2018-19
RISE SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(R-CEP)

DBN: (i.e. 01M001): 10X331
School Name: THE BRONX SCHOOL OF YOUNG LEADERS
Principal: SERAPHA CRUZ
Rise School Comprehensive Educational Plan (R-CEP) Outline

Section 1: School Information Page

Section 2: Executive Summary and Organizing Principles

Section 3: School Leadership Team (SLT) Signature Page

Section 4: Rise School Narrative

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans
  - Section 5A Framework for Great Schools Element - Rigorous Instruction
  - Section 5B Framework for Great Schools Element - Supportive Environment
  - Section 5C Framework for Great Schools Element - Collaborative Teachers
  - Section 5D Framework for Great Schools Element - Effective School Leadership
  - Section 5E Framework for Great Schools Element - Strong Family-Community Ties

Section 6: Expanded Learning Time (ELT)

Section 7: Community School Partnerships

Section 8: Academic Intervention Services (AIS)

Section 9: Support for Students in Temporary Housing (STH)

Section 10: Title I Program Information

Section 11: Parent and Family Engagement Policy and School-Parent Compact (SPC)
Section 1: School Information Page

School Information

School Name: The Bronx School of Young Leaders

School Number (DBN): 10X331

Beds Code: 32100010331

Grades Served: 6 - 8

School Address: 40 West Tremont Avenue, Bronx, NY 10453

Phone Number: 718-583-4146

Fax: 718-583-4292

School Contact Person: Serapha Cruz

Email Address: Scruz3@schools.nyc.gov

Community School CBO: Bruce Wallach

Principal: Serapha Cruz

Community School Director: Nathalie Ramsey-Dexter

UFT Chapter Leader: Albania Perdomo

Parents’ Association President: Charit Santana

SLT Chairperson: Alicia Beckford

Student Representative(s): Chanel Brito

District Information

Geographical District: 10

Superintendent: Maribel Hulla

1 Fordham Plaza, Bronx, NY 10458

Superintendent’s Office Address: MHulla@schools.nyc.gov

Superintendent’s Email Address: 718-329-8000

Fax: 718-741-7098

Field Support Center (FSC)

FSC: Bronx

Executive Director: Jose Ruiz
Executive Director’s Office Address: 1230 Zerega Avenue, Bronx, NY 10462/One Fordham Plaza, Bronx, NY 10458

Executive Director’s Email Address: jruiz2@schools.nyc.gov

Phone Number: 718-828-7776/(718) 741-8895  (718) 828-6280

Fax: 718-828-6280
Section 2: Executive Summary and Organizing Principles

The Objective
To guide, support and accelerate the early progress demonstrated by the schools graduating out of the Renewal program, as Rising Schools of Excellence (Rise), with a compelling theory of action, clear strategy for sustainment, targeted individualized supports, continued accountability, gradual release of responsibility, such that they independently accelerate their growth trajectory.

Background
Rise Schools have demonstrated:
- they have the will and conditions in place to accelerate student growth and meet school improvement benchmarks.
- they have the capacity to lead/ implement a school improvement strategy.
Rise Schools have seen some gains\(^1\) across multiple measures including graduation rates, college readiness, state test scores and attendance. As a result, these schools will fully transition out of the Renewal Schools program at the end of the 2017-2018 SY and continue under the guidance of the Office of Field Support, in partnership with the Office of School Support and Supervision.

\(^1\)All Rise Schools met at least 67% of their benchmarks, are not on the State’s Priority list, and have demonstrated a sustainable school improvement structure that will allow them to build on their progress.

Six Rise Keys for Continued Improvement

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Strengthen the Instructional Core</td>
</tr>
<tr>
<td>2.</td>
<td>Strengthen Instructional Leadership Capacity</td>
</tr>
<tr>
<td>3.</td>
<td>Improve Data Driven Practices</td>
</tr>
<tr>
<td>4.</td>
<td>Apply a tiered approach to student intervention</td>
</tr>
<tr>
<td>5.</td>
<td>Promote a positive, inclusive school environment for students, staff, parents and community partners</td>
</tr>
<tr>
<td>6.</td>
<td>Increase monitoring and accountability</td>
</tr>
</tbody>
</table>

Theory of Action
If the NYC Department of Education provides customized supports to Rise schools and principals designed around the “Six Rise School Keys for continued improvement” then, Rise principals and their teams will have the tools and resources to accelerate outcomes for ALL students and increase students’ access to an excellent and equitable education.

Structure of the Rise School Comprehensive Educational Plan (R-CEP)
The Rise School Comprehensive Educational Plan (R-CEP) will serve as the organizing and overarching document for each Rise 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:
- Rise Benchmarks: please refer to the 2018-19 Rise benchmarks provided to your school.
- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and Rise through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Rise process.
- Setting mid-year point 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 Next Generation Learning Standards (NGLS) 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 support 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 the R-CEP Development**

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

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

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

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

### Alignment between FGS and RISE Keys

<table>
<thead>
<tr>
<th>Element</th>
<th>Rise Key 1</th>
<th>Rise Key 2</th>
<th>Rise Key 3</th>
<th>Rise Key 4</th>
<th>Rise Key 5</th>
<th>Rise Key 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rigorous Instruction</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Supportive Environment</td>
<td></td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Collaborative Teachers</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Effective School Leadership</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Strong Family-Community Ties</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Trust</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>

## Accountability Tools and the Framework for Great Schools

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

### NYSED’s Six DTSDE Tenets

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

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

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

### Alignment between DTSDE Tenets and RISE Keys

<table>
<thead>
<tr>
<th>Framework for Great Schools Elements</th>
<th>Rise Key 1</th>
<th>Rise Key 2</th>
<th>Rise Key 3</th>
<th>Rise Key 4</th>
<th>Rise Key 5</th>
<th>Rise Key 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenet 2: School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students in systems of continuous and sustainable school improvement.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Tenet 3: Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the CCSS for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student learning outcomes.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Tenet 4: Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Tenet 5: Student Social and Emotional Developmental Health: The school community identifies, prioritizes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Tenet 6: Family and Community Engagement: The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

### 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 R-CEP, 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 R-CEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for R-CEP 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 Rise 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 Rise Key and the corresponding 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:** Discuss and respond to the guiding questions under each Framework element.

