standards-based. Teachers will use sentence stems and accountable talk protocols to promote academic conversation and interaction in the classroom.

The school will continue to use quarterly writing benchmarks to track student progress. Data from unit assessments will be uploaded into steps for our students. This tool will also help us to determine what scaffolds and differentiation techniques are necessary to push our students to mastery of the CCLS across content areas.

Resources for ELT:

The school will be prepared to provide extended learning opportunities for 100 percent of its students. Our academic and enrichment program is outline later in the plan, however the following is a list of resources we will use to support our Extended Learning Time programs:

- myON, a digital independent reading program that measures student reading level progress ongoing.
- DreamYard (Studio Art, Poetry, Chorus, Theater, Step), an arts enrichment CBO with whom the school has partnered for the past nine years.
· LEAP - Learning through an Expanded Arts Program, a CBO comprised of ELA, STEM, and enrichment teaching artist who will service up to 40 students during ELT.

· Book Club

· Community Service Projects (NJHS), through their participation in the national Junior Honor Society, students will engage in three-four community service learning activities.

· Mock Trial, select students will practice and compete in the annual Borough-wide mock trial competitions.

What is your vision for the implementation of CCLS-aligned curricula that meets the needs of your diverse learners, personally, academically, and culturally?

Our implementation of CCLS-aligned curricula will meet the needs of diverse learners personally, academically, and culturally.

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

Through partnership with our Community School’s CBO, Center for Supportive Schools, and their subcontractors, students will have the opportunity to participate in social/emotional, ELA, math, STEM, athletics, and arts enrichment programs that will offer students a broad set of opportunities to apply the skills gained during traditional classroom instruction in the core academic subject areas. Program examples include Peer Group Connection, an evidenced based social/emotional and leadership development program partnering 8th grade peer leaders with the entire 6th grade student body; LEAP “Power Hour” (ELT) and afterschool programming focused on ELA, arts enrichment, robotics, 3D printing, photography, dance/step, athletics, etc.; Salvadori Center who focuses on a STEM approach to learning about the built environment through project based learning, and Success Mentoring focusing on attendance and positive academic goals setting.

Instructional shifts are embedded in this vision through regular bi-weekly or monthly teacher team meetings with all program providers to align classroom instruction and program instruction to specifically meet the needs of identified groups of learners.

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

The delivery of instruction will include culturally relevant curricula and resources that engage learners personally, academically and culturally.

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

Teachers will engage students through multiple entry points including the use of scaffolds to support ELLs and SWDs.

What is your vision for the use of a comprehensive assessment strategy (diagnostic, formative, benchmark, and summative) to drive curricular, instructional, and organizational decisions that impact student outcomes?
The school will continue to use diagnostic, formative and benchmark assessments to track impact beginning in September when all students will take diagnostic reading, ELA, Mathematics and writing baseline assessments. Benchmark assessments will be administered three times annually.

Please indicate below the specific assessments that you are implementing and their purpose for each grade.

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Assessment Type (diagnostic, formative, benchmark, summative)</th>
<th>Grades Implemented</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
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<td>.na</td>
<td>.na</td>
<td>.na</td>
</tr>
</tbody>
</table>

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Part 3 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Rigorous Instruction. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

By June 2019, students will demonstrate an increase in the volume and quality of Next Generation Standards writing tasks as measured by an increase of 30% of students scoring a holistic ‘3’ or higher on end of unit benchmarks anchored to Teachers College writing rubrics. This will result in decreasing our level 1 students by 92 students, or 29%. In addition, we will increase our level 3 and level 4 students by 64 students, or 20%, from 14% (current state) on the New York State ELA exam.

Please answer the following Question as it relates to meeting your Rigorous Instruction Annual Goal:
Which Renewal benchmarks do you expect will improve by meeting your Rigorous Instruction Annual Goal?

List of Renewal Benchmarks expected to improve

- Average ELA proficiency rating from 2.10 to a minimum increase to 2.11
- Average Science proficiency rating from 35% to a minimum increase to 36%
- ELA State Performance Index increase from 52 to a minimum increase of 54
### Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives: Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</th>
<th>Target Group(s)</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>--We will continue to leverage teacher leadership. Teacher leaders (PCTs) and administrative team will provide coaching through classroom observations and feedback conversations. PCTs and admin will develop teacher teams in: The use of common rubrics for assessing student writing. The tasks will require students to use evidence from the text to demonstrate understanding and to support their ideas about the text (Core Action 2B). The use of a common protocol to look at student work together. The use of student writing as formative assessment tool for determining the differentiated needs of learners. --As a Teachers College Reading and Writing Project school, we will continue to develop teacher capacity around the workshop</td>
<td>Peer Collaborative Teachers All Pedagogical staff All Pedagogical staff SLT, All Pedagogical staff ESL, SETSS teachers All Pedagogical staff</td>
<td>ALL</td>
<td>September 2018 – June 2019</td>
<td>Principal, Assistant principal, Peer Collaborative Teachers, Model Teacher,</td>
<td>Beginning with student writing baselines which will be administered in September 2018 teacher teams will analyze student writing performance in cycles of 6-8 weeks at least four times during the school year.</td>
</tr>
</tbody>
</table>
model. Teachers will collaborate with a TC Staff Developer and lead teachers will be developed in coaching and professional development techniques. Teachers will receive job embedded coaching as well as attend Institutes and calendar days at Teachers College in order to ensure that the majority of the lesson is spent reading writing and speaking about text (Core Action 1). Coaching will be differentiated to meet the needs of each teacher.

---

--All science, social studies and ELA teachers will utilize the TC Writing Pathways rubrics and checklists to determine student-learning needs around writing. Staff will participate in a norming sessions around the rubrics beginning in September to ensure that teachers expect evidence and precision from students. Students provide text evidence to support their ideas and display precision in their oral and written responses. Staff will meet in grade level teams to discuss student writing. Grade level teams will determine strategies for differentiation around student writing. Next steps will be recorded using a data collection tool for looking student work.

--All MS 328 students will maintain a collection of their writing work across three years. The binders will
be updated quarterly to include their most recent writing work in their four core classes. Students will review their writing growth with their parents quarterly during student-led parent conferences.

--Engage families in monthly community school meetings where we turn key reading and writing strategies that can be used at home.

Writing celebrations, on site family day at TC

Core Teachers

STUDENT WRITING PORTFOLIOS
4b – Parent and Family Engagement

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

We will continue to do one community school meeting per month, semi-annual parent-empowerment summits, 3 parent-teacher conferences, one annual open house and one sixth grade orientation.

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, lead CBO’s community school budget, etc.
increasing funding in order to expand their services:

1. The school will continue its partnership with the Literacy Design Collaborative to support content area teachers with the development of standards-based
writing assessments.

2. The school will deepen its partnership with District Public to maintain our progress data. We will increase our partnership level from basic to partner.

3. The school will continue to
utilize Schedule to set up systems for monitoring student achievement through the use of common baseline and interim assessments in the four major content areas. Teachers will also use a common grade.
book systems provided through skedula. This program allows teachers to communicate with parents regularly (*in real time) about their child’s progress, including immediate text message alerts whenever a student is missi
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 6 – Progress Monitoring

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

We will use iReady to use measure benchmark data, midyear data, and end of year data. We expect that by February, 2019 there will be a minimum of 15% increase in students scoring Level ‘3’ or higher on end of unit benchmarks anchored to Teachers College writing rubrics.

Student Achievement: The school will carefully monitor student progress in the four content areas through baseline and interim assessments. Using already existing structures to evaluate students writing, the school will monitor and carefully track student achievement toward meeting and exceeding common core learning standards. Every student will complete writing-on-demand baselines in mathematics, ELA, social studies and science. The results of these baselines will be used to set instructional goals that are time bound. Teachers will communicate learning goals clearly for students and families and celebrate student achievement along the continuum of the school year. Every student will complete a minimum total of 24 writing pieces for the school year. Their writing work will be organized into a portfolio that will be carefully reviewed with their families at three parent-teacher conferences.

Our tool for assessing learning progress will be our students’ writing. The school will closely analyze and monitor student progress by looking at standards-based student work regularly using designated data protocols. In order to monitor the successful achievement of this goal, the following are a list of benchmarks beginning with baselines assessments

- September – October
  - Reading leveling (ELA only) September -- October
  - Baseline assessments: (math, ELA, social studies, and science) – September – October
Teacher Development:

The school will carefully monitor teacher professional development beginning with teacher goal-setting conferences in September. Teachers will review their MOTP progress from the previous year, set new goals and timelines for completion. Teacher progress toward their goals will be monitored through through regular observation and feedback aligned to the Danielson Framework, mid-year goal-monitoring conferences, and end of year summative reviews. Teachers will be provided weekly ongoing professional development support through our already-existing structures for PD: We will continue to devote the bulk of our learning time together to collaborative lesson studies – a process that includes lesson planning together, intervisitation and providing low-stakes feedback and support to one another’s instructional practices and impact as measured through deep analysis of student work outcomes.

The School will closely monitor teacher development, providing the following supports and interim checks, beginning with teacher goal setting conferences:

Supports & Checks:

- Peer Collaborative teachers
- Weekly professional development
- Lesson studies and classroom inter-visitations
- Data-monitoring meetings September, December, February, April, June.
- Grade level team meetings – September 2018—June, 2019
- Content-area team meetings, September 2018—June, 2019
- Teacher Goal setting conferences, including Teacher Improvement Plans (TIP) – September – October, 2018
- Classrooms observations September 2018 – June 2019
- Teacher mid-point checks – February – March, 2019
- Teacher End-Of-Year-Conferences – June, 2019

Part 6b. Indicate the specific instrument of measure that is used to assess progress.
Instrument of Measure will include:

1. Student writing portfolios
2. Student writing baselines, midlines and endlines
3. End of Unit Writing Assessments in Math, ELA, Social Studies, and Science
4. Analysis of Student Work (ASW) progress monitoring tool
5. i-ready baseline, mid-lines and endline assessments

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

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

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

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

Part 1b. Needs/Areas of Focus:

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

All school stakeholders will 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 that is focused on attention to whole child. As a small learning community, the school prides itself on knowing every child extremely well, including sometimes personal family information. The fact that the schools was rated developing in all sub-tenets, is an indication that the work that school does must become more transparent. Therefore, during the the 2017-18 school year the school will focus it’s work to establish clear structures to support the following:

- The school will continue to build upon systems and structures to address the needs of the whole child including building upon local partnerships to provide guidance and intervention programs onsite (5.2)

- Because 100 percent of our students qualify for free/reduced lunch and approximately 20 percent of the school’s population resides in temporary housing, the school will continue to provide health support services for students to recive eye and dental screenings at least once annually onsite(5.2)
• Through a partnership with the Center for Supportive Schools (CSS) the school will provide ongoing peer-student mentorship program, Peer Group Connection (PGC) around school culture principles/expectations in order to foster a supportive learning environment (5.3)

• The school will continue to refine it’s PBIS structures in order to ensure student ownership and full participation in a positive school culture (5.5)

• Priority Needs

Maintain the daily attendance average at or above the 91.5%, as indicated as a benchmark goal for the school.

Decrease the chronic absentee average by 5%. for targeted

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

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

MS 328 will continue to build upon its Student Government Association (SGA) structure where students are selected to represent the voices of their homerooms through student held elections. Representatives will be advised and mentored by the school’s dean and trained to facilitate regularly scheduled student council meetings with the Dean and school administration. Through this venue students will be provided the opportunity to provide input on school-based decisions and shine a light on any pressing student concerns, thereby teaching them the real-world value of responsible citizenship. During the 2017-18 school year, the school will be more proactive in promoting improved student social and emotional skills by better utilizing the student government. The SGA members will become ambassadors of the school’s social and emotional message. In the future the SGA will select and carry out theme-based weeks that address issues like bullying, peer influence, drug prevention, academic pressure, etc. Beyond creating posters the SGA will create PSA announcements that are played at morning assemblies and highlight the message they are trying to send out to the student body. These look like student act outs, or multi-media projects that carry a positive social message. By having students who are selected and respected by their peers communicate expectations and values, we expect that the message will more impactful coming from their peers.

MS 328 will continue to provide incentives and support for its high achieving students through participation in the National Junior Honor Society. Students who are selected will demonstrate strict academic and behavioral expectations. In N.J.H.S. students will be offered rigorous academic enrichment in ELA and Math, participate in the Thurgood Marshall Mock Trial Competition, run school activities to promote social, mental, and physical well being, and create an urban farm in the complex’s courtyard. Each one of these components of N.J.H.S. aids these selected students by developing them as responsible students and citizens. This impacts the entire school because it provides these students with a chance to showcase positive attributes to other classmates and promote positive citizenship and scholarship.

The school’s social-emotional learning framework is based upon a system of Positive Behavior Intervention and Support (PBIS). The framework institutes the school mantra of T.E.A.M. This represents the characteristics that the school attempts to instill in each student: Trustworthy, Eager, Accountable, and Mature. Student behaviors, including punctuality, classroom performance and social interactions are tracked daily and students earn points for positive behaviors. At risk students are identified and referred to the school’s Student Intervention Team. Students are also
identified as positive community members and earn trips and tickets to enriching events to highlight those who are displaying the attributes we believe each student should possess.

Working in concert with our CBO, Center for Supportive Schools, the school’s Guidance Counselor and Dean received training in overseeing a peer-mentoring program, (Peer Group Connection, PGC) between 8th grade students and students in the sixth grade. Selected 8th grade students will receive training in mentoring and be matched with an incoming 6th grade students to teach and instill values for academic excellence and positive citizenship.

Center for Supportive Schools has also implemented the Success Mentoring program, partnering identified severely chronically absent, chronically absent, and at-risk students with a caring school based adult for a daily mentoring program focusing on identifying and working towards achieving increased attendance through goal setting and identifying possible interventions.

Expanded Learning Time (ELT)/Renewal Hour and after school programming in partnership with LEAP (Learning through an Expanded Arts Program) focusing on STEM, ELA, math, arts enrichment, and athletics courses. This partnership will focus on working with grade level and subject level teacher teams to focus all ELT and afterschool programs to meet the academic needs identified for targeted cohorts of students.