• **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.

Rise Program Priorities

Our Rise Theory of Action (page 4) is drawn from research on turnaround schools, the DOE Framework for Great Schools, DTSDE Tenets, and the Quality Review, which suggest that these key priorities have the greatest impact on student achievement.
<table>
<thead>
<tr>
<th>RISE Keys</th>
<th>Priorities</th>
</tr>
</thead>
</table>
| **1. Strengthen the Instructional Core** | • A clear focus aligned to students’ instructional needs, including college and career readiness  
• Access to common, standards-based curricula for all students, including ELLs and SWDs  
• Explicit and intentional embedding of culturally responsive Instruction in all content areas  
• Formative and summative assessments for all students in all grades that are aligned to curricula and produce clear evidence of learning  
• Tiered approach to teacher professional learning opportunities.  
• Partnership with families to increase engagement in students’ academic success |
| **2. Strengthen Instructional Leadership Capacity** | • Implementation of a coherent vision for school improvement - a vision for leading learning, leading people, leading schools and leading change  
• Development of a system to support distributive leadership and build the capacity and sustainability of teacher leaders through continuous improvement  
• Developing leadership competencies, specific to turnaround efforts, including leveraging multiple stakeholders, a commitment to student learning and a sustained pursuit of measurable progress.  
• Strategic allocation of resources to support instructional and professional learning plans and family engagement in leadership opportunities |
| **3. Improve Data Driven Practices** | • Integrative use of formative and summative assessment tools and practices to target resources and support throughout the year to achieve academic priorities  
• Ongoing analyses of school-wide and student-level data and adjustments to curricular resources and instructional moves  
• Prioritization of the use of standards and data to inform teaching and learning |
| **4. Apply a tiered approach to school support and intervention** | • Implementation of a tiered intervention system that engages teacher teams in frequent cycles of progress monitoring and adjustments to address diverse student needs  
• School establishes coherent system, adopted by all to ensure that interventions are effective, differentiated and timely  
• Increased use of teacher teams’ data-driven practices to accelerate student achievement |
| **5. Promote a positive, inclusive school environment for students, staff, parents and community partners** | • Clear strategy that establishes social norms within the school community and promotes a culture for learning with clear and high expectations for all students, in partnership with CBOs.  
• The sustainability of an environment where students feel safe, connected and engaged through practices that are culturally relevant and build their scholarly identity  
• The development of a whole school approach, in partnership with families, with specific attention to social, physical and behavioral environments  
• Social emotional learning practices embedded in teaching and learning as aligned to the Collaborative for Academic, Social and Emotional learning (CASEL) competencies and supported by CBOs. |
| **6. Increase monitoring and accountability** | • School leaders implement effective monitoring systems to ensure that instructional practices and interventions are monitored closely at the classroom, team, and school wide level  
• Establish effective teacher team practices that ensure teachers are accountable for data findings and set timely and appropriate interventions  
• Data analysis results in adjustments to the programs and priorities to better service students  
• Foster positive systems for accountability driven by reflection and action planning  
• Support from district leaders to focus efforts toward results and problem solving actions that lead to turnaround success. |

1. Darden/Curry PLE – Turnaround Leadership Competencies and Turnaround Action Shown to Influence Student Achievement
Monitoring and Accountability

- Rise schools will be monitored for implementation of the Rise Comprehensive Educational Plan (R*CEP) by Superintendents and Office of Field Support.

- Rise schools will be held accountable for making progress according to annual targets set by the Department of Education, as evidenced by their attainment of named benchmark scores for each annualized key metric. Schools not achieving annual targets by June 2019 are subject to additional oversight and consequences, to be determined at a later date.

- OFS will bring increased oversight and accountability by monitoring FSC supports to schools and ensure that these are aligned with the school’s instructional focus, student and teacher needs, and moving the school toward achieving interim goals.

- OSSS will monitor DSR oversight of all supports to Rise Schools.
Section 3: School Leadership Team (SLT) Signature Page

Directions: All SLT members are expected to sign this page to confirm their participation in the development of this Rise School Comprehensive Educational Plan (R-CEP). 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 R-CEP, 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>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Serapha Cruz</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>Nathalie Ramsey-Dexter</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>Albania Perdomo</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>[]</td>
<td>N/A</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>Alicia Beckford</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>[]</td>
<td>Bruce Wallach</td>
<td>Community School Director (staff)</td>
<td></td>
</tr>
<tr>
<td>[]</td>
<td>[]</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>[]</td>
<td>[]</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Check if SLT</td>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------</td>
<td>------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td></td>
<td>Jolane Toro</td>
<td>Parent coordinator</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Charit Santana</td>
<td>Staff-Teacher</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Kayla Rubin</td>
<td>Staff-Teacher</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Martha Vicuna</td>
<td>Staff-Teacher</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Johanny Castro</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Evelyn Perez</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>AstouDiop</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Nania Muniz</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Carmen Cabral</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Daisy Nunez</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Noe Bautista</td>
<td>Staff-Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Member/
### Section 4: Rise School Narrative

In a brief narrative, describe the current state of the Rise school addressing the following and please use existing data, where applicable:

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. Identify any special student populations that the school has and what their specific needs are.
3. Describe your school’s approach to family engagement and progress made with establishing families as partners in furthering student achievement.
4. Describe how your school is leveraging community school partnerships to support progress in elements of the Framework for Great Schools and your Rise Benchmarks and indicate where this has been a challenge.
5. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

The Bronx School of Young Leaders/MS 331 is a special place. Visitors regularly comment on how positive it is and its “good energy”. We are very proud of that because our mission is, “Educating people to enjoy and improve the world”. We believe that learning should be an enjoyable experience and that if our students experience learning as joyful they will want to continue learning and really be life-long learners. The focus on ‘joy’ and ‘improvement’ in our mission statement is connected to our school vision statement, “I believe we can create a high performing school, despite being in a high poverty neighborhood, which respects the families and traditions of our students. I believe we can show other urban schools that students living in poverty are capable of rigorous thinking as evidenced in their discourse, problem-solving and decision-making and do not need to be controlled by low-level curriculum and instruction. I believe we can create a school with structures in place that demonstrate and teach students to value effort, choice and freedom, rather than embed an ideology of dependence and a fixed notion of intelligence. I believe we can create a school of young leaders who have the self-efficacy to recognize that they are in charge of their destiny and the willingness and ability to overcome injustices to realize their dreams. I believe we can create the conditions for students to recognize learning as an enjoyable experience and to feel empowered to improve their world.

When we changed our name to “Young Leaders,” we created partnerships to help provide opportunities for leadership, in addition to changes we made in classroom instruction that would allow classrooms to be more “student-led”. Fordham University is our key partnership and this Community Based Organization (CBO), is housed on our campus. They are assisting us with providing medical and psychological services on-site as well as providing numerous student and family supports and enrichments. In addition, they are helping us with our "College for All" initiatives including, assisting us with High School and College visits and fairs, “Networking Nights” and "Career Fairs" where students have the opportunity to practice Networking and learn about various professions, and practice interviews with students who are applying to specialized programs. A key student decision-making body in the school is our Student Council. They meet regularly with our Youth Services Team to plan events and make decisions for the school. Some of their members are also serving on our School Leadership Team (SLT).

Seven years ago, we began working with Fordham University, and four years ago the Collaborative Teachers Project, as part of a long-term teacher recruitment plan. They send student teachers and we pair them up with some of our most effective teachers for training. We spend a lot of time and effort on their development while they are here with us student teaching and we have been able to hire some incredible teachers through this plan.
Another partnership we have is with CUNY-NYSEIB. Our leadership team spent a year working in collaboration with key researchers and writers of translinguaging programs to write an action plan specific to the needs of our emerging bilingual population. Now, we have developed an “Emerging Bilingual Team”, consisting of teachers, CUNY and Fordham staff, and administrators, that focuses on instructional development and emerging bilingual students’ academic achievement and social emotional development.

Morris Heights is a community partner of ours. We have a health clinic in our building as well as mental health services, both staffed by Morris Heights. The two social workers are members of our Student Intervention Team and meets weekly with us as we discuss our most at-risk students. The health clinic provides many services to our students, including physicals, injury response, preventative counseling, vision screening/eyeglasses and immunizations. They also refer students to the clinic in our neighborhood.

Based upon our 2016-2017 School Quality Snapshot, our school’s strength is our Supportive Environment, where we scored an "Excellent". In Rigorous Instruction, Collaborative Teachers, Effective School Leadership, Family Community Ties, Trust and Student Achievement we scored "Good" Our student attendance rate is 95% and our staff attendance rate is 97%. We have 20% English Language Learners and 25% Students with Disabilities. Our Students with Special Needs scored in the ‘excellent’ category in ELA and "Good" in math, this is up from the previous year where our overall rating was ‘fair’ for both subjects. Emerging Bilingual Learners (EBL) also scored 'excellent' on ELA and 'Good' on Math. This is also up from 'Good' and 'Fair' respectively. Progress on state tests is an area we performed well on in general. ‘All students’ received an 'excellent' for ELA and 'Good' for math. Our “lowest performing students” scored ‘Excellent’ for ELA (up from ‘Good’ last year) and ‘Fair’ for math (Up from ‘Poor’ last year) in terms of growth on state tests. 82% of students are passing their classes and 85% of our former 8th graders are earning enough high school credit in 9th grade to be on track for high school graduation (a 2% increase). 13% of our students met math state standards (level 3 or 4) (a 3% increase) and 22% met state standards (level 3 or 4) on their ELA state tests (a 10% increase). Our school environment is very positive as indicated on our Learning Environment Survey results; we scored "Excellent" for Supportive Environment. 89% of parents responded positively to questions about the school. 92% of students feel the school is providing enough information about the transition to High School. 91% of teachers feel the school provides time for them to collaborate with colleagues.

Our most recent Quality Review was in April, 2017. We received a ‘well developed’ in 1.1 Curriculum, 1.3 Budget, 1.4 School Culture, 3.4 High Expectations and 4.2 Teacher Teams. We received ‘proficient’ in 1.2 Pedagogy, 2.2 Assessment, 3.1 Goals and Action Plans, 4.1 Teacher Support & Supervision, and 5.1 Monitoring & Revising Systems. The area of celebration was 1.4 School Culture.

The school offers a broad array of Expanded Learning Time (ELT) opportunities to students. Currently students are assigned to an extra five hours of instruction per week. The additional time is targeted to student needs, based upon iReady data. In addition we have Saturday remedial and enrichment classes. We have several extracurricular arts and sports activities including, creative writing/poetry, music, visual art, dance, theater, choir, varsity and junior varsity boys and girls basketball, flag football, baseball, soccer, volleyball, and track.
### School Demographics and Accountability Snapshot for 10X331

#### School Configuration (2018-19)
- **Grade Configuration**: 06,07,08
- **Total Enrollment (2017-18)**: 409
- **SIG Recipient (Y/N)**: No

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

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 47
- **# SETSS (ELA)**: 15
- **# Integrated Collaborative Teaching (ELA)**: 61
- **# Special Classes (Math)**: 48
- **# SETSS (Math)**: 16
- **# Integrated Collaborative Teaching (Math)**: 51

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: 11
- **# Music**: #
- **# Drama**: #
- **# Foreign Language**: 1
- **# Dance**: 8
- **# CTE**: #

#### School Composition (2017-18)
- **% Title I Population**: 88.0%
- **% Attendance Rate**: 94.8%
- **% Free Lunch**: 87.5%
- **% Reduced Lunch**: 0.5%
- **% Limited English Proficient**: 19.6%
- **% Students with Disabilities**: 23.2%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 0.0%
- **% Black or African American**: 25.4%
- **% Hispanic or Latino**: 72.9%
- **% Asian or Native Hawaiian/Pacific Islander**: 1.7%
- **% White**: 0.0%
- **% Multi-Racial**: 0.0%