Salvadori Center - STEM based built environment focused architectural studies project based learning program. This will be offered to selected class cohorts during the school day pushing into selected Science and Social Studies classes for 4 - 6 week residencies.

<table>
<thead>
<tr>
<th>CBO Partner</th>
<th>CBO Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center for Supportive Schools</td>
<td>Peer Group Connection (PGC), selected 8th grade students will participate in a daily peer leadership course. Two to three times per month for 45 minutes, 8th grade peer leaders will “push-in” to all 6th grade classes to conduct activity-based sessions that support 6th grade students’ social and emotional development and help them to positively transition into our school. A full curriculum has been provided by CSS.</td>
</tr>
<tr>
<td>Astor Services</td>
<td>Article 31 Mental Health Clinic, Family Resource Specialists, at-risk counseling, parent/family mental health awareness workshops, and faculty/staff mental health 101 workshops. Funding provided through mental health portion of Community School funding.</td>
</tr>
</tbody>
</table>

How will you in partnership with your CBO will create a supportive environment and engagement for your students’ families?
Our CBO, Center for Supportive Schools, has worked in close congress with the school’s Parent Coordinator, Parent Association, school leadership, faculty, staff, and our Community School Team, to offer parents and family members many opportunities to participate in activities and workshops to foster a supportive and engaging school culture and climate. These opportunities include, but are not limited to, quarterly Community Resource Fairs hosted at the school, mental health workshops, Peer Group Connection family outreach nights, awards ceremonies, arts/crafts/athletics workshops, family volunteering initiatives, and constant communication with families through monthly newsletters, Kinvolved text and email messaging, personal phone calls, and in-person conferences.

Part 3 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Supportive Environment. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

1. **Annual Attendance Goal:**

By June 2019, we will develop a series of mentoring and other support services including student recognition events resulting in a school wide attendance average at 93% or above, as measured by the annual attendance report.

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

<table>
<thead>
<tr>
<th>List of Renewal Benchmarks expected to improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Benchmark goal (90.6)</td>
</tr>
<tr>
<td>Attendance Benchmark goal</td>
</tr>
<tr>
<td>Attendance Benchmark goals</td>
</tr>
</tbody>
</table>
## Key Initiatives

### 1. Utilize school assigned partners by

- Creating a connection with them to provide mentors for students that involve opportunities for social, emotional, or educational support to encourage students to become the best they can be in preparing them for their future.
- Allowing students to gain familiarity with a wide variety of community resources.
- Collaborating with community partners to provide students with real-world opportunities to practice goal setting, communication, problem-solving, and flexibility,
- Engaging these partners in classroom learning
  - Develop student ability to strengthen learning at school/home
  - Promote real world learning in the classroom

### 2. Target Group(s) and Benchmark(s)

- Students at risk due to poor attendance
- Attendance Benchmark goal (90.6)

### 3. Timeline

- September 2018 – June 2019

### 4. Key Personnel

- Team, AIS Team, CBO Partner, student success mentors.

### 5. How will you assess the interim progress of the initiative?

- Through our weekly Student Success Attendance Meeting, we will monitor the weekly progress of all attendance based initiatives including Success Mentoring, daily personal outreach by school personnel, engaging CBO and program partners, and identifying and tracking school based personnel assigned roles.
• Utilize school Guidance Counselor to support social and emotional development of students and address absence and lateness with particular attention to students who reside in shelters.
• Provide shelter students with free uniforms to support 100% compliance with school uniform policy and regular school attendance
• Utilize attendance teacher to make home visits when needed
• Provide parents with progress reports detailing student attendance, academic and social growth
• Continue to utilize data to monitor student attendance
• Utilize community partners to provide regular onsite mentoring for students at risk for chronic absenteeism
• Provide parents with progress reports detailing academic and social growth
• Continue to utilize data to monitor student attendance
• Utilize community partners to provide regular onsite mentoring for students at risk

Utilize Parent Coordinator role to increase parent awareness of school expectations, student academic goals, achievement progress, key events dates and celebrations

| parents | Attendance Benchmark goal (90.6) | September 2018 – June 2019 | Parent Coordinator, Parent’s Association, Principal, AP, Grade level team leaders | Through our weekly Student Success Attendance Meeting, we will monitor the weekly progress of all
| Grade Level Teams will continue to meet weekly to manage and plan PBIS events. In addition, they will focus on youth development and plan intervention strategies around social and emotional needs of ALL learners and conduct parent | Students, parents | Attendance Benchmark goal (90.6) | September 2018 – June 2019 | Grade Level Team Leaders, Principal, AP, Parent Coordinator |

| 4b – Parent and Family Engagement |

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.
We will continue to do one community school meeting per month, semi-annual parent-empowerment summits, 3 parent-teacher conferences, one annual open house and one sixth grade orientation. Our Lead CBO, the Center for Supportive Schools, and our administrative team will engage the support of our Mental Health and wellness providers, Astor Services as well as Montefiore Health Clinic professionals to achieve this goal.

Part 5 – Budget and Resource Alignment

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

The following resources will be leveraged in order to deepen our work and better support our achievement of our benchmark minimum yearly attendance goal of 90.1:

- Continue partnership with Leadership in order to provide attendance mentors for students who have been identified for chronic absenteeism (20 plus days of missed school days).
- Provide ongoing attendance mentoring for students identified as chronically absent during the the 2017-18 school year.
- Continue to fund a partial position of a school dean.
- Set aside a minimum of 5,000 in funding for attendance trips, awards and other student incentives

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

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

Part 6 – Progress Monitoring

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

**Progress monitoring data:**

By the end of February, 2019, the administration and CBO will monitor whole school student attendance on a bi-monthly basis and compare the data to measure if attendance rates are increasing/decreasing as a result of goal-related activities to determine if the school is on track to meet the annual goal.

By the end of February, 2019, guidance/teacher teams will meet weekly to report on the effectiveness of counseling activities, student recognition events and home outreach activities in reducing chronic absenteeism among targeted students.
**Part 6b.** Indicate the specific instrument of measure that is used to assess progress.

Student daily, monthly, annual attendance reports.

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

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

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

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

Part 1b. Needs/Areas of Focus:

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

During the 2018-19 school year, the school will focus it’s improvement on tenet 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.

The school has systems and structures in place to ensure teacher support and build capacity to provide coherent and appropriately aligned common core learning standards based instruction that leads to multiple points of access for all learners. One particular strength in this area is the work that the school completed during the 2017-18 school year through lesson studies.

Through the Lesson Study process teachers prepared and shared lessons with the whole staff during our Monday PD before teaching the lesson. The lesson is planned using a uniform template that everyone agrees to use. In this way, we are able to examine the lesson moment by moment, from beginning to end. Later in the week, we all observe the lesson as it is taught. The following Monday, we debrief our observations as a whole staff, using protocol guidelines. Based upon our debrief of the lesson, as well as our analysis of student work produced from it, we make determinations to modify the lesson (or not) to ensure access for all learners. Later, the same lesson is taught to another cohort of students and the process repeats.
Our work has not only sufficed to encourage careful lesson construction and reflective mindsets, it also provided teachers with support to revise lesson to ensure access for all learners. Above all, however, it has also encouraged collaboration and has built respect among colleagues who trust each other to be honest and supportive.

The school’s challenges include:

· That 26% of students are ELLs

· 25% of students are SWDs

· Almost 20 percent of families reside in temporary housing shelters

· Steep in enrollment changes between September and June.

In order to ensure that teachers consistently provide coherent instruction that is not only aligned to the CCLS, but also leads to multiple points of access for all learners, the school will continue to implement a professional learning plan that provides:

v Weekly professional development focused around the lesson study process.

v Extend the work from the 2017-18 school year to include explicit strategies for engaging all learners in the school’s instructional focus – Quality interactions. For us this is defined by positive cooperation between learners, accountable talk and full student engagement that leads to greater access for all learners to meet and exceed standards-based instruction.

v And continue to provide structures for collaboration, including weekly grade level and content area teacher team meetings.

Part 2 – Summative Vision for Collaborative Teachers

What is your vision for collaborative teaching?

Upon completion of the renewal school program our teachers will be provided with multiple opportunities to work together toward common goals, improving student learning, assessment and instruction.

Our Common Planning Time will allow teachers to meet in interdisciplinary teams, coordinate team procedures and policies, discuss student achievement, meet with parents, plan team activities, and examine student work. Teacher teams will ensure that students are able to connect learning in one class to what they are learning in another because teachers will work together to create meaningful, cross-curricular links between subjects. They will develop and share a variety of practices and approaches that promote student enthusiasm and engagement.

Our Professional Learning Community time will allow teachers from the same discipline to analyze student work using common protocols, create unit and lesson plans, analyze student assessment data in relation to specific learning targets, set next steps for students at all levels and use these data to inform and assess effectiveness of instruction.
Our Critical support structure will allow teachers to partake in several inquiry cycles during the course of the school year. It also will allow teachers to work in tandem with colleagues to study researched-based teaching strategies, practice implementation, observe one another teach and provide critical and supportive feedback to one another through a process called lesson studies. The team will also customize and craft lessons using Bloom’s Higher Levels of Taxonomy to engage higher achieving students and strategies to ensure access for all learners.

Peer Collaborative Teachers will be an integral part of the school’s support structures. The school currently has two lead teachers (English language arts and mathematics). They attend professional development workshops given by the New Teacher Center on a regular basis throughout the year. They engage with teachers to continue implementing the Common Core coherently, while they support teachers by using a structured peer learning model to foster student participation in their own learning process. They also serve as mentors for beginning teachers. Through the renewal school process our Lead Teachers will transition to the role of Peer collaborative Teachers. They will function in similar roles as they have before with the added continued support of the New Teacher Center, a district 9 Initiative.

Our community partners will help bring in professional development workshops that are rooted in research-based instructional practices that call for all teachers to work together in collaborative teams that collectively comprise a PLC (Professional Learning Communities).

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

The school instructional cabinet will monitor teacher ASW (Analysis of Student Work) at the end of each unit in cycles of 6-8 weeks, juxtaposing student baseline writing data with current student writing in order to determine growth.

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

Using the Professional Learning Communities and Data Wise structures, teacher teams will collaborate to: (1) norm writing grading practices, anchored to Teachers College writing rubrics; (2) teachers will collaborate to conduct 4-6 lesson studies informed by student work to hone best pedagogical practices to support student achievement in writing.

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

Using the Professional Learning Communities and Data Wise structures, teacher teams will collaborate with one another to ensure: (1) normed writing grading practices, anchored to Teachers College writing rubrics across grade and content teams; (2) teachers will collaborate to conduct 4-6 lesson studies informed by student work to hone best pedagogical practices to support student achievement in writing shared across content and grade teams.

What data will teachers and the School Instructional Cabinet regularly review to ensure that they are reflecting upon their teaching practices and meeting individual student learning needs? What is the intent for reviewing each piece of data? (ex. Teachers will regularly review student IEPs when developing lessons in order to ensure that tasks are appropriately scaffolded.)
<table>
<thead>
<tr>
<th>Data Reviewed</th>
<th>Intent</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASW (Assessment of Student Writing) - Baseline assessments (1)</td>
<td>To determine learner strengths and needs anchored to CCLS reading and writing standards.</td>
</tr>
<tr>
<td>ASW (Assessment of Student Writing) - Midlines assessments (4-5).</td>
<td>To determine learner strengths and needs anchored to CCLS reading and writing standards juxtaposed with student writing baselines.</td>
</tr>
<tr>
<td>ASW (Assessment of Student Writing) - Endline assessments (1)</td>
<td>To determine learner strengths and needs anchored to CCLS reading and writing standards juxtaposed with student writing baselines and midlines.</td>
</tr>
</tbody>
</table>

**Part 3 – Annual Goal**

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Collaborative Teachers. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

**Collaborative Inquiry Goal:**

By June 2019, math teachers, will implement the Data Wise cycles of shared inquiry. Teachers will investigate learner-centered problems and teacher problems of practice as they relate to 5 Practices to Orchestrating Productive Mathematical Discussions. This will improve their practice as measured by a minimum of 50% increase in the number of math teachers rated Effective or higher on Danielson component 1a and 1e. This will result in decreasing our level 1 students by 101 students, or 31.5% and increasing our level 3 and level 4 students by 48 students, or 15%, from 9% (current state) on the New York State math exam.


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

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

- List of Renewal Benchmarks expected to improve
  - Average ELA proficiency rating from 2.10 to a minimum increase to 2.11
  - ELA State Performance Index increase from 52 to a minimum increase of 54
  - Average Math Proficiency Rating from 2.05 to a minimum increase of 2.08
### Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives: Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</th>
<th>Target Group(s)</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>--We will continue to leverage teacher leadership. Teacher leaders (PCTs) and administrative team will provide coaching through classroom observations and feedback conversations. PCTs and admin will develop teacher teams in:</td>
<td>Math teachers</td>
<td>Math teachers</td>
<td>Once a month October 2018- June 2019</td>
<td>Principal, Assistant Principal, PCT math, math team</td>
<td>We project that a minimum of 40% in each math class will demonstrate gains of the post-test</td>
</tr>
<tr>
<td>a) The use of a 3 point holistic rubric for assessing student problem solving</td>
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<tr>
<td>b) The use of a common protocol to look at student work together.</td>
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<tr>
<td>c) The use of student writing as formative assessment tool for determining the differentiated needs of learners.</td>
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<tr>
<td>--We will continue to develop teacher capacity around the 5 practices of Mathematical Discussion. Teachers will receive support from the Bronx Borough Field Support Center to foster classroom discussions and build problem solving skills.</td>
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<tr>
<td>--Teachers will collaborate with a coach from the National Training Network (NTN) around the 8 Standards of</td>
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Mathematical Practice to improve collaborative learning through the use of engaging tasks that foster classroom discussion and build problem solving skills. Teachers will receive job embedded coaching from NTN and Math Solutions. Coaching will be differentiated to meet the needs of each teacher.