#### Personnel (2015-16)
- **Years Principal Assigned to School (2018-19)**: 10.1
- **# of Assistant Principals (2016-17)**: 4
- **% of Teachers with No Valid Teaching Certificate**: 7%
- **% Teaching Out of Certification**: 52%
- **% Teaching with Fewer Than 3 Years of Experience**: 38%
- **Average Teacher Absences**: 5.9
- **Overall NYSED Accountability Status (2018-19)**
- **Student Performance for Elementary and Middle Schools (2017-18)**
  - **ELA Performance at levels 3 & 4**: 30.3%
  - **Mathematics Performance at levels 3 & 4**: 26.8%
- **Science Performance at levels 3 & 4 (4th Grade) (2016-17)**
- **Science Performance at levels 3 & 4 (8th Grade) (2016-17)**: 18%

#### Student Performance for High Schools (2018-17)
- **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
- **4 Year Graduation Rate**: N/A
- **6 Year Graduation Rate (2011 Cohort)**: N/A
- **% ELA/Math Aspirational Performance Measures (2015-16)**: N/A

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

##### Elementary/Middle School
- **American Indian or Alaska Native**: N/A
- **Black or African American**: Black or African American
- **White**: N/A
- **Students with Disabilities**: YSH
- **Economically Disadvantaged**: ALL STUDENTS

##### High School
- **American Indian or Alaska Native**: N/A
- **Black or African American**: N/A
- **Hispanic or Latino**: N/A
- **White**: N/A
- **Students with Disabilities**: N/A
- **Economically Disadvantaged**: N/A

---

2018-19 CEP-RISE 16
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>3.2 The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students. <em>(aligned to Rise Keys 2 and 6)</em></td>
<td>ha</td>
</tr>
<tr>
<td>3.3 Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs. <em>(aligned to Rise Key 3)</em></td>
<td>X</td>
</tr>
<tr>
<td>3.4 The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities. <em>(aligned to Rise Keys 1 and 4)</em></td>
<td>ha</td>
</tr>
<tr>
<td>3.5 Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning. <em>(aligned to Rise Key 1)</em></td>
<td>h/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?

Upon reviewing Tenet 3, we look to further our growth in practice 3.5 with an added focus on 3.3. We plan to use assessment and analysis more strategically to meet the needs of all students including students with disabilities and English Language Learners; by working with teachers to develop and incorporate data-driven instruction protocols. A review of our feedback from several sources, including the Quality Review, PPR, and consultations with staff, indicates the following strengths and needs.

- **Strength:** The school has a well-developed curriculum in place (SQR April 2017) that is strongly aligned to the CCLS, according to the Survey of Enacted Curriculum (SEC) conducted in Spring of 2015. The school also received a ‘Proficient’ during the most recent SQR in April 2017 for Pedagogy. On the 2017-2018 ELA state assessment we moved from 22% to 30% proficiency and on the state math assessment from 13 to 27% proficiency.

- **Needs:** Develop and implement benchmark assessments, aligned to the CCLS that will allow the school to strategically plan short and long-term goals, track progress, make instructional and curricular adaptations, and plan small group and/or individual interventions for all struggling students, including students with disabilities and English Language Learners. Advance data showed that assessment was the greatest area of need for our teachers. In the written feedback it is clear that teachers need help with how to use assessment data to quickly make instructional adjustments to meet the needs of students.
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?

Our instructional focus is: "If we know the social/emotional and academic needs of our students then we can work collaboratively to address them". This is our instructional focus, because of our belief that if we know the standards that students are supposed to master and we also know their current level of mastery then we can work together to ensure everyone knows how to create scaffolds and instruction to help bridge the gap between what has been mastered and what should be mastered. Since we have over 70% of our students not currently mastering ELA and Math standards and because we have adolescents who need a lot of social/emotional support, especially when growing up in communities with high levels of trauma and poverty, we know that this is where we can make the most profound improvement. Our focus on the bridging the "gap" will include specific monitoring of our ENL and SWD in their classrooms as well as in their intervention groups.

How will you implement a standards-aligned curricula that meets the needs of your diverse learners, including ELLs and SWDs?

Each unit will end with a summative performance task. Throughout the unit leading up to the task, students will have received instruction and assessments aligned to the criteria in the performance task and feedback and next steps. Teachers will use the data from the on-going assessments in a unit to adjust instruction and meet the needs of individual students. Teachers that service EBL and SWDs spend time planning and refining curriculum on our Curriculum Fridays (full day department planning sessions) with their colleagues who teach general education, however they focus on the scaffolds needed for students to master the grade level standards. These planning sessions occur six days per year. We have a Understanding by Design (UbD) rubric to assess.

What is your vision for ensuring that all student have access to rigorous coursework that moves them towards career and college readiness? How will you support the personal and academic skills, habits, and behaviors needed for students to be career and college ready?

We are using "Academic Moves for College and Career Readiness: 15 Must-Have Skills Every Student Needs to Achieve" as our mentor text for next school year. At EoY conferences with teachers they are receiving the book to read over the summer. We will use the book next year to teach the 15 academic skills as well as to create assessments using the shared rubric for each skill. We will track the student data on each skill and use the data at department meetings to discuss implications for instruction.

During the school day, we have opportunities to parallel program many students who need extra help. For example, some students go to a reading specialist each day.

We are working with an organization, Elevate!, to provide students with several ‘study skills’ workshops. The teachers then reinforce the same study skills in their classes. High Schools have told us this is a major need when students enroll in H.S. For the second year in a row, a group of 8th grade students will be enrolled in the NYS Living Environment Regents course, giving them an opportunity to earn high school credit and pass their first Regents Test toward their high school diploma. Additionally, this year we will also implement the city-wide "College for All" curriculum in our 7th grade S.S. classroom. Our instructional vision focuses on students becoming independent readers, writers and develop respectful discourse skills, all of which prepare students for their futures.
How do you envision embedding the elements of culturally responsive instruction and how will you know that implementation is successful?

Instructional goals should be set based upon the needs of the students and assessment information. During class there should be evidence that the assessment information was used to plan the lesson. Teachers should be checking for understanding throughout the lesson and students should be assessing their mastery of the learning goal, throughout the lesson and at the end of the lesson. Instruction should be relevant to students and we will assess unit plans to ensure that it is.

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?

We are developing a tool which allows us to track student mastery towards state standards with at least three attempts per standard. We will hold quarterly data meetings with staff members to review the data and determine if adjustments to the curriculum, instruction or assessment need to be made. For students receiving Tier 2 and Tier 3 interventions we are using iReady to determine specific skills that need to be taught and a Multi-Tiered Systems of Support (MTSS) tool that will be used to track student progress.

How do you envision differentiating teacher professional learning opportunities to support instructional foci, meet students’ unique needs and advance culturally responsive education in your school?

Some of our professional learning cycles involve the whole staff, such as when we launch the year with a series on "Teaching with Love and Logic". It is important for coherence that the whole staff is involved. We are able to differentiate professional learning through our mini-observations, in which each administrator visits 3-5 classrooms per day, followed by a verbal conversation and a one paragraph written summary of the conversation. We also have a robust mentoring program, in which assigned staff members, including new teachers, are given a mentor and they have a clear monthly focus.

**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 Rise Benchmarks.

During the 2018-2019 School year, teachers will develop and ensure that unit and lesson plans include data-driven instruction, appropriately aligned to the CCLS and NYS content standards and address student achievement needs leading to ELA Proficiency Rating of 2.49, and an average proficiency rating for math of 2.32 or higher.

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

<table>
<thead>
<tr>
<th>Benchmarks</th>
<th>Expected Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average ELA Proficiency Rating of 2.49 on 2019 NYSED ELA exam</td>
<td></td>
</tr>
<tr>
<td>Average Math Proficiency Rating of 2.32 on 2019 NYSED Math exam</td>
<td></td>
</tr>
<tr>
<td>ELA Performance Index 100 on State ELA exam</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>
### Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives:</th>
<th>Target Group(s)</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline</th>
<th>Key Personnel</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Design and implement assessments during instruction (e.g., pre/post chapter assessment, exit tickets, quizzes, exams, etc) to assure that students are meeting instructional objectives. Teachers and Administrators conduct at least 2 data conferences in the year in order to plan re-teaching, enrichment, and targeted interventions. | All content area teachers | • ELA Prof level  
• math Prof level  
• ELA Perf Index | September – June 2018-2019 | Principal, assistant principals, and math and model teachers | Progress on iReady diagnostics in math and ELA |
| Students are re-organized for enrichment and intervention groups throughout the year according to the benchmark data. | All Students | ELA prof  
Math prof | September – June 2018-2019 | Principal, assistant principals, and model teachers | Progress on iReady diagnostics in math and ELA |
| Teachers will use formative data to drive instruction | All content area teachers, APs | ELA prof  
Math prof | September – June 2018-2019 | Principal, assistant principals | Advance data from informal and formal observations |
| Teacher Teams (department) will use the Teacher and Learning Cycle protocol at professional | All teachers, administrators | All Departments | September – June 2018-2019 | Supervisors, grade teams | Supervisors will review Rolling Agendas monthly |
development sessions in order to engage in an inquiry process to address the learning issues and instructional problems of practice that are a road block to student proficiency.

Teachers will provide clear written and verbal next steps to students as feedback and students will record their self-assessments and goals.

<table>
<thead>
<tr>
<th>All Teachers and Students</th>
<th>All Departments</th>
<th>September – June 2018-2019</th>
<th>Supervisors, grade teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Walks looking at student work and teacher feedback and also reviews of student portfolios</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4b – Parent and Family Engagement

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

Parents will receive a parent report from iReady each time a diagnostic is given and be able to see their child's progress. We will host information sessions for how to read the reports. Our AP will be responsible for implementation and oversight.

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, FSC Supports, etc.

| Human Resources: Teachers, Teacher Leaders/Coaches, Grade Team Leaders, Supervisors |
| Instructional Resources: ATLAS on-line platform for tracking standards taught in the curriculum, iReady assessments, on-line grading system, learning target assessment form |
| Schedule adjustments: Every week a different department is scheduled for all day planning, we use our arts instructors to cover these classes, Monday professional learning time |

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

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

Part 6 – Progress Monitoring

2018-19 CEP-RISE
**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Similar to your Annual Goal, your mid-point benchmark should be **Specific, Measurable, Achievable, Relevant, and Time-bound.**

By February 2018, our ELA and Math iReady diagnostic data will indicate that at least 10% of students at Profile 1 have moved to Profile 2 or higher.

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

iReady diagnostic exams in ELA and Math

**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

<table>
<thead>
<tr>
<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tenet 5 Statement of Practice</strong></td>
</tr>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
</tr>
<tr>
<td>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. (aligned to Rise Key 4)</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. (aligned to Rise Key 4)</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. (aligned to Rise Key 5)</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. (aligned to Rise Key 5)</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?

Based upon our Middle School Quality Snapshot:

- 90% of students feel we offer variety in classes and programs in school and afterschool
- 82% of students report feeling safe at school
- 97% of parents are satisfied with the education that their child has received
- 86% of teachers would recommend this school to parents and
- 70% of students say that most students at the school treat each other with respect which is 13% higher than the NYC average.

According to our Learning Environment Survey:
· Parents are 95% satisfied with school culture, while teachers are 90%, and students reported 85%.

Our attendance rate for the 2016 – 2017 school year was 95.4% while teacher attendance was 97%.

We have many community partners at this school including:

· 46th Precinct Youth Division
· Dreamyard
· St. Jude’s Children Hospital
· Wheelchairs Against Guns
· Fordham University
· Morris Heights Health Center

We have many human resources to support the social and emotional development of our students. We have two guidance counselors and two deans. We also have a parent coordinator and community associate who work closely with CBO’s, staff, parents, and students.

Overarching systems that are in place to sustain social and emotional developmental health include:

· Student Intervention Team
· Teacher Teams addressing specific student intervention needs across a grade
· Youth Services Team
· School Based Support Team
· Special Education Implementation Team
· Emerging Bi-lingual Team
· Campus Safety Team
· Building Response Team
· MTSS Team

There are several extracurricular activities taking place before and after school as well as on Saturdays. There are opportunities for visual arts, acting, dance, technology, and music during the school day as well as in after-school.