-- Teachers will continue to use the Data Analysis Spreadsheet, to monitor students' progress from the pre-test to the post-test in order to inform small group instruction after each unit of study.

To ensure equity and access in our practice, we will monitor teacher-created lists of pushables/slippable students and a minimum of two students from the bottom 1/3.

-- Teachers will continue preparing students for student led conferences. As part of the process, students will select 4-5 pieces a marking period to place in the math binder. Students will write a reflection on their grades and next steps for improvement.

4b – Parent and Family Engagement
How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

We will continue to do one community school meeting per month, semi-annual parent-empowerment summits, 3 parent-teacher conferences, one annual open house and one sixth grade orientation.

Part 5 – Budget and Resource Alignment

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

In order to accomplish this school the school will leverage the following resources:

- Provide funding for two peer collaborative teachers who will lead the inquiry work and play an integral support role in teacher development
- Provide teacher sub coverages to help support school instruction when teachers are scheduled to participate in lesson studies
- Allot funds for collaborative teacher lesson planning and data analysis
- Dedicate professional development and per session funds for staff development in SIOP
- Dedicate professional development funding for QTEL training, “Building The Base” training for new staff.

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

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

Part 6 – Progress Monitoring

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

Progress Monitoring Data:

By February, 2019 there will be a minimum increase of 25% in the number of math teachers rated Effective or higher on Danielson Components 1a and 1e.

By the end of February, 2019, math content area teacher teams will meet weekly to:

1. Analyze student writing data
2. Determine Learner-centered problems
3. Determine Teacher problem of Practice and strategies for addressing them
4. Schedule Teacher-Team inter-visitations/ instructional rounds
5. Measure the impact of instructional practice on the volume and quality of student writing aligned to annual school improvement goal.

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

- **ASW** - Assessments of Student Writing completed at the end of each unit
- Teacher Observations
- Peer Collaborative Teacher Mentor Logs
- Model Teacher Mentor Logs
- Team minutes and agendas
- iReady baseline and interim assessments
- NYS ELA Test, NYS 8th Grade Science Test, NYS Math Test, MOSL, NYSESLAT

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

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

**Part 1 – Needs Assessment**

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

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

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

The school has fully functional systems and structures in place to ensure that school community shares in a common mission and instructional focus for the year. The school will continue to examine and improve critical individual and school-wide practices by monitoring and tracking its SMART goals with all relevant stakeholders. During the 2016-17 school year, the school leadership will focus on developing its practices in tenet 2.2 and tenet 2.5 in order to make these structures and expectations more transparent for all stakeholders. The School Leadership will accomplish this by providing specific and time-bound action plans\ expectations for improvement as follows:

1. Conducting targeted and frequent observations timely and accordant with DOE expectations and maintain accurate records in Advance as well as signed teacher copies on file in the principal’s office.
2. Monitoring and tracking teacher progress and practices through deep analysis of student performance data using researched-based protocols for analyzing student work.
3. Monitoring teacher feedback and professional development opportunities through annual teacher goal setting and a minimum of two interim progress monitoring teacher meetings.
Part 2 – Summative Vision for Effective School Leadership

What is your vision for effective school leadership at your school?

During the 2018-19 school year, the school will engage the Center for Supportive Schools as an overarching renewal school community partner to support the school leadership with effectively using evidence-based systems and structures to examine and improve critical individual and school-wide practices defined in the RSCEP. Working in tandem with the school’s leadership team, and campus administrators, the CSS will engage in a strong partnership to help promote every aspect of the renewal community school plan including:

v Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians

v Supporting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing ongoing learning opportunities and community celebrations.

v Building sustainable student and peer mentoring services within the school to tackle chronic absenteeism

v Collaborating with school staff to ensure that students’ academic and social-emotional needs are being met through the development of an extended learning program that includes art and music enrichment.

v Working in tandem with school’s attendance tracking and monitoring team who will track and share student attendance data and celebrate achievement school-wide.

v Working in tandem with school’s guidance counselor and dean to track and celebrate outstanding student achievement as measured by students grade point averages and citizenship.

v Maintaining excellent communication with all members of the school community to organize community and school programmed events.

All of the above will be closely monitored by the careful watch of the principal, School Leadership Team and Renewal school CBO for quality control as measured by results-oriented data gathering and monitoring on a monthly basis. For
example, the school’s attendance team will meet monthly (as we did during the 2015-16 school year) to track the progress and impact of mentoring for students who were identified for chronic absenteeism. The school leadership will meet monthly to review the schools systems and structures (identified above) for quality and modify structures that are either ineffective or have low-impact.

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

Distributive leadership: Engaging teacher leadership to impact student achievement and teacher professional development.

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

Through engagement in professional development beginning in the summer of 2016 and extending through the 2016-17 school year, the school will develop a robust model as a Professional Learning Community to support teacher and student growth.

What is your vision for developing differentiated leadership throughout your school? How will you utilize teacher leaders to build broad capacity within your school?

Through engaging teacher leadership roles, we will continue to support and engage in differentiated leadership across the school community by staffing 2 Peer Collaborative Teachers (ELA and Math) and 1 Model Teacher (Social Studies).

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

By working in tandem with our lead CBO, Center for Supportive Schools, the school leader will foster collaborative school governance through the School Leadership Team and Community School Team to gather and engage full family and community stakeholders participation. This will result in greater transparency of school practices and shared ownership of the school’s mission, vision, and RSCEP goals.

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

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Feedback Turnaround</th>
<th>Accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-8 Week Cycles</td>
<td>Within 2 weeks</td>
<td>By aligning feedback to the Danielson Framework including actionable next steps.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Evidence-Based System</th>
<th>Support(s)</th>
<th>Collaborator(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning Communities</td>
<td>SOLUTION TREE CONSULTANTS</td>
<td>Lead CBO Professional Learning Team, DSR, Lead/Model Teachers</td>
</tr>
</tbody>
</table>
How will you organize student and teacher programs to ensure students’ needs are met? Fiscal capital?

Our School program will provide for all state-mandated course credits with additional periods for academic learning support and intervention.

Part 3 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Effective School Leadership. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

Teacher Quality Improvement Goal:

By June 2019, the administration will provide teachers with explicit feedback, inclusive of formal and informal observations cycles to monitor and support teacher improvement, focused specifically in Domain 3. This will result in a rating of “effective” or better for at least 75% of teachers on components 3b, 3c and 3d on Advance.

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

List of Renewal Benchmarks expected to improve

Average ELA proficiency rating from 2.10 to a minimum increase to 2.11
Average Science proficiency rating from 35% to a minimum increase to 36%
ELA State Performance Index increase from 52 to a minimum increase of 54

Average Math Proficiency Rating from 2.05 to a minimum increase of 2.08
### Part 4 – Action Plan

| Key Initiatives:  
Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element. | Target Group(s)  
Who will be targeted? | Which Benchmark(s) indicated above does this initiative target? | Timeline  
*What is the start and end date?* | Key Personnel  
*Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)* | How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program) |
|---|---|---|---|---|---|
| By June 2019, the principal and assistant principal will conduct a minimum of 6 informal or 1 formal/3 observations and provide teachers with formative feedback and professional development to support improved practices in the Danielson framework.  
By June 2019, teachers will participate in at least five inter visitations sessions aligned to their targeted Learner-centered problems and teacher Problem of Practice.  
By June 2019 100 percent of teachers will:  
  - have had goal-setting and progress monitoring conferences with administration. | Pedagogical staff | All | September, 2017 through June, 2019 | Principal and assistant principal, educational consultant, lead teachers, school support network, District 9 NTC initiative | Beginning with teacher goal-setting conferences in September, the administrative team will conduct 4 observation cycles, matched to our targeted teacher support (professional Development) plan. |
- Participate in at least 3 datawise inquiry cycles that focus on the school’s instructional focus, Quality Interactions.

- Set instructional goals and attend a minimum of two (2) interim admin-teacher progress monitoring conferences.

- Receive regular instructional feedback, including a minimum of four (4) observations completed by a licensed administrator.

- Closely monitor their students’ learning progress through and measured by ongoing formative and summative assessments.

<table>
<thead>
<tr>
<th>Monitor and track student attendance, with particular attention to students who were identified for chronic absenteeism the previous school year.</th>
<th>Attendance Team</th>
<th>Average ELA proficiency rating from 2.10 to a minimum increase to 2.11</th>
<th>September 2017-June 2019</th>
<th>Principal</th>
<th>Assistant principal</th>
<th>Guidance counselor</th>
<th>School Dean</th>
<th>CBO partner representative.</th>
<th>Student attendance will be closely monitored daily, weekly, monthly. The student success team that monitors attendance will meet once weekly to track achievement progress. The student success team will monitor students in danger of failing and need additional support.</th>
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<tbody>
<tr>
<td>Monitor and track students who are in danger of failing and need additional support</td>
<td>Academic Intervention Team</td>
<td>Average ELA proficiency rating from 2.10 to a minimum increase to 2.11</td>
<td>September 2017-June 2019</td>
<td>ESL Teacher</td>
<td>SETTs Teacher</td>
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</table>
match to academic intervention services

Celebrate Student achievement monthly: Principals’s Honor Roll, Honor Roll and Rising Stars (C+).

Principal
Guidance counselor
AP, Dean, Teacher Team Leaders.

failing beginning with the first quarter progress report review (five weeks after the start of the school year) The team will match students to academic intervention services.

Monitor and track student growth using baseline, midline and end line assessments.

Pedagogical staff

Average ELA proficiency rating from 2.10 to a minimum increase to 2.11

September 2017-June 2019

All Pedagogical staff

Teacher teams will work in tandem to monitor student writing achievement in cycles of 6-8 weeks

Deeply analyze student writing across content areas using common rubrics and protocol for analyzing student work

4b – Parent and Family Engagement

We will continue to do one community school meeting per month, semi-annual parent-empowerment summits, 3 parent-teacher conferences, one annual open house and one sixth grade orientation. In addition, we will continue to enlist the support and feedback of our School Leadership team and parent association members

Part 5 – Budget and Resource Alignment

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

Highly Qualified core content area teachers, school network support, ELA and Math Lead teacher, educational consultant

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

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<th>Tax Levy</th>
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<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
</table>
Part 6 – Progress Monitoring

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

**Progress Monitoring Data:**

By the end of February, 2019, a minimum of 40% of teachers will have made improvement in their Advance ratings in Domain 3.

By the end of February, 2019, all teachers will reflect upon and evaluate their formal feedback and professional learning activities in order to determine if they are on track with meeting their annual Individual Professional Conference Goals (IPC). To do this, all teachers will keep a log of professional learning activities including:

1. Annual IPC Goals
2. Formal and Informal feedback
3. School-based professional learning activities
4. External professional Development
5. Inter visitations
6. Student performance data

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

The instruments of measure will include:

1. Formal and Informal teacher observations
2. Teacher goals
3. Teacher support plans
4. Coaching logs of support.
5. Formative observation reports.

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

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

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 6 Statement of Practice</th>
<th>SOP(s) Addressed</th>
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<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>
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</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>x</td>
</tr>
<tr>
<td>6.4 The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.</td>
<td>x</td>
</tr>
<tr>
<td>6.5 The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.</td>
<td>x</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

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

Strengths:

- A school events and activities calendar is provided to every parent at the start of the school year highlighting all school academic social and family events for the school year.
- Weekly parent outreach time is built into the weekly teacher schedules.
- School has a centralized parent resource center where parents can find resources and support daily staffed by the Parent Coordinator and PA volunteers.
- School has a campus wide Community Schools Office and Resource Center located in the shared campus library.
- Campus has a Family Resource Pantry with coats, clothing, and homewares free of charge for families in need. We will be purchasing a washer and dryer for parent use.
- School has formed a Community School Team to assist with parent outreach and engagement.
● Monthly school based and Campus Community School newsletters with announcements and calendar updates are sent home with students and delivered electronically through text and email messaging.

● The school's messenger system is used to communicate important events, and schedule updates to parents as needed.

● In addition to the school's messenger system parents are contacted directly to share important information, updates and events using personal phone calls and Kinvolved text messaging software.

● School utilizes community partners such as the CBO’s Community Outreach & Engagement Coordinator and AMERICORPS member to assist with parent outreach across sister campus schools.

● School outreach has expanded into social media forum with the creation of school Facebook page, that will be updated monthly with events and school announcements.

● Parent and family workshops are organized throughout the year to assess and meet specific parent/student social and educational needs. Workshops include mental health, academic success, high school preparedness, etc.

● In collaboration with our shared campus schools we have developed community wide ESL, GED and Citizenship Classes for parents.

● Parent coordinator and principal will communicate updates parents weekly about upcoming school events and celebrations via a weekly school-home bulletin (“Millennium Muse”).

Needs:

● Continue to strengthen school sponsored parent ESL, Citizenship and GED/HSE class offerings by partnering the Office of Adult and Continuing Education.

● Continued development of the social media presence through further development of the school’s Facebook page and possible inclusion of other social media accounts (Instagram, etc.).

● Teacher led academic workshops for parents and family members to assist in their student’s learning

● Build upon student led parent teacher conferences from the 2018-19 school year.

Part 2 – Summative Vision for Strong Family and Community Ties

<table>
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<tr>
<th>What is your vision for having strong family and community ties at your school?</th>
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<tbody>
<tr>
<td>Within your community School model how will families be welcomed into the school and made a part of the school community?</td>
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</table>
· A parent support center has been set up at the entrance to the school where our parent support team can greet and assess needs of individual parents.

· Welcome signs and directions have been placed on main floor to direct parents to the family support center.

· Security has been trained and informed of all activities as to better direct parents upon entering the school.

· Security will contact someone from the support team to come down, greet and escort parents.

· Interpretation services will be available for all parent workshops, conferences and meetings.

**How will the School engage the community and families?**

· Through our partnership and CBO we will provide a greater range of services to our families, community and students.

· Provide and communicate weekly structured time for teachers to meet one on one with parents.

· Develop and expand parent leadership through the Parent Association, participation on the Community School Team, and School Leadership Team.

· Development of the school’s website and facebook like page to help communicate through social media w/ parents. All postings will be Bilingual.