Our school teaches and reinforces core character values called PRIDE: Professionalism, Respectful, Integrity, Determination and Empathy. We have daily goals aligned to PRIDE and our mornings announcers discuss PRIDE each day. Daily, a section sheet will travel with a class in order to notice who is showing, or not showing PRIDE in their classes. This provides data collection informing appropriate follow up action.

NEEDS
In our efforts to consistently align our character education program across the school both from 6th to 8th grade as well as across a grade team, it is necessary for us to be explicit in what PRIDE looks like in the classroom, throughout a lesson, and in other areas and capacities within the school. The goal is to reinforce these characteristics so that students internalize them and generalize these abilities into other areas of their life outside and beyond schooling. A committee began meeting in the Spring of 2015 to develop curriculum for “The First 30 days of school”. This curriculum includes specific goals and lesson plans that will be taught to all students regarding common character traits we want to teach as well as our norms of operation in the school. The language of PRIDE will be aligned to our progressive discipline system. Additionally, it is necessary to consistently teach and model these values while reinforcing them using PBIS methods.

Teachers and other staff members participated in a professional learning cycle in SY 2015-2016 on using the strategies in the book, Teaching with Love and Logic. We still need further professional development on social emotional learning, executive functioning skills and the impact of trauma on students. We have student intervention protocols in place on a weekly basis and it is our goal to be clear and consistent in our communication in how all stakeholders can intervene. The goal is to ensure that all interventions take on a positive light. We will use dedicated PD time to teach teachers strategies, tools, context, and implementation of character education in support of social emotional developmental and academic success. Teacher teams will hold each other accountable to these initiatives through formalized inter-visitations and team protocols to monitor their own progress. We must utilize data in a systematic way to establish overarching systems that promote a vision for social and emotional developmental health that is aligned to a curriculum, as well as to develop a common understanding of the importance of the contributions of all stakeholders in creating a school community that is safe and supportive. We will work together to establish structures to support the use of data to respond to student social and emotional developmental health needs. Data will be collected and analyzed in order to monitor school’s progress in continuing to make The Bronx School of Young Leaders a safe and supportive environment.

**Priority Need:** Upon reviewing Tenet 5.2 and 5.4 we will continue our work to develop a common understanding of adolescent social-emotional health and reinforce our systems that support data collection on student progress on this curriculum so that we can positively reinforce behaviors with a school-wide PBIS system.

### 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?**

We want everyone visiting to continue to comment on the ‘joy’ that is felt and the alignment of the culture of the school to our mission, “Educating people to enjoy and improve the world.” Our vision is that they will also be able to say that we have an environment that supports ‘high achievement’ even if we are in a ‘high poverty’ area and that all stakeholders care so much that we have overcome external obstacles. We are excited about the resources our CBO, Fordham University, are bringing to support the environment of our school. We will have a full-time social worker to assist our guidance department with addressing the many social and emotional needs of our students. We will also have a SAPIS worker assigned through Central. We plan to continue to keep structures, such as our Student Intervention Team (SIT), in place so that we can bring all of the key staff members who service students who are most at-risk together each week. We will have weekly sessions during professional periods on the topics of executive functioning, childhood trauma and the social and emotional needs of our students and ensuring our further understanding of how to work with students in this age group. We believe that we have to build the capacity of our teachers to respond to the needs of the students. In addition to continuing to build our own understanding, we plan to have Tier 1 -3 MTSS in place including creating a team-building atmosphere for each homeroom by having students earn “Pride dollars” for their homeroom and having incentives aligned to the ‘dollars’. We implemented this PBIS system in SY 2015-2016 and it proved effective. Students that are in self-contained classrooms will be integrated into homerooms for the first 15 minutes of each day and will be included in school-wide events as part of a larger homeroom. All teachers will be taught to use Move This World and Brain Powered Classroom techniques in their classroom as part of our strategy to off-set the impact of trauma that so many of our students have experienced or are experiencing.
Describe your plan to implement a culture of trust and high expectations for teachers, students, families and community partners.

We believe that you build trust through your actions. Teachers, students, families and community partners have to see leadership that acts with integrity. We have to be good listeners and have a clear message of our vision that sets high expectations for all.

Who are your CBO partners? How will each CBO sustain and support the social-emotional and academic growth of your students?

<table>
<thead>
<tr>
<th>CBO Partner</th>
<th>CBO Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fordham University</td>
<td>Full time Social Worker on-site (more is written in the CBO portion of this document), ELT supports, Instructional coaching</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

The social worker will offer both group and individual counseling to students and families. We offer Saturday wellness programs to our families and students and family members attend together. We have many programs and workshops for families including ESL, computer classes, nutrition and citizenship. We offer weekly distributions of healthy vegetables that are locally grown. Each year we hold a Community Forum and ask the families to give us feedback on a number of topics.

What essential questions, or key themes, will be explored by all staff and students that acknowledge and celebrate the culture and heritage of the student body?

Our Social Studies curriculum is from National Geographic and is called World Geography and Culture. Students in 6th and 7th grade study every region of the world and learn about the geography, history and culture of the people living in that area. We hold an annual Cultural Extravaganza which is one of our best attended events, in which we celebrate the dress, food, traditions of many cultures from around the world. We incorporate sign language in our daily instruction. We work to create a multilingual ecology by using the home languages of our children in our lessons each day.

What evidence will you use to gauge the impact of your plan to create a positive school environment?

Learning Environment Survey, attendance rates, Evaluation ratings in Domain 2 of Danielson

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 Rise Benchmarks.

During the September 2018- June 2019 School Year, through the development of a Multi-Tiered Systems of Support-Behavior (MTSS-B) Team, MS 331 will support and sustain student social and emotional developmental health and academic success as evidenced by a 4.54 score on the Framework for Great Schools: Supportive Environment indicator.
Please answer the following Question as it relates to meeting your Supportive Environment Annual Goal:
Which school benchmarks do you expect will improve by meeting your Supportive Environment Annual Goal?