· Monthly school based and Campus Community Schools Newsletter and calendar will be sent home via backpacks and email/text message distributed.

· Continued usage of an email & text blast list utilizing CBO created shared Google log and Kinvolved text messaging software.

· Parent Cohort groups to help better manage events and resources to parent needs and availability.

· Parent Buddy System – Parents can share news, resources, events, and activities.

· Our school will host monthly themed collaborative cultural and community events in the year to help build community and family engagement – Some examples are:

1. Community Health Fair – (Spring 2018)

2. Family Night – (September)

3. Open School Week – Where Parents can visit classrooms and sit through lessons (September/October).

4. Breast Cancer Awareness (Oct)

5. Cultural Night/Days (Fall 2016)

6. Talent Night, Holiday Celebration Pot Luck (Fall 2017)
· Utilize Community School Team monthly meetings and annual Community School Forum to gather parent feedback.

What adult education offerings can your school community provide to families?

· Parent College readiness trips and conferences (Lehman College, Hostos Community College and Monroe College).

· Through our CBO partnerships, provide GED, ESL and Immigration services for families in need of those services.

· Job readiness training – Resume Prep etc.

· Housing support /(Bronx Defenders, Bronx Works)/Astor Services for Children & Families - Family Resource Specialist.

· Family Job Fair – Work with local businesses and corporations to open more job opportunities for families

· Quarterly Community Resource Fair during parent teacher conferences to expose students and families to neighborhood and city CBOs with resources to support families (voter registration, housing, insurance, health screenings, mental health, school based CBOs, afterschool opportunities, etc.)

· Community service partnerships to help expose students and families to the needs and resources in their community.

· Mental health education and counseling through our onsite Mental Health Providers (Astor Services & Montefiore SBHC)

· SBHC (School Based Health Center) through Montefiore Hospital

How would families be able to access and understand student data and progress?

· Workshops and trainings for parents to learn how they can access and use Skedula to track student data and progress.

· Parent workshops on common core and understanding state standards /Making sure parents understand state scores and how they can contribute to helping their child succeed.

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

All parents entering the campus will be greeted by school safety and directed to the parent welcome center, located at the front entrance of the school in room 116-C. The school’s parent coordinator will greet all parents upon arrival, vetting their concerns/reason for visit. The parent coordinator will then direct parents to the appropriate individual or office that they request.

How will the school identify and develop families to take leadership roles in school decision making/school governance structures?
The school will survey all parents at the beginning of the school year, including orientation and open school night to recruit parent participation in the School Leadership Team and Community School Team, Parent’s Association and parent volunteer group. PA elections will be held at the end of the Spring term to determine executive leadership roles.

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

The School community will engage parents and families as follows:

1. The School community will schedule four annual parent-teacher conferences including an open house in September to facilitate opportunities for parents to learn about the school’s academic curricula, student expectations as well as provide an opportunity for teachers to learn from families about the children that they teach.

At the end of three marking periods, the school will facilitate student-led parent conferences where students will be developed to clearly discuss their core content academic goals with their parents and also discuss their work artifacts that demonstrate their progress toward meeting their academic goals.

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

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Health Awareness Workshops</td>
<td>Series of workshops that educate families on the importance of positive mental health and ways to identify possible indicators/ideation of mental health challenges</td>
</tr>
<tr>
<td>Quarterly Community Resource Fair</td>
<td>Utilizing the four parent teacher conference nights to provide an opportunity for multiple CBOs and supports to offer on-the-spot services and connections to services offered both within the school and larger community.</td>
</tr>
<tr>
<td>Community School Team</td>
<td>Parent leadership opportunity</td>
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<tr>
<td>School Leadership Team</td>
<td>Parent leadership opportunity</td>
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**Weekly/Monthly Parent & Family Workshops**

Skill and enrichment based workshops based on parent expressed interests and needs.

---

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

<table>
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<tr>
<th>Family partnerships with school:</th>
<th>The Parent Coordinator leads connection for parents to the school community through workshops, events, and outreach to foster greater parent and family connectedness to the school community.</th>
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<tbody>
<tr>
<td>Family partnerships with CBO:</td>
<td>Through continual messaging (weekly and monthly), parents are kept abreast of campus wide opportunities to participate in workshops and events as they are identified by the campus Community School Team. Outreach is performed by a CBO dedicated Community Outreach &amp; Engagement Coordinator and assigned AmeriCorps members in conjunction with the Community School Director.</td>
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<tr>
<td>Is there dedicated space for these partnerships?</td>
<td>Yes - there is a school specific Family Resource Center run by the Parent Coordinator, a Community Schools Office and Resource Center shared by the campus, and a Family Resource Pantry offering clothing, coats, homewares, and non-perishable food to families in need.</td>
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**What is your vision for the role the school will take in providing access adult education classes within the community?**

In response to parent interest surveys, and based upon our experiences with parent outreach during the 2017-18 school year, the school will further its vision for providing adult education classes as follows:

1. Continue to provide Adult ESL classes three evenings weekly

Continue to offer Adult GED classes to parents in the community at large

---

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

The following student progress data will be provided to parents so that they are knowledgeable about their child’s progress:

1. Quarterly Progress reports
2. Quarterly Grade Reports
3. Daily attendance updates
Quarterly attendance snapshots

### Part 3 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Strong Family and Community Ties. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

**Parent Involvement Goal:**

By June 2019, we will organize a minimum of ten meaningful school-based family events linked to student academic achievement and social-emotional well-being. This will result in a 25% increase in the area of communication on our annual New York City School Learning Environment Survey.

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

<table>
<thead>
<tr>
<th>List of Renewal Benchmarks expected to improve</th>
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<tbody>
<tr>
<td>Average Math Proficiency Rating</td>
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<tr>
<td>Average ELA Proficiency Rating</td>
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<tr>
<td>Priority School Progress</td>
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</table>
### Part 4 – Action Plan

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<tr>
<th>Key Initiatives: Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</th>
<th>Target Group(s)</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline</th>
<th>Key Personnel</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
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<tbody>
<tr>
<td>School will continue with existing partners and form new partnerships with community based organizations to help foster parent/school relationship. We will also implement structures to help change parent perception of the school community by creating a supportive and vibrant school environment where parents can feel confident, comfortable and secure.</td>
<td>Families</td>
<td>Average ELA proficiency rating from 2.10 to a minimum increase to 2.11 Average Science proficiency rating from 35% to a minimum increase to 36% ELA State Performance Index increase from 52 to a minimum increase of 54</td>
<td>September, 2018 through June, 2019</td>
<td>Principal and Asst. Principal, Teachers, Parent Coordinator, Parent Association, CBO: Center for Supportive Schools</td>
<td>In order to track progress toward this goal the principal, Community schools director, parent coordinator and other key stakeholders will survey parents at least three times during the school year, using a survey tool similar to the citywide parent satisfaction survey.</td>
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<td>● Through our partnership with I Will Graduate, we will enhance our college and career readiness initiative for students and family members through trips to colleges and universities and support families with the development of postsecondary and career plans for their children.</td>
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<td>● In collaboration with our school-based health clinic Montefiore Medical Center and ASTOR Services for Children, we will provide health services such as screenings, conferences and general health education and support as well as</td>
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mental health support and services, child welfare services, and family support / case management.

- The school will create a parent resource center that provides daily family support, resources, and internet access.

- Increase parent volunteering and leadership development, including a Parent’s Association, through community school team meetings, monthly cultural events, and community service outreach.

Equip parents with the necessary information to guide students’ learning at home by strengthening parent-teaching relationships in relation to specific academic goals and outcomes.

**Part 5 – Budget and Resource Alignment**

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

In order to achieve this goal the school will leverage the following fiscal and personnel resources

- Maintain the position of a full-time parent coordinator

- Dedicate title I parent involvement funds to parent communication and outreach efforts

- Provide space and per session funding to facilitate parent ESL courses

- Set aside funding to facilitate school-wide community celebrations such as talent shows show-casing arts-enrichment, cultural celebrations that support positive school culture, and academic achievement recognition events.

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

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Part 6 – Progress Monitoring

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

Progress Monitoring Data:

By February 2019, a minimum of seven family events will have been conducted that involve parents and caregivers in academic activities and that provide critical information about the progress of their children. A bi-weekly log of each grade level teacher team’s efforts to engage in regular communication with families will be maintained.

The administration, CBO, and School Leadership Team will meet weekly to evaluate our parent involvement plan, including attendance at school-based events, ongoing feedback, and mid-year parent survey results to determine if we are on track to meeting our annual goal.

September:

- Welcome Calls and invitation to open-house
- Community School Forum Invitation

October:

- How to monitor student progress through Skedula
- CSF

November

- Parent Teacher Conference Invitation
- CSF and invitation to Thanks-Giving Dinner

December

- Invitation to CSF and Holiday Arts Show

January

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

**Instrument to measure success includes**

- Parent attendance rosters at family academic events
- Teacher team bi-weekly parent communication logs
- School Learning Environment Survey

**Part 6c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 6: Expanded Learning Time (ELT) Program Description

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

Part 1 – ELT Program Goal(s)

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

By June 2019, students participating in Expanded Learning will demonstrate improvement, as measured by an increase to 2.13 and 2.11 average proficiency rating on the 2019 NYS ELA and math exams, respectively.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory? Voluntary Compulsory

Renewal ELT – Describe what accountability structures the school will employ to ensure participation of all students, including special populations, will participate fully in Renewal ELT.

Additional ELT - If there is a voluntary ELT program in addition to the compulsory Renewal ELT, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.

The ELT program will be twofold: Part voluntary and part mandated.

Mandated Program: All students will be required to stay for an additional hour of instruction, Monday through Friday. This time will be rolled into their day and included in their schedule. This hour of instruction will be provided by classroom teachers, working in tandem with our school community partner organizations.

Voluntary: Saturday and Holiday Academy will be offered to all students for instruction and arts and sports enrichment. Students will be incentivized to attend through monthly experiential learning trips, linked to the core curriculum. Students will also be offered additional reward trips for attendance, including but not limited to Dave & Busters, Broadway plays, and movie trips.

All students will have the opportunity to attend Saturday School, which runs for three hours. Each student will receive one hour of Math Instruction, one hour of ELA instruction, and one hour of arts and sports enrichment. Math Instruction from Saturday school will use EngageNY as a resource, while the ELA Instruction will be adapted from the Teacher’s College and/or Expeditionary Learning units.

Part 3 – ELT Program Description

Target Population: The ELT program for a Renewal School will be offered to all students in the school.
Describe how the school will meet the following SED requirements for an ELT program:

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

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

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

Our daily ELT program will provide all students with extra academic instruction in literacy and math. The expanded learning time will provide students with an extra period, which will serve as their 9th period class. Students will alternate between math and ELA using an A/B schedule.

Math Instruction will be provided through a partnership with Achieve High Points, a tablet based math application which caters instruction to the needs of students, based on a pre-assessment taken by each student. Students will be divided into three differentiated groups based on ability. Students will be identified by performance into one of three groups:

- Group 1: far below proficiency level (below 2.08 proficiency)
- Group 2: approaching proficiency level (2.09 – 2.59 proficiency level)
- Group 3: meeting/exceeding proficiency level (above 2.6 proficiency level)

Students in Group 1 will use TAI to address their skill deficits. Students in Groups 2 and 3 will use the Achieve High Points tablet in addition to the web based Mathletics program to strengthen their skills.

In ELA, students will be divided into four sub-groups using the CCLS aligned Independent Reading Level Assessment (IRLA):

- Group 1 – students reading at or above grade level
- Group 2 – students one year below grade level
· Group 3 – two or more years below grade level

· Group 4 – two or more years below grade level – ELL

Students will use myON, which provides anytime, anywhere access to a library of more than 8,000 enhanced digital books with multimedia supports, real-time reporting and assessments and embedded close reading tools. Students will also receive small-group instruction at this time, with options for guided reading and/or book clubs. Student reading growth will be tracked on myON and their reading levels and conference logs will be logged in the SchoolPace database.

Our Saturday and Holiday programs will be offered to all students for extra-instruction and enrichment. Understanding that students “vote with their feet” in a voluntary program, the school instructional team will work with our CBO partners to organize fun recreational activities in the fall and spring to entice families and students to see the school as a positive community center that offers enriching opportunities to socialize as well as learn. In order to do this, we will facilitate:

· ELL Saturday Academy

· Math Support Academy

· Reading Book Clubs

· Saturday basketball league (girls and boys)

· Volley-ball

· Gaming competitions

· Dance

· Choir

Additional Information:

How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?

Community educators will receive extensive training from highly experienced teaching artist programs such as DreamYard and LEAP. In addition all certified NYS teachers and teaching artist will attend planning meetings in order to organize curricula and plan student enrichment events and celebrations.

How will outreach be made to families?

Families will receive ongoing, clear communication from the school about academic and social clubs afterschool programs offered at the school beginning Summer, 2017.
A parent community meeting will be held in June, 2017 followed by Parent-student orientation sessions in August and September to inform parents of the extended learning time program that the school will offer the upcoming school year as well as our Saturday and Holiday programs.

The school will review academic expectations and achievement goals that include keeping the school doors open extended hours in order to provide fun and enriching learning activities for our children.

Our parent coordinator will prepare monthly newsletter updates and reminder flyers for all upcoming events, monthly calendar updates and phonemaster reminders.

Part 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?
1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. How will the school assess the impact of ELT on individual student achievement and social emotional development?

1. Our school community director and MS 328 Administration will oversee the implementation of the ELT program. Instruction will be provided by a combination of certified teachers from MS 328 staff, and CBO teaching artists from DreamYard, LEAP and the Salvadori Center.

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

The ELT will begin the first week of school, September, 2018 and end June 2019.

Part 5 – ELT Budget and Resource Alignment

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

1. 10 teaching Artists and at least 10 NYS certified teachers daily.
   - 15-20 Acoustic Guitars
   - 25-30 Keyboards
   - 1 drum set
   - 5 Cow bells
   - 5 tamborines,
   - 5 mics,
   - 1 amplifer and sound system
   - Water color paint, paint brushes, paper canvas
- 30 Digital cameras
- 10 high resolution printers, ink
- 25 chess sets
- 3 Game console systems (Xbox one)
- 100 Laptops/Chrome books
- Sports equipment: 10 basketballs, 10 soccer balls, 15 baseball bats, 30 helmets, 10 jump ropes, 10 volley balls, 100 wiffle balls

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

Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

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Part 6 – ELT Progress Monitoring

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

The ELT program will use two major data-driven software programs (myON and Iready) that both generate student progress data. Teacher teams and school administration will review student progress data formally once per quarter in addition to reviewing baseline data that will be gathered early in September to develop student goals and program students based upon needed academic intervention, including acceleration.

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

Student benchmark reading goals will be tracked monthly for progress.

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

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

Part 1 – The Community School Program Goal(s)

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

By June 2019, the community school model will be implemented to increase student leadership and family engagement. This will be achieved through targeted programming utilizing CBO providers (ELT, Afterschool); shared health and mental health services; family-focused workshops, classes, and events; evidence-based programs for student leadership and mentoring; and creating systems for sustainable data tracking targeting improvement of student attendance and family engagement.

In addition by June 2019, our goal is to decrease our chronically absent students by 8% from 28% to 20% by bolstering the school’s PBIS system, sharing attendance data and goals at weekly town hall meetings, and providing group mentorship to students.

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

Decrease chronic absenteeism from 28% to 20%.
Average ELA proficiency rating from 2.10 to a minimum increase to 2.11
Average Science proficiency rating from 35% to a minimum increase to 36%
ELA State Performance increase from 18% to 30%.

Part 2 – Community School Program Description

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

<table>
<thead>
<tr>
<th>CBO Partnership</th>
<th>Target Population</th>
<th>Scope of Service</th>
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<tbody>
<tr>
<td>CSS - Peer Group Connection</td>
<td>Selected 8th grade peer leaders and entire 6th grade population.</td>
<td>Student peer-to-peer mentoring</td>
</tr>
<tr>
<td>CSS - Group Mentoring</td>
<td>Programming available to all students</td>
<td>Small group mentoring program matching identified students with caring school-based adults for weekly sessions.</td>
</tr>
<tr>
<td>LEAP - ELT/afterschool Programming</td>
<td>Programming available to all students</td>
<td>ELT/afterschool programming focused on STEM, ELA, math, and the arts.</td>
</tr>
<tr>
<td>Salvadori Center</td>
<td>Identified class cohorts push-in model to Science and Social Studies classes</td>
<td>STEM/Project Based Learning instruction focusing on the built environment.</td>
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</table>
### Part 2b. Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

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

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

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

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

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**Center for Supportive Schools (CSS)** will be the school’s lead CBO partner. In partnership with the school, CSS will hire a Community School Director. The Director will be responsible for the day-to-day management of the community school strategy, facilitating and providing leadership for the collaborative process of developing a continuum of services for children, families, and community members. The Director will drive development of community school action plans and planning for sustainability. S/he will track the school’s progress against performance goals, collect school data, and support program evaluation activities and manage partnerships. The Director will ensure that the community school strategy is implemented at exceptional levels of quality with full support, buy-in, and regular communication with stakeholders across the school community. Specific position responsibilities will include:

- **Build and maintain relationships with administration, faculty, staff, students, parents, and community partners**

- **Organize and expand upon the membership of the Community School Team (CST) to include diverse school community stakeholders and CBOs**

- **Conduct a needs assessment process, including: reviewing school and student-level data; conducting focus groups with parents, students, faculty, staff, administrators, and community partners; and reviewing and/or conducting school climate and culture survey**

- **Conduct a community asset assessment to identify viable partnerships that can meet the needs of students and families of the school community, including developing metrics for partnership evaluation**
• Recruit and develop partnership agreements with people and community organizations willing to offer programs and services for students and families at the school in accordance with identified needs

• Identify evidence and research-based practices and/or partnerships that address priority areas for the community school strategy, which may include but are not limited to: Parent/Family Engagement; Community Engagement; Youth Development; Academic Rigor and Instructional Practices; Health and Mental Health; Tutoring; After school programming; Mentoring; and Early Childhood

• Develop, maintain, and publicize a schedule of programs and activities offered at the school

• Implement and maintain a process that encourages referrals to programs and services offered at the school

• Identify needs of chronically absent students, apply interventions, and track and monitor impact of interventions on weekly basis, as part of weekly Student Success Summit

• Collect and monitor program implementation data and student data for each partnership that allow easy data analysis and interaction by the SLT and other school stakeholders

CSS, in partnership with the school, will assess all students’ personalized needs to ensure appropriate programming opportunities are provided within the school day and during Expanded Learning Time (ELT).

In-school support for students will be provided through the integration of one or more of CSS’s core solutions that provide an integrated focus on academic, social, and emotional learning, such that every student and family has strong relationships with the school community and an individualized pathway to success. Specific student supports implemented may include:

• an evidence-based intervention that supports school transitions by leveraging older students as leaders and mentors for new and incoming students (Peer Group Connection);

• an evidence-based targeted intervention for high needs students that pairs adult school staff with students in one-to-one mentoring relationships proven to reduce problem behaviors and improve academics (Achievement Mentoring).

Working with the principal, SLT, and CST, CSS will identify specialist partnerships to provide comprehensive expanded learning and enrichment opportunities, and mental health services to meet the needs of all students. The school’s current partnerships with CBOs such as Dreamyard and Pathways to Leadership will be expanded to supplement ELT provided by teachers for academic support. In addition, CSS and the school will identify and implement additional partnerships to provide ELT academic support in math, science, and ELA that create additional opportunities for students to engage in content and support teachers in developing project-based, engaging instructional practices that can be integrated into curriculum. A mental health partner will be identified in partnership with the assigned Mental Health Manager to provide Social Worker(s) and additional mental health resources for students and families.

Parents and families will be welcomed into the school’s Parent Center, which will provide a safe, supportive place for parents to access resources at the school. All parents will be engaged in parent-teacher conferences at designated times during the school year but will also have opportunities to visit classrooms and engage in first-hand experience of their child’s academic learning throughout the year. Parents will also be invited to participate in monthly
Community School Team meetings, focus groups, and other forums where they can contribute their voices to the conversation and decision-making around the renewal of their schools. Workshops provided for parents, by the Parent Coordinator, CSS, and other community partners, will focus on helping them learn how to advocate for their children.

The Director will conduct a weekly standing meeting with the Principal, Assistant Principal, key staff, and representatives from other CBO partners, to analyze trends in data and case manage individual students. The Director will provide a data summary for the team to review at each meeting. Each team member will also come prepared to discuss key questions and updates in areas of community school work where they are taking initiative. Each week, a selected 2-3 team members will also come prepared to discuss individual students and families to strategize with the team about how to provide improved support using a case conferencing model.

Part 3 – Community School Program Implementation and Oversight

Part 3a. Key Staff and Partners

1. Name and describe the scope of involvement of all community partners working in the school (include partners supporting ELT, counseling, enrichment, etc.)
2. Name the members of your Community School Team and how meetings will be organized and structured to engage all stakeholders and be focused on results.
3. Explain data strategies including the use of the data sorter, and steps that the school will take to ensure that the appropriate interventions are provided to the right students.

Center for Supportive Schools (CSS) in partnership with school leadership will implement the Community School program and provide oversight. Key personnel include:

- Community School Director (CSD) will drive the day-to-day implementation of the Community School program, as described above.
- Mr. Bastian, Principal, will provide general oversight and will participate in all SLT and CST meetings.
- Ms. Nanton, Assistant Principal, will provide general oversight and will participate in all SLT and CST meetings. In addition, she will support the implementation of Peer Group Connection (PGC) and work with CSS to ensure that ELT partnerships are serving and meeting the needs of targeted students.
- Our Parent Coordinator will be a leader in outreaching and engaging parents in monthly forums, supporting parents in leveraging our Parent Center, engaging them in workshops and leadership opportunities in the school community, and matching families to community services to meet their needs.

The joint ELT program will be structured as follows:

- Teachers will have the opportunity to propose and implement ELT opportunities for students throughout the school year in response to student needs. Teachers will work with CSS and school leadership to access appropriate resources and curricula to support their ELT work.
· LEAP will be our main after school service provider. They will host afternoon supper before breaking out into activities for students until 5:30 p.m.

CSS will require all partners to submit monthly impact reports assessing program quality based upon measures defined in the partnership agreements. These reports will serve as an ongoing common framework for communication between the CSS and the school and partners.

CSS will use a variety of mechanisms to track progress. Data will be presented on each outcome in Community School Team and School Leadership Team meeting within a "data snapshot" where the comprehensive data can be viewed in one dashboard view. This data will be used to assess progress towards meeting the above defined outcomes and to address challenges if outcomes are not being met. Specific ways to track progress for key outcomes include:

· Successful implementation and operation of the Community School Team will be tracked based on: representative composition from all community stakeholders; number of members committed to the team compared to average meeting attendance; evaluations completed after CST meetings that assess the extent to which each member finds the meetings to be well-managed, collaborative, and productive.

· Increased parent engagement will be tracked based on: participation in Parent Association meetings; participation in ongoing needs assessment and feedback activities; participation in parent services provided; the number of parents who assume specific roles in the Community Schools effort; participation in parent-teacher conferences; teachers who report developing positive relationships with parents through weekly phone calls and other means of communication; parents who report developing positive relationships with teachers through weekly phone calls and other means of communication.

· Increased student participation in expanded learning and enrichment activities will be tracked based on: attendance in activities; inventory and evaluation of services and activities provided; the number of students who assume leadership roles in expanded learning and enrichment activities.

· Increased utilization rates for mental health services and improved mental health will be tracked based on: the number and demographics of students and families that participate in services compared to the entire target population; frequency of support utilized compared with recommended frequency of support provided; evaluations from students and families reporting on perceived impact of services; student academic performance data improvements and other on-track indicator improvements.

· Increased school resources will be tracked based on: the estimated value of in-kind services rendered; targeted students served before and after implementation of community school strategy and estimated cost per student; and value of additional resources generated for the school to provide community school services and support by CSS and/or other CBO partners.

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

· A Community School Director will be hired by CSS.

· Teachers will be requested to provide support for ELT.

· CBO partners will be contracted to provide additional in-school support and support for ELT to compensate for and supplement the support that can be provided by teachers.

· The school schedule will remain on the same schedule as SY2018-19 with at least one additional hour (the Renewal Hour) added to the schedule for each student.

· To implement Peer Group Connection (PGC), selected 8th grade students will participate in a daily peer leadership course. Two to three times per month for 45 minutes, 8th grade peer leaders will “push-in” to all 6th grade classes to...
conduct activity-based sessions that support 6th grade students' social and emotional development and help them to positively transition into our school. A full curriculum will be provided by CSS.

- Teachers professional time will partly be used to support students in dedicated mentoring through the evidence-based Achievement Mentoring program provided through CSS. A full curriculum will be provided by CSS.

- Additional mental health support providers will be contracted to meet our students’ needs.

- Additional professional development for teachers will be provided through CSS and other identified partners, such as Teachers College at Columbia University based on areas of teacher need.

<table>
<thead>
<tr>
<th>Part 3c. Timeline for implementation and completion, including start and end dates.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A needs and asset assessment will be completed July through December 2018.</td>
</tr>
<tr>
<td>Partnerships and an effective ELT structure will be in place and communicated with teachers by August 2018.</td>
</tr>
<tr>
<td>Peer Group Connection (PGC) will be implemented beginning in September 2018 through June 2019.</td>
</tr>
<tr>
<td>Monthly Community School Team meeting engaging parents and community partners will begin no later than October 2017 and will continue through June 2019.</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Student subgroups including ELLs and former ELLs Evaluation of student summative assessment data</td>
<td>Title III Saturday Academy for ELLS Saturday Academy for Student Academic Intervention in math and ELA SAGA Innovation</td>
<td>Small group instruction</td>
<td>Small group instruction</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Student summative assessment performance data</td>
<td>Saturday Academy for Student Academic Intervention in math and ELA SAGA Innovation</td>
<td>Small group instruction</td>
<td>Saturday academy small group instruction during the day</td>
</tr>
<tr>
<td>Science</td>
<td>Student summative assessment performance data</td>
<td>Saturday Academy for Student Academic Intervention in math and ELA</td>
<td>Emphasis on reading non-fiction reading materials</td>
<td>Saturday Academy After school Academy</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Student summative assessment performance data</td>
<td>Saturday Academy for Student Academic Intervention in math and ELA</td>
<td>Emphasis on reading non-fiction reading materials</td>
<td>Saturday Academy After school Academy</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Attendance data Discipline referral data</td>
<td>ADIP attendance mentoring</td>
<td>One-on-one and small group counseling</td>
<td>During the school day</td>
</tr>
</tbody>
</table>
Section 9: Support for Students in Temporary Housing (STH)

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

Supporting Students in Temporary Housing (STH)
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:

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>34 Students</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students in temporary housing will received various supports including a free school uniform package, free dental and vision screening, free mental health support services if needed, free/reduced lunch and free transportation if necessary.

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
the title I set aside funds will be used to cover the course of our school uniform package which includes school shirts, sweater and gym uniform.

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

NA
Section 10: Title I Program Information

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

Part 1: Title I Status

<table>
<thead>
<tr>
<th></th>
<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>
<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.

- Work closely with Borough Human Resources Liaison to set up interviews with teacher candidates who have been vetted into the NYC “New Teacher Finder” system.
- Partner with Central Administration, and the New York City Teaching Fellows programs to select highly qualified probationary 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 9 New Teacher Center Initiative
  - Weekly teacher professional development workshops focused around school’s instructional focus
  - Lesson studies
  - Attend network monthly special education and ELL liaison meetings provided by CFN 534

Attend monthly principal’s and assistant principals leadership support PD

Part 3: TA Schools Only

3a. Use of Program Resources

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

- na

3b. TA Coordination with the Regular Program
Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

- Continue to protect and provide structures for teacher collaboration and participation in school leadership including MOSL team which selects City-wide assessments annually as well as school level baseline and midline assessments.
- Continue to protect structures for school-level professional development team to meet in order to determine professional development activities and also create and modify when necessary school professional development

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</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>123,999</td>
<td>x</td>
<td>5A-E</td>
<td></td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td>0</td>
<td>na</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>0</td>
<td>na</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>
### Title II, Part A

| Federal | 0 | NA |

### Title III, Part A

| Federal | 12,366 | 5A-E |

### Title III, Immigrant

| Federal | 0 | NA |

### Tax Levy (FSF)

| Local | 1,589,100 | 5A-E |

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**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.