<table>
<thead>
<tr>
<th>Framework: Supportive Environment 4.54</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>
### Part 4 – Action Plan

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The MTSS committee will meet weekly to develop the following: Create lesson plans, videos, a student handbook and a parent handbook with information aligned to our PRIDE/PBIS system in the school.</td>
<td>Supportive Environment</td>
<td>June 2018 - June 2019</td>
<td>Administrator, MTSS-B, Committee, Grade Team Leaders</td>
<td>Review rolling agenda, products created by the team (lesson plans, etc)</td>
</tr>
<tr>
<td>The MTSS-B Team will teach the staff how to use the &quot;Behavior Flowchart&quot; that they created about &quot;Teacher Managed&quot; and &quot;Office Managed&quot; behaviors and also interventions for behaviors. They will collect data on behaviors, and analyze the data weekly and action plan for the data.</td>
<td>Supportive Environment</td>
<td>May 2018 - August 2019</td>
<td>Principal Supervises grade liaisons, counselors and parent coordinator on the team</td>
<td>-Reviewing the Google form reports to ensure grade liaisons are entering data weekly -Reviewing the Minor/Major incident reports that teachers complete -Reviewing the Rolling Agenda from the MTSS-B meetings</td>
</tr>
</tbody>
</table>
| Use Functional Behavior Assessments to develop Behavior Intervention Plans that are used consistently across the grade with students who have this need on their IEP. | Tier III students for behavior | Supportive Environment | September 2018- June 2019 | Special Education Coordinator | -Reviewing OORS data to see if there is a decrease in removals from class
-Section Sheets | N/a | N/A | N/A | N/A | N/A | n/a |

### 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.

The MTSS & parent engagement team will create and send out monthly newsletters to families informing them of the different topics their child has learned that month, such as calming strategies, breathing exercises, expressing their emotions, how to show empathy, etc... This provides parents with the resources they need to continue these exercises at home with their children.

During parent conferences, a table station will be set up for parents to learn about Move this world's purpose and vision, and learn how they can use this to help support their children at home. In addition, parents will be provided with resources to use with their children such as brain break activities they can use at home with their children during homework time.

### 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, FSC Supports, etc.

<table>
<thead>
<tr>
<th>Human Resources</th>
<th>Instructional Resources</th>
<th>Scheduling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fordham University, Deans, Guidance counselors, School based support team, Morris Heights Clinicians, Administrators, Teachers, PRIDE sub-committee, grade team leaders, Move this World &amp; Brain Powered Classroom coaches</td>
<td>PRIDE lessons and slides, Social/Emotional Framework Resources, On-line Occurrence reporting (OORS) system, SECURe resources</td>
<td>Professional Development time on Mondays Parent Engagement time, MTSS sub-committee, Grade team leaders facilitate meetings with grade teams</td>
</tr>
</tbody>
</table>

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

### Part 6 – Progress Monitoring

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

By January, 2019, MS 331 will develop and teach a common social and emotional curriculum which will be monitored through data and reinforced in a school-wide PBIS system, which will result in less than 25 removals from class since September.

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

OORS reports

**Part 6c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

<table>
<thead>
<tr>
<th>Tenet 4 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2 School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs. <em>(aligned to Rise Key 2)</em></td>
<td>N/A</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. <em>(aligned to Rise Key 1)</em></td>
<td>N/A</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. <em>(aligned to Rise Key 4)</em></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). <em>(aligned to Rise Key 3)</em></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?

According to the April 2017 Quality Review, teacher teams are well-developed at the school. Teachers all have access to a rich supply of data in the New Visions Data Sorter. The school has held Student Led Conferences for six years and will continue to do so this year. At Student Led Conferences, students inform their parents about their progress toward mastering the learning goals and engage their families as partners in assisting them with success in school. We will also incorporate our learning from taking part in Academic Parent Teacher Teams (APT) to include parents as key partners in improving academic achievement.

According to student surveys and formative assessments, the primary reason that many students are unable to engage with the content being presented or topic being assessed is that they are unfamiliar with academic vocabulary. In order to ensure that all students are able to access the rigorous content being presented, we will work across all departments to ensure that we make academic vocabulary accessible.

**Priority Need:** Now that we have a data in the data sorter that allows us to see 'big picture' data, we need an instrument that allows us to focus on specific skills, aligned to standards, that allows us to look at unit by unit data. We are piloting a tool we designed during summer school of this year and will continue to collaborate to refine the tool for the next
school year. Teachers will use the tool to look at student data and collaborate together to plan instruction based on the data.

### Part 2 – Summative Vision for Collaborative Teachers

<table>
<thead>
<tr>
<th>What is your vision for collaborative teaching?</th>
</tr>
</thead>
</table>
| Teachers “are committed to the success and improvement of their classrooms and the school. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.” Teachers work on grade teams during professional periods four times per week. Teachers also work in department meetings, every Monday and every 5 weeks for a full day. During these department meetings teachers review each other’s units, use protocols for looking at student work and performance tasks, engage in discourse around current pedagogical practices, and debrief inter-visitations. Many teachers have opportunities for leadership through positions as grade team leaders, facilitators of team meetings regarding IEPs and in their departments. Teachers and students are very comfortable with administrators, coaches and peers visiting their classrooms regularly.

Many structures are in place which allow for teachers to share a common language and collaborate. There is a specific unit and lesson plan template that allows for teachers to share a common language around planning. There are several school-wide instructional practices which are consistent across grades and departments (use of quick-writes, cold-calling, annotation symbols, hand signals and think-pair-share protocols). Departments have developed common rubrics for use with specific performance tasks. Finally, the school has been using the Danielson Framework for Teaching for nine years. This has created an over-all common language regarding planning, environment, instruction and professional responsibilities. Teachers have developed common teaching practices and are beginning the use of writing and reading rubrics to align assessment through grades level courses and school wide.

Teachers use a common community building behavioral system called PRIDE. This allows students and teachers to use common language and structure in homeroom, daily lessons, and during school wide activities.

As we expand our special education department, our Special Education Supervisor will offer PD on areas specific to special education including Integrated Co-Teaching Techniques, modifications, adaptations, Behavior Improvement Plans, and the use of paraprofessionals in the classroom.

All departments will work on building common keywords, through implementation of "Marzano's Six Step Process For Building Academic Vocabulary." Departments will meet and decide which vocabulary words will be reinforced grade-wide, and hold pre- and post-assessments to monitor student learning.

ELA teachers will collaborate around our new independent reading initiative, modeled on the work of the Showcase School: East Side High School. The three grades will share common lessons, assessments, structures which will build a love of reading with our students and allow them to be more proficient readers.