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

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

- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside**: Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG funds**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 11: Parent and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

**Directions:** Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact (SPC) is a component of the Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

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

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

<table>
<thead>
<tr>
<th><strong>Parent and Family Engagement Policy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between family-focused parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure evidence-based involvement of parents and community in the school. <strong>09X328</strong>, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Support for Parents and Family Members of Title I Students</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>MS 328X will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;</td>
</tr>
<tr>
<td>- 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;</td>
</tr>
<tr>
<td>- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>- providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
</tbody>
</table>
· sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

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

The school's Parent Involvement

Parental Involvement and School Quality

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

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

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

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

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

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

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

· conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act (ESSA);

schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

translate all critical school documents and provide interpretation during meetings and events as needed;

conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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**Encouraging School-Level Parental Involvement**

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

holding an annual Title I Parent Curriculum Conference;

hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

supporting or hosting Family Day events;

establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

encouraging more parents to become trained school volunteers;

providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.
09X328, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### I. School Responsibilities: High Quality Curriculum

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

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

### I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

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

II. Parent/Guardian Responsibilities

· monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

· ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

· check and assist my child in completing homework tasks, when necessary;

· read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

· set limits to the amount of time my child watches television or plays video games;

· promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

· encourage my child to follow school rules and regulations and discuss this Compact with my child;

· volunteer in my child’s school or assist from my home as time permits;

· participate, as appropriate, in the decisions relating to my child’s education;

· communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

· respond to surveys, feedback forms and notices when requested;

· become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
· participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

· take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

· share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

Student Responsibilities:

· attend school regularly and arrive on time;

· complete my homework and submit all assignments on time;

· follow the school rules and be responsible for my actions;

· show respect for myself, other people and property;

· try to resolve disagreements or conflicts peacefully;

· always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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.

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

<table>
<thead>
<tr>
<th>Part B: Direct Instruction Supplemental Program Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>The direct instruction component of the program will consist of (check all that apply):</td>
</tr>
<tr>
<td>☐ Before school ☐ After school ☒ Saturday academy</td>
</tr>
<tr>
<td>Total # of ELLs to be served: ______</td>
</tr>
<tr>
<td>Grades to be served by this program (check all that apply):</td>
</tr>
<tr>
<td>☒ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5</td>
</tr>
<tr>
<td>☒ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12</td>
</tr>
<tr>
<td>Total # of teachers in this program: ______</td>
</tr>
<tr>
<td># of certified ESL/Bilingual teachers: ______</td>
</tr>
<tr>
<td># of content area teachers: ______</td>
</tr>
</tbody>
</table>
## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: ____

The New Millennium Bronx academy of the Arts (09X328) will combine title III program and professional resources with the College and Career Readiness Initiative for English Language Learners (ELLs) by designing a Title III Saturday Academy with the ELLs College Awareness and Preparedness Program, integrating resources, guidance, support, and Academic knowledge to motivate and encourage parents and middle school children throughout their middle school experience to focus on obtaining a college degree.

English Language Learners are one of the top groups in high school drop-out in New York City since the majority of them and their families are not provided with a necessary road to college plan to help ELLs’ families understand academic needs, financial plan, and other college requirements before ELLs reach to high schools. Adding to this the realistic that the great majority of ELLs arrive to high school behind their peers because they do not have the academic language needed to compete at the high school level.

09X328’s ELLs Title III Program grant application is to help/support/motivate our ELLs and their family to develop language 2, English, by providing extra academic support and a college road plan awareness and readiness throughout the middle school experience. Therefore, Title III Funding is requested to implement and extend our Literacy Saturday Academy for English Language Learners offer, provide early college knowledge and experience to our students through partnerships with different local and possible out of state colleges students recognized groups, and faculties. In addition, 09X328 is combining resources to provide different workshops for parents and students focusing on the acquisition of language 2 (English) and different aspects of the road to college plan, including information on how to guide middle schoolers to combine academic requirements with theirs sports and fine arts performing abilities to acquire college grants. Furthermore, funding will be used for the purchase instructional text materials, and technological resources; reading software and hardware for the school’s resource room as well as expanding the numbers of licenses of already existing program such as Imagine Learning ……………… and to provide professional development to all staff members participating in our Saturday Academy on best practices to teach ENL and method to raise early college awareness and preparedness for ELLs at the middle school level.

09X328’s Title III funds will be used in combination with our ELLs College Awareness and Preparedness Program to expand the already planned and scheduled Saturday School Academy, which provide the necessary extra support to 90 to 100 English Language Learners (ELLs) in grades 6th, 7th, and 8th and their parents, during our Saturday Academy. All of our ELLs students are invited to participate in our Saturday Academy (8:00AM to 12:00PM) from Saturday, November 10, 2017 through Saturday June 8, 2018. The College and Career Readiness Initiative for English Language Learners funds will allow us to integrate a college motivation and preparedness component designed to support middle school children and families to develop college awareness and interest. Providing a unique opportunity for parents and students to attend and participate together in our Saturday school and a series of motivational and informational
Part B: Direct Instruction Supplemental Program Information

college and career readiness engagement events. The academy will accommodates ELLs who belong to different Immigrant generations and language acquisition levels.

Title III Saturday Academy provides English Literacy instruction and mathematics to ELLs. Our Saturday Academy focuses on second language instruction to all English Language Learners. The Saturday Academy is designed to help ELLs in their adaptation and language acquisition process. The integration of the College Awareness and Preparedness Program Grant to the Saturday Academic is going to improve our offering on student and family’s engagement by adding a college advisory sessions for each one of the different ELLs subgroups and their parents every Saturday for the entire duration of the program. In addition, colleges and cultural institutions visits will be scheduled during weekdays and Saturdays for students and parent to attend workshops on college awareness in campus and acquires social and cultural knowledges to prepare and motivate both parents and students to focus on acquiring a college degree.

Title III Grant for English Language Learners will provide us support to targets second language acquisition through literacy in the second language (English); Students will receive the benefit of small-group instruction to address the range in linguistic and academic abilities among them. In the English New Language (ENL)/English literacy classroom, instruction is going to be provided by an ENL teacher and an English Language Arts literacy teacher who will make emphasis on the acquisition of Academic English Language. English Literacy teachers will co-plan with ENL certified teachers for instruction and professional development.

Students will be grouped based on their NYSESLAT and NYSITELL score. In addition, all of our students who have acquired a commanding score on the NYSESLAT in the last 3 years are invited to participate in our regular Title III Saturday program and College awareness and Preparedness Program.

Two school aides will serve as out of classroom support, during the Saturday academy, covering the Main Office, school hallways, photo copies, cafeteria duty, and to make phone calls to parents in order to keep 100% attendance. They will be paid from other sources.

To ensure the academic quality of the instruction and the safety of all students, the Principal and/or one of the Assistant Principals will supervise the implementation of the Saturday Academy. The supervisor will conduct informal observations, professional developments, and collect and organize students' data to inform instruction, assessments, and evaluate the implementation and progression of the Title III Saturday Academy. In addition, performance data, purchase, and distribution of needed materials to all pedagogical staff participating in the Saturday Academy. Moreover, the supervisor will make sure that the Title III Grant is followed and implemented according to its proposal plan.

Saturday Academy Schedule

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00AM</td>
<td>10:00AM</td>
</tr>
<tr>
<td>ENL/English Literacy</td>
<td>ENL/English Literacy</td>
</tr>
</tbody>
</table>
Part B: Direct Instruction Supplemental Program Information

Team Teach------ One Certified ENL teacher and one Certified ELA teacher
10:05AM
11:00AM
Home Language Arts Spanish or French
A Spanish Literacy Teacher

------------------------------------------
A French Literacy Teacher
11:05AM
12:00M
College Awareness and Advisory
A certified Guidance Counselor
Different specialists and experts will be invited every Saturday to talk to Students and Parents
12:05PM
01:00PM
Recreation Piece
Basketball, soccer, baseball, volleyball, and other sport coaches

Expected outcomes

· Students will be able to learn how to develop their writing, reading, listening, and speaking skills by acquiring and using academic English language as an important skill for a successful college education.

· Students participating in the program will be able to learn how to develop awareness, interest, and will be motivated to get a college education in getting a college degree.

· Students will be able to design their individual college road map, identifying general and individual steps and strategies they need to know beginning with the high school articulation and application process to prepare them to obtain a college degree.

· Parents participating in this program will be able to support their children from the middle school level through the high school college application process by learning the importance of having early college related conversations with their children.

· Parent will learn to identify human resources at the middle school and high school levels who can provide them early college information about academics and financial requirements they will need to support their children in building their Road to college Map.

· Parent will develop their English communication skills and as well as their cultural and social knowledge of New York City Public School educational system.
Part B: Direct Instruction Supplemental Program Information

Target Population all 09X328 Students who are English Language Learners

Students at the Beginner/Newcomer---Entering/Emerging Level
This group is composed of students who are newcomer to the United State Educational System and/or with very limited English abilities in all four NYSESLAT testing modalities – reading, writing, listening and speaking.

Students at the Low Intermediate and Intermediate-- Transitioning/Commanding Group:
Students in these two groups scored in the range of Intermediate level English proficiency on the NYSESLAT test and a level 1, low 2 or 2 on the ELA and Math exams.

Students at the Advanced---Expanding Group:

The focus of the Advanced Group will be to overcome English language academic weaknesses and reach proficiency on the NYSESLAT.

In addition, all ELLs who tested out, proficiency, in the last three years on the NYSESLAT will be invited to participate in the program.

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: _____

The Addition Title III Saturday Academy for English Language Learners will allow us to host a series of sustained professional development workshops for teachers and all participating staff in order to provide them best practices and methods to a second language acquisition program and raise early college awareness for ELLs and their parents. In addition, parents, and students participating in the Title III Saturday Academy will also be required to participate in different workshops that will motivate and educate children and parents to focus on the acquisition of language 2 and prepare and understand the college application process.

In addition, Saturday Academy professional development will be implemented for the teachers in the program to support the rigorous, high quality Saturday Program for our ELLs.

College Study Group will also involve all Title III teachers and an assistant principal. Professional Development meetings will be held during the months of December 2017 through April 2018, after school, on Thursday, from 4:50PM – 5:50 PM. Professional meeting will have an emphasis on studying and exploring effective strategies to teach children from other cultural backgrounds as well as identifying best practices to teach culturally diverse student groups, and connecting it to the importance of raising early college awareness and motivation for students and parents. Teachers and administrators will study and revise text such as: The New York Bilingual Common Core Initiative Teacher’s Guide to Implement the Bilingual Common
Part C: Professional Development

Core Progressions, and 99 Ideas and Activities for Teaching English Language Learners with the SIOP Model, facilitated by the Assistant Principal. These sessions will focus on strategies to provide teachers a better understanding of the ELLs adaptation process to the United State. Emphasis will be given to the study, analysis, and implementation of the New Bilingual Common Core Progressions for ELA/NLA/HLA, and middle school immigrant students’ adaptation process. Workshop sessions for teachers will be facilitated by teachers and/or administrators participating in the Saturday Academy as part of our professional learning opportunity. Workshops for parents and students will be conducted at the school weekdays and Saturdays as well as in different colleges or cultural institutions.

Topic: The New York Bilingual Common Core Initiative Teachers' Guide to Implement the Bilingual Common Core Progressions
Date: Thursday, December 07, 2017
Time 4:50 PM to 5:50PM

Provider: Mr. De La Rosa (Assistant Principal)

Audience: All Teachers participating in the College Awareness and Preparedness Program Grant Academy & Title III Saturday Academy- Regular staff is also invited

------------------------------------------------------------------------------------------------------------------------

Topic: Why Should We Talk about College in Middle School?

Date: Saturday, December 16, 2017

Time 2:30 PM to 3:30PM

Provider: Guidance Counselors from 325 and 328/Ms.

Audience: All Parents participating in the Saturday Academy - General Staff and school community are also invited

Professional development opportunities are mandated for teachers participating in the Saturday Academy. However, professional development participation is opened to all other staff members in 09X328 for participation since all staff work with our ELLs population. Other topics such as; Connecting Content and Academic Language for Diverse Students, Immigrants and English Language Learner Students/Similarities and Differences, The United States a Nation of Immigrants, Academic Vocabulary and Second Language Acquisition, will be researched by teachers participating in the Saturday Academy. Individual teachers will meet with the Principals or Assistant Principals in order to plan and schedule professional development sessions. Teachers can also plan to facilitate session in team.

Professional development sessions are designed to enrich the facilitator teachers and other staff experience in addressing ELLs learning and adaptation needs to new society and their own and their family understanding of the our College and Career Readiness Initiative.
Part D: Parental Engagement Activities

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

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

Begin description here: ____

As described on part bB and C, at New Millenium Business Academy, parents are partners of the school and their involvement is needed and valued. They are a vital part of our school's Leadership Team. Parents of both ELLs and our immigrant population are oriented to the programs we offer as well as programs offered by the NYCDOE. They are informed of the related policies as well as assessments, state standards, school expectations and policies. We communicate regularly with parents through our monthly school calendar and PA meetings. Workshops are also conducted for the parents to address their concerns. Bilingual staff is in attendance to provide translation. Parental notification of non English speaking parents is done through school personnel as mentioned above. The Principal’s communications regarding rules, regulations as well as school information is done via translated memorandum. Our Parent Coordinator and the family workers who are on the school premises are available during the day for the Spanish speaking families. We also access the translation unit’s services for oral translation over the phone for languages other than Spanish. In this manner we are able to communicate to our non-English parents and students. Parents receive phone calls and letters from teachers that inform about the after school program and the students’ progress. We provide an over the-phone interpreter when calling parents. We make sure that activities in the Title III program for parents are based on parental interest gathered from surveys and questionnaires in both English and Spanish. Many of the parents at MS 328 are ELLs themselves. They struggle with the English language and want support in learning the language. In addition, they also have difficulty helping their children at home with the academics.

All Title III Parents are will invited to participate in Saturday Parent Beginner ESL course. A certified ENL teacher will provide instruction weekly for 3 hours 12 weeks, beginning November through May from 9:00-12:00. In addition to the activities and events included on Parts B and C, topics to be covered include, during our Title III Saturday Academy are: Employment seeking, writing a resume, completing an application and filling out government service forms. The ENL teacher and the Parent Coordinator, will reach out to parents through notification letters, fliers, and phone calls. Additional parent workshops will be run throughout the school year. These workshops will be 60 minutes long and will occur in the evening from 4:00-5:00. Ms. Dannenhoffer our certified ENL teacher will lead these workshops. Topics to be covered during the year include: How to help your child with reading and writing at home, how to help your child with homework, and how to prepare your child for the NYSESLAT Parent invitations will be sent out in English and in the parents’ preferred language. When parents arrive at the workshop, they will sign an attendance sheet. The attendance sheet and a copy of the agenda will be stored in a locked cabinet in the main office.
**Part E: Budget**

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

Allocation Amount: $\_

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Per diem</td>
<td></td>
<td></td>
</tr>
<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>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<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>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
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<tr>
<td>Other</td>
<td></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></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>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Bronx</td>
<td>328</td>
</tr>
</tbody>
</table>

**School Name** New Millenium Business Academy

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dorald Bastian</td>
<td>Willet Nanton</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura Weiss, PCT</td>
<td>Doreta Cole</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Esther Dannenhoffer</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura Weiss</td>
<td>Gloria Alfinez</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frances Aufiero</td>
<td>Jose Cruz</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carleen Richards</td>
<td>n/a</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leticia Rosario</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**C. Teacher Qualifications**

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**D. Student Demographics**
Total number of students in school (excluding pre-K) | 256 | Total number of ELLs | 85 | ELLs as share of total student population (%) | 33.20%

**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>
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<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
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<tbody>
<tr>
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<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>TBE</td>
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**Bilingual Program Breakdown**

This school offers (check all that apply):

- Transitional bilingual education program (TBE)  [Yes]  [No]  If yes, indicate language(s):
- Dual language program (DL)  [Yes]  [No]  If yes, indicate language(s):
- Freestanding ENL  [Yes]  [No]

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?

   At MS 328 we use ELL Periodic Assessment as an initial assessment. School leadership uses the results of the ELL Periodic Assessments to know performance levels of different classes in the school in reading, writing and listening. Knowledge of common strengths and weaknesses aids our administrators in planning curriculum and selecting leveled text for units of study. Through item analysis, the ESL teacher uses the results to plan lessons for whole classes and individual students. Teachers also ascertain which particular skill areas students are proficient in, as well as, where they are having difficulty. Based on the ELL Periodic Assessment data, we know that the ELLs can benefit from increased reading and writing practice. Through differentiated instruction, teachers use alternate text and varied writing activities to help students build literacy. We also use the NYSESLAT, NYSITELL, the ELA exam results, and teacher made tests/observations to learn which specific
learning skills our ELLs are not meeting the standard on and based on these data, we make plans to target these skills in their instruction.

2. What structures do you have in place to support this effort?
   Unit of Study, on-going Formative Assessment as well as End-of-Unit Assessment with a specific testing modifications for Second Language Learners using the NYSESLAT modalities, Speaking, Listening, Reading and Writing.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   The success of our program for ELLs is based on how much they have improved in a three year span. We hope to have them improve from an entering level to a commanding level on the NYSESLAT within three years.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   Extended school day, Saturday Academy, Integrated and Stand-Alone ENL Services provided during the school day for all Proficiency Levels of our English Language Learners.

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.]
   Not Applicable

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 NYSESLAT report indicates that the ELLs data pattern across proficiency levels have increased based on the report from 2016 to 2017. Data shows that students in a three year span have increased from a beginners level to an advanced level of proficiency. Report also indicates students progressing with gains throughout the modalities even though very few are still at the same proficiency level. When students enter in September of the school year and take the NYSELAT in the spring, scores indicate a gain mostly jumping from a low score to an intermediate level score and from an intermediate score to an advanced or proficient one.
   For the 2016 year, one student was given the NYSITELL and the student scored as a beginner (Entering level). The 2017 NYSESLAT data reveals that the majority of the ELLs in our school are in the advanced level. However, while many of the ELLs scored proficient in the listening/speaking modality, most of them scored intermediate or advanced in the reading/writing modality.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
   Instructional Cabinet, Whole Staff Data Wise Weekly Meeting, ENL support meetings with the BFSC Coach

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.

The ENL program at MS 328 is a pull-out/push-in program with homogeneous proficiency level groups. All ENL students are placed into a grade specific class, which travels as a group. Our students receive both Stand Alone ENL and Integrated ENL based on their proficiency level as per part 154 Regulations. The ELL students come to school with little English or at various levels of acquisition and thus differentiating instruction is essential to meeting their language development needs. The SIFE students are tested by the ENL teacher and provided instruction based on their needs to provide equitable instruction at their grade level during the designated Literacy periods within their schedules. Scaffolding is a very important strategy we use. For the ELLs with less than three years we focus on teaching stories and other informational texts at the grade level. We also help improve the vocabulary and grammar. Our focus for the advanced students is teaching more complicated stories and information as well as test-taking strategies. Special attention is paid to the students with special needs. Their groups are smaller, two of three students, so the ENL teacher can work one-to-one. Our students receive high quality instruction based on their individualized academic and behavioral needs. The ESL teachers cooperate with the content area teachers in planning lessons so that every student is given access to the general education curriculum and is educated alongside general education peers. The ENL teacher provide content area support for ELLs by embedding explicit strategies for language development within content lessons. The teachers determine the background knowledge that the students need to understand the content, incorporate ENL objectives while planning lessons, provide models and demonstrations, use graphic organizers, simplify the language, and display visual representations. In addition, all ENL students are mandated to attend the Extended Afternoon Program and Saturday Enrichment Program in preparation for the ELA exam and the NYSESLAT. A lot of times the ENL teacher helps the ELL students that have passed the NYSESLAT. All staff members have participated in school wide and network level professional development, which includes but is not limited to QTEL and SIOP. Ms. Dannenhoffer, the ENL teacher has participated in QTEL, SIOP, Achieve 3000, regional workshops and BER seminars.

b. TBE program. If applicable.

Paste response to questions here: n/a

c. DL program. If applicable.

Paste response to questions here: n/a

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

We make sure that the mandated instructional minutes are provided according to the proficiency levels. The ENL teacher is aware of the New York State mandated minutes of instruction for the ELLs. MS 328 is in compliance in regards to our programming and scheduling based upon these state mandates. ESL students identified as either Entering (E) or Emerging (E) receive 360 minutes of Stand Alone ENL /Integrated ENL instruction per week, ESL students identified as Transitioning (T) and Expanding (E) receive 180 minutes of Integrated ENL instruction per week. Commanding students (including the former ELLs) receive 90 minutes of Integrated ENL per week. The mainstream students are pulled out from ELA during Stand Alone ENL. When pulled out from ELA, we make sure that ESL strategies are used to understand the ELA requirements. We always make sure that NLA is used to expand our students’ acquisition of the second language if necessary.

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.

At MS 328 the teachers use instructional practices that make content more accessible and comprehensible for ELLs using SIOP practices inclusive of building background, relating the material to the students cultural understanding, using language accessible to the students and emphasizing key vocabulary through a variety of activities. Additionally the content area teachers provide multiple opportunities for discussion and comprehension development based on experiments and projects.
conducted in class with readily available opportunities for students to analyze data, and learn the scientific experiment methods. In addition, ENL classes include instruction designed to improve content area achievement. For example the use of Keys to Learning series textbooks in ENL classes gives teachers the opportunity to teach and reinforce non-fiction, content area reading and writing strategies.

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

Spanish-speaking students are administered the Spanish LAB as part of the in-take process. In addition to the NYSITELL and Spanish LAB exams, MS 328 has a brief placement test for new admits that includes a section where we ask students for writing samples in both their native language and English. If this sample leads us to suspect that there are literacy or learning difficulties, we follow up with either the parent coordinator who speaks the home language or the DOE Interpretation hot line in order to assure that students with additional needs receive additional services. Even though students at MS 328 are not provided with Native Language Arts, they are provided with native language support through the provision of bilingual dictionaries and bilingual content area glossaries. Newcomer ESL students are provided with bilingual books and dictionaries to support learning, and special education ELLs are provided with bilingual paraprofessionals, when available.

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

Our school has created an educational environment that is supportive of SIFEs. Our teachers understand the students' needs and have been specially trained to assist in accelerating SIFE’s academic achievement while monitoring cultural and emotional adjustment. The ENL teacher plays a great role in helping these students progress through differentiation of instruction. The teachers plan lessons that build in prior knowledge, challenge but scaffold onto what the students know or have learned, and use culturally relevant, linguistically sensitive, and age appropriate material.

In addition to the mandated hours already specified for our ELLs via the ELL push-in pull-out program, MS 328 also provides intervention services to all ELLs. We have a designated SETTS teacher that works individually with ELL students that require additional assistance in math, ELA, or other content area subjects.

ELLs who have been receiving ENL instruction for no more than 3 years receive intensive targeted instruction in reading, writing, speaking, and listening in small group settings. There is a focus on using audio equipment to provide these students with more practice with conversation, listening skills, improve comprehension and develop fluency to improve literacy overall.

Ells receiving services 4 - 6 years are the largest number in our school. An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our plan with the 4-6 year group is to 1.) use collaborative strategies (e.g. QTEL) and plan activities that encourage higher-level thinking skills, 2.) explicitly teach academic vocabulary to enhance comprehensible input in the content areas, 3.) allow students to use technology such as Achieve High Points 2-4 times a week during class and after school, and 4.) help students to relate to information in a meaningful way through project-based learning, which concludes with a synthesis and application of what students have learned during a thematic unit. As abilities and skills in English vary greatly, many of the strategies used with newcomers and SIFE students can also be employed to the 4-6 year group.

The goal for our long term ELLs (ELLs who have been receiving ESL instruction for at least 6 years) is to reach English language proficiency by the end of the school year. There will be a focus on the development of academic language and creative and critical thinking skills.

Our plan for the ELLs identified as having special needs is to continue to give them intensive targeted instruction in small group settings as well as encourage them to attend our Extended Afternoon Program and Saturday Enrichment Program.

Our plan for the ELLs that have reached proficiency on the NYSESLAT is to continue to provide them with transitional support. They will be awarded with ESL mandated New York State testing modifications for two additional years, and they will be supplied with bilingual glossaries.

All classroom teachers have laptops and smart boards that provide additional visual and technological support to our ELLs.
MS 328 recognizes that ELLs require specialized materials. The ENL teacher uses books that are rich in content to promote language and conceptual development, and they are made accessible through the pictures or the print so that students at all levels can benefit. The ENL teacher uses large visuals, graphic organizers, and other materials essential to making content comprehensible. To ensure the effectiveness of ESL instructional delivery, the ENL teacher administers periodic assessments in which the students’ products are compared with the standards. This information is also shared with the classroom teachers in an effort to create a support team for effectively meeting the needs of ELLs.

Intervention Services are provided for all of our English Language Learners. The Extended Day/After-School Program for Entering and Emerging ENL students takes place between 3:35 P.M. to 5:30 P.M. Tuesday-Friday. Here, these students receive additional support in the four modalities of reading, writing, listening, and speaking. We will also offer a Saturday Enrichment Program in which the ESL teacher will utilize a balanced literacy instructional approach. Students will participate in 90 minute literacy blocks which contain a reading and writing workshop. These reading and writing workshops are comprised of independent reading, a mini-lesson, an active engagement, a work period and a closing. The Expanding ELL students will work through author, genre, and thematic studies. The Entering, Emerging, and Transitioning ELL students will focus on the skills of reading, writing, listening, and speaking through the use of thematic units of study. In addition, all ELL students are offered after school and Saturday programs in ELA, Math, and other content area subjects. All ELL students will also be offered a NYSESLAT preparation course after school in the spring semester.

For the upcoming school year, a number of improvements are being considered for the ENL regular day and after school programs. For example, the ENL curriculum being developed this year has many content-area aspects, touching upon social studies, mathematics, and science. Achieve High Points and MyOn are also a new part of the ESL instruction. We are focusing more on project-based learning this year, asking students to master vocabulary, grammar, content, and concepts through critical thinking and inquiry about leveled high-interest readings, using both prior and background knowledge. Students will produce various products using all four modalities of speaking, listening, reading, and writing. Students will compose essays, create PowerPoint presentations, and write on blogs. Students will also participate in activities that involve collaboration, such as the creation of posters, maps, and multimedia. In addition, we will continue to buy scholastic books to enrich our library. We will also purchase books in the students’ native languages.

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?

The ESL program at MS 328 uses the Keys to Learning series. The series’ levels range from A to E, and the students will be leveled by their 2018 NYSESLAT or NYSITELL scores. The series provide standards-based instruction in reading, writing, listening, and speaking, and it is designed to accelerate the language and literacy growth of ELLs.

In order to differentiate instruction for the ELLs, our school has several programs in place that provide supplementary support. Achieve High Points is a program that assists our students strengthen their math skills and allows for differentiated instruction within the classroom. This program addresses the needs of all our ELL’s and is aligned with our school’s vision of technology to foster learning. In addition, our school uses MyON, a personalized reading program for students of all literacy levels.

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?

Differentiated instructional methods include the use of small groups and cooperative learning (with occasional one-on-one instruction), both of which seem to enhance inclusion, peer acceptance, access to the general education curriculum, and improved student achievement based on classroom observation data. Additionally, teachers use guided reading and small-group instruction. They adapt instruction for ELL-SWD students. ELL-SWD students requiring accommodations (i.e., additional time for classroom tests/projects, etc.) work directly with our IEP coordinator, who has a schedule which has been programmed to allow for flexibility to work with these students when needed. We have given the ENL teacher a flexible schedule so he is able to service all the ELL students and give the instructional time required for ELL-SWDs too. He works closely with other service providers also.
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.

After school classes and tutoring in ESL, ELA, Math, Regents Preparation, Science and Social Studies are offered to support the transition of ELLs. Bilingual dictionaries and visuals are used in content area classes to support content comprehension and mastery.

Intervention Services are provided for all of our English Language Learners. The Extended Day/After-School Program for Beginners and Intermediate ENL students takes place between 3:35 P.M. to 5:30 P.M. Tuesday-Friday. Here, these students receive additional support in the four modalities of reading, writing, listening, and speaking. We also offer a Saturday Enrichment Program in which the ESL teachers utilize a balanced literacy instructional approach. Students participate in 90 minute literacy blocks which contain a reading and writing workshop. These reading and writing workshops are comprised of independent reading, a mini-lesson, an active engagement, a work period and a closing. The Advanced ELL students work through author, genre, and thematic studies. The beginning and intermediate ELL students will focus on the skills of reading, writing, listening, and speaking through the use of thematic units of study. In addition, all ELL students are offered after school and Saturday programs in ELA, Math, and other content area subjects. All ELL students will also be offered a NYSESLAT preparation course after school in the spring semester.

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

Paste response to question here: School became a Teacher’s College School for the 2018-2019 School Year which will allow us to fully implement TC ELLs Methodologies following a rigorous TC Reading and Writing Program.

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

Paste response to question here: n/a

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

Paste response to question here: The ELL population in our school is held to the same New York State/New York City Performance Standards and the same academic expectations for success as is the entire population as well as the standard and expectation for all learners of a second language. Our vision adheres to the Principles of Learning and particularly reinforces a curriculum of academic rigor, not only to raise student achievement levels but also to prepare our second language learner population for the challenges they will meet in their second language acquisition process in the 21st Century.

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.

Paste response to question here: Academic Intervention for literacy and mathematics using MyOn, Imagine Learning, and Milestone Series by Heinle Cengage Learning for Saturday Academy, integrating literacy and Social Studies for English Language learning. Milestone Series by Heinle Cengage Learning for Saturday Academy, integrating literacy and Social Studies for English Language learning. The program provides language development by proficiency levels, reading (phonemic awareness and fluency), writing (penmanship, conventions, technology), and listening and speaking. The series contains embedded assessment, vocabulary instruction, and differentiated instruction, remediation, and intervention strategies. English as a Second Language vocabulary development approach for beginners that includes spelling, grammar, and prior background knowledge. What students need to know for the NYSESLAT and the ELA Test (Comprehension Strategies for ELL’s) at each proficiency level.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
2018-19 RSCEP-PF

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Paste response to question here: ENL Teacher provides short lesson summaries with Language and Content Objectives which are translated in both French and Spanish.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
   Paste response to question here:
   We foresee the potential of creating a curricular program based on interdisciplinary instruction in the core content areas motivating and encouraging students and staff members to recognize and celebrate the cultural and linguistic contribution of each member in our learning community. Resources are classified and adapted to student’s age and grade level.

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?
   Paste response to question here: Principals of all co-located schools meet for Muster daily, where they share distribution of all compatible pedagogical and material resources.

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).
   Paste response to question here: We hold Newcomer Parent orientation in August before the start of the new school year.

17. What language electives are offered to ELLs?
   Paste response to question here: n/a

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)?
   Paste response to question here: n/a

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
   All of our ELL personnel and teacher of ELLs are highly encouraged to attend and participate in numerous professional development seminars intended to provide additional support and knowledge regarding the instruction of our ELL students, and all students throughout the academic school year. At MS 328, we hold weekly administration-initiated and/or teacher-initiated professional development workshops for all teachers. In addition, our ENL teacher frequently attends professional development seminars and workshops related to ENL curriculum and instruction throughout the academic year. This year we are focusing on Danielson and SIOP training in many of our professional development seminars. Throughout the 2018 - 2019 school year, our ESL teacher will receive professional development in effective ESL instructional practices inhouse and outside the school building courtesy of our Borough Office. Similar PD opportunities will be accessible to general education teachers as well. Through horizontal and vertical lesson planning collaboration, teachers will have the opportunity to share best common practices to best serve our ELL populations. The 7.5 hours of professional development offered to all staff include differentiated instruction, use of technology in the classroom, behavior management, SIOP and Q-TEL training, utilizing data sources effectively, and effective use of manipulatives in the classroom. Staff development began in September 2016. We will provide the training for all classroom and special education teachers. The topics to be covered are as follows:
a. ESL Methodologies and how to use them in mainstream classroom
b. Content Area Instruction and ELLs
c. LAP policy
d. ELL promotional criteria
e. SIOP model
f. ESL Standards and Language Allocation Policy
g. ELL students and testing accommodations
h. ESL teaching strategies for classroom teacher
i. Translation and Interpretation Services for parents of ELL students

The topics chosen will help classroom teachers address the needs of ELL students in their classrooms. In addition, the ESL teacher will continue to attend professional developments offered by the Office of Language Learners.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

The school administrators fully support the ELL teacher and all personnel that work with ELLs. They have made success for ELLs a central issue in school, and they have made sure that the ESL program is well understood by all the staff. They make sure ELLs have access to the full resources of the school. To accomplish this our school has created a cross-disciplinary schoolwide team that includes the ELL teacher, content-area teachers who teach English language learners, the guidance counselor who specializes in the needs of ELLs, key school administrators, parent coordinator, and other staff. Such team has a common planning period and meets regularly to align curriculum; plan integrated, cross-content projects; address student concerns; and monitor student progress. School support staff (the librarian, social worker, technology leader, and so on) attend some meetings to ensure that ELLs have access to an array of learning resources and services.

At MS 328, we hold weekly administration-initiated and/or teacher-initiated professional development workshops for all teachers. We make sure that 15% of our professional development hours for the general education teachers are dedicated to ESL strategies and methodologies. In addition, our ENL teacher spends 50% of his professional development hours attending professional development seminars and workshops related to ENL curriculum and instruction throughout the academic year.

**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?

At MS 328, we realize the importance of a strong home and school partnership. We work diligently to ensure that parents are involved in our school. Parents are part of our Leadership Team. Our Parent Coordinator and Parent’s Association President collaborate to increase parent involvement. Parents participate in different activities organized by the school or the Parent Association such as meetings, parent-teacher conferences, workshops, school functions, homework assistance/tutoring, home educational enrichment, decision making, and other aspects of our school governance. etc. Some of them volunteer to chaperone on trips, field days, school dances, and other festivities. Parents of ELLs are oriented to the programs we offer as well as programs offered by the NYCDOE. They are informed of the ELL policies as well as assessments, state standards, and school expectations and policies. We communicate regularly with parents through our monthly school calendar and PA meetings. The concerns of all parents are openly discussed during monthly School Leadership Team meetings as well. Workshops are also conducted for the parents of ELLs to address their concerns. Bilingual staff is in attendance to provide translation. Parental notification of non English speaking parents is done through school personnel as mentioned above. The Principal’s communications regarding rules, regulations as well as school information is done via translated memorandum. Our Parent Coordinator and the family workers who are on the school premises are available during the day for the Spanish
speaking families. We also access the translation unit’s services for oral translation over the phone for languages other than Spanish. In this manner we are able to communicate to our non-English parents and students. ELL parents receive phone calls and letters from the ESL teacher that inform about the after school program and the student’s progress. The ESL teacher often uses an over-the-phone interpreter when calling parents. The parent can arrange a meeting at any time to talk with the ESL teacher about progress and goals for the student. We evaluate needs of parents through surveys and questionnaires in both English and Spanish. We make sure that the activities are based on parental interest gathered from surveys and questionnaires in both English and Spanish. This year in order to enhance student literacy development we will provide a series of literacy workshops that actively engage parents in working directly with their children on literacy activities, e.g., teaching parents reading and writing strategies so that they could support homework assignment/projects at home. Another workshop we like to provide to the parents is teaching them how to use New York City as a resource. We will provide trips to expose parents to the rich resources available to them as being residents of New York City, e.g., museums, public library, Broadway theaters etc. By attending these workshops parents will be able to become more involved in helping their children improve their school work.

We schedule individual meeting with the parents of the ELL students. Also during Parent Teacher konferences We spend extra time with the parents explaining the progress of their children in all subject areas.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. We offer ENL classes for the parents. We invite them during multicultural shows, celebrations.

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, Dorald Bastian, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dorald Bastian</td>
<td>Principal</td>
<td></td>
<td>11/20/17</td>
</tr>
<tr>
<td>Willett Nanton</td>
<td>Assistant Principal</td>
<td></td>
<td>11/20/17</td>
</tr>
<tr>
<td>Jose Cruz</td>
<td>Parent Coordinator</td>
<td></td>
<td>11/20/17</td>
</tr>
<tr>
<td>Esther Dannenhoffer</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>11/20/17</td>
</tr>
<tr>
<td>Susana Arroyo</td>
<td>Parent</td>
<td></td>
<td>11/20/17</td>
</tr>
<tr>
<td>Frances Aufiero</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>11/20/17</td>
</tr>
<tr>
<td>Laura Weiss</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>11/20/17</td>
</tr>
<tr>
<td>Laura Weis</td>
<td>Coach</td>
<td></td>
<td>11/20/17</td>
</tr>
<tr>
<td>Shanieka Muniz</td>
<td>Coach</td>
<td></td>
<td>11/20/17</td>
</tr>
<tr>
<td>Doretta Cole</td>
<td>School Counselor</td>
<td></td>
<td>11/20/17</td>
</tr>
<tr>
<td>Leticia Rosario</td>
<td>Superintendent</td>
<td></td>
<td>11/20/17</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other _____</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other _____</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other _____</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>

School Name: **New Millenium Business Academy**  
School DBN: **09X328**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jose</td>
<td>Cruz</td>
<td>Parent 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.

Based on the Home Language Identification Survey, a record of adult preferred languages for written translation and oral interpretation are maintained in ATS: Spanish - 78%, TW - 2%, TW 2%; Fulani - 4.0%, SQ- 4.0%, WO - 2.0%; MN- 2%; Other - 6%. Copies of said information are shared with our Guidance Counselor, Parent Coordinator, Community Coordinator, and others.

All written correspondence between the school and students’ families is provided in the language of their choice, which most often is in their native language. As a result, we use the NYCDOE’s internal translation unit to provide translations of all school correspondence in Arabic, Bengali, French, Haitian-Creole, and Spanish including:

a. Announcing important meeting dates (Open School Night, SLT meetings, Family Association meetings, etc.)

b. Special events (Thanksgiving Feast, International Festival)
c. Letters of concern about students’ academic performance and behavior

d. Letters of congratulations praising student performance and behavior

e. Welcome packets for families explaining school rules, mission, necessary supplies, permission slips, and FAQs about school policy, which they receive upon admitting their child to our school.

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

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>Spanish</td>
<td>60%</td>
<td>Spanish</td>
<td>75%</td>
</tr>
<tr>
<td>Fulani</td>
<td>English</td>
<td>100%</td>
<td>English</td>
<td>100%</td>
</tr>
<tr>
<td>Bengali</td>
<td>English</td>
<td>100%</td>
<td>English</td>
<td>100%</td>
</tr>
<tr>
<td>French</td>
<td>English</td>
<td>100%</td>
<td>English</td>
<td>100%</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Spanish

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Announcements for important meeting dates (Open School Night, SLT meetings, Parent Association meetings, etc.)</td>
<td>Monthly</td>
<td>We will use caracol and designated school staff.</td>
</tr>
<tr>
<td>b. Special events (Thanksgiving Feast, student performances and parent teacher conferences)</td>
<td>Monthly</td>
<td></td>
</tr>
<tr>
<td>c. Letters of concern about students’ academic performance and behavior</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
d. Letters of congratulations praising student performance and behavior | Monthly | Caracol and bilingual DOE staff
---|---|---
e. Welcome packets for families explaining school rules, mission, necessary supplies, permission slips, | Monthly | Caracol and bilingual DOE staff
---|---|---
f. FAQs about school policy, which they receive upon admitting their child to our schoola | Monthly | Caracol and bilingual DOE staff
---|---|---

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>We hold monthly PA meetings, as well as monthly SLT meetings. We additionally hold regular Parent Workshops. Additionally, our Parent Coordinator makes daily outreach to families in regards to communication about school events, individual student issues, etc. Our guidance counselor regularly reach out to families in regards to individual students’ academic progress towards graduation.</td>
<td>Monthly</td>
<td>Bilingual staff</td>
</tr>
<tr>
<td>Our guidance counselor regularly reach out to families in regards to individual students’ academic progress towards graduation.</td>
<td>As needed</td>
<td>Bilingual staff</td>
</tr>
<tr>
<td>Our Dean and Social worker additionally make calls to families and meet face-to-face. Teachers are expected to maintain regular communication with families regarding students' progress.</td>
<td>As needed</td>
<td>Bilingual staff</td>
</tr>
<tr>
<td>Our Community Assistant and Attendance Teacher make daily phone calls in regards to absence.</td>
<td>Daily</td>
<td>Bilingual staff and translation services through Kinvolved</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.
School staff will call the Translation and Interpretation Unit line—718-752-7373--- using a three ways system call. After school the parent and all emergency contact on student's blue/emergency card will be contacted. School keep a record of parent whose first language is not English and a emergency contact related to the family who is able to communicated in the English language.

**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](https://example.com) and what resources are available to meet compliance.

The language access coordinator will hold 2 meetings throughout the school year in order to keep parents all staff members informed of Chancellor's Regulation A-663 and all services provided by the Language Translation and Interpretation Unit.

**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.)

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

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

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

**Part 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?

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