The use of a Google Forms tracker for IEP’s will continue to be used for instructional alignment and progress monitoring.

This year, we will continue to use the Data Wise Improvement Process to address learner centered problems and instructional problems of practice.
How do you envision enhancing collaboration amongst your Instructional Leadership Team to improve teacher practices and student learning?

<table>
<thead>
<tr>
<th>Observational Rounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade team and staff meetings using Data Wise Protocols</td>
</tr>
<tr>
<td>Mentor Meetings-Using a Shared curriculum to develop Danielson components</td>
</tr>
<tr>
<td>NYC TC Coaches Meetings</td>
</tr>
<tr>
<td>Lead Teacher Bi-Weekly Meetings</td>
</tr>
<tr>
<td>Weekly Cabinet Meetings</td>
</tr>
<tr>
<td>Teacher Surveys</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Focused Professional Development Cycles on instructional focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Check-ins</td>
</tr>
<tr>
<td>Weekly department, full-day, planning days focused on unit plan development and assessment of efficacy of units in progress based upon looking at student work</td>
</tr>
<tr>
<td>Common K-12 learning progress rubric</td>
</tr>
<tr>
<td>Writing Benchmarks</td>
</tr>
<tr>
<td>SEL professional learning cycles within grade teams</td>
</tr>
</tbody>
</table>

How do you envision collaboration across teacher teams to improve data driven teacher practices that result in improvement in student achievement?

<table>
<thead>
<tr>
<th>Data Reviewed</th>
<th>Intent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Progress Monitoring Tool</td>
<td>We will be able to monitor student progress on skills as well as on power standards</td>
</tr>
<tr>
<td>iReady diagnostic exams</td>
<td>Teacher teams can analyze data from the iReady diagnostic to adjust instructional plans and groups in ELA and Math. Interventions can be schedule for students. Our ELT groups will be organized around iReady data and groups will be reorganized in January based upon mid-year data.</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

What data will teachers and the Instructional Leadership Team regularly review to ensure that they are reflecting upon needed adjustments to teaching practices and meeting individual student learning needs?
Describe the screening process you use to identify students who need extra help? How do you use this process to determine which intervention to provide?

We will use the iReady Instructional Grouping Reports to identify which students need extra help. Students will be assigned quarterly intervention periods based upon the specific skills with which they need support.

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 Rise Benchmarks.

During the School Year 2018-2019, teachers and students work together at bimonthly focus groups 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 which will result in meeting the Performance Index Benchmark for ELA (2.49) and for math (2.32).

---

Please answer the following Question as it relates to meeting your Collaborative Teachers Annual Goal: Which school benchmarks do you expect will improve by meeting your Collaborative Teachers Annual Goal?

<table>
<thead>
<tr>
<th>Proficiency in ELA</th>
<th>Proficiency in Math</th>
<th>ELA Performance Index</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives: Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</th>
<th>Target Group(s)</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>A common protocol is taught, and then utilized, for having student focus groups at departmental planning days to provide feedback to teachers regarding the learning environment, instructional experiences and if they are meeting their needs</td>
<td>Students and Teachers</td>
<td>Supportive Environment and ELA and Math Benchmarks</td>
<td>September 2018 – June 2019</td>
<td>Assistant Principals</td>
<td>- Rolling agendas for department meetings -Teacher and student surveys -iReady benchmark data</td>
</tr>
<tr>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>All meetings at the school will use a similar agenda and notes (Meeting Wise Protocol) will be recorded in Office 365</td>
<td>Admin, Teachers, Support Staff</td>
<td>Proficiency in ELA, proficiency in Math</td>
<td>September 2018 – June 2010</td>
<td>Principal, Assistant Principals, Teachers</td>
<td>progress on Digital Progress Monitoring Tool, iReady diagnostics</td>
</tr>
</tbody>
</table>

### 4b – Parent and Family Engagement

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

Teachers will collaborate to provide information in quarterly progress reports for families on student achievement in alignment with standards, in the Progress Monitoring Tool. Teachers will share specific data and specific ways families can assist their child at home. One supervisor is assigned to each grade and they will be responsible for ensuring common implementation of this structure and oversight.

### Part 5 – Budget and Resource Alignment

2018-19 CEP-RISE
**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, FSC Supports, etc.

**Human Resources:** Staff

**Instructional Resources:** ATLAS on-line planning platform, on-line assessment system, Data Wise Protocols, New Visions Data Sorter

**Scheduling:** weekly grade and departmental planning time, unit review and data meetings between supervisors and teachers

**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>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Title I 1003(a)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
</tr>
</tbody>
</table>

**Part 6 – Progress Monitoring**

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

At the midpoint (by Feb. 1st) our ELA and Math iReady diagnostic data will indicate that at least 10% of students on Profile 1 have moved to Profile 2 or higher.

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

iReady Diagnostic

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

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

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 2 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP). <em>(aligned with Rise Key 2)</em></td>
<td>N/A</td>
</tr>
<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources. <em>(aligned with Rise Key 6)</em></td>
<td>N/A</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. <em>(aligned with Rise Key 1)</em></td>
<td>N/A</td>
</tr>
<tr>
<td>2.5 Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health). <em>(aligned with Rise Keys 4 and 5)</em></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 leadership has articulated a mission, vision and instructional focus. There is a sense of urgency around our academic achievement data and the need for instructional shifts to help us improve this data. The system of Instructional Rounds allows the leadership team to monitor the school’s progress toward the instructional focus. There is also an understanding of the school’s strengths as articulated by leadership. The Danielson Framework for Teaching has been utilized for formative and summative purposes over the last eight years. This has created a culture of improvement and allowed for the development of consistent pedagogical practices. Strategic decisions have been made to build a positive school culture, including fiscal, human resources and development of structures/systems. The needs of sub-groups have been identified and systems have been created to address these needs. Success is contingent on the work of all.

Therefore, administrators have developed many structures for distributed leadership. Grade team leaders, who meet weekly with supervisors, lead weekly grade team meetings. One coach, who is also a teacher has been developed to lead the Math department. Three teachers have been members of city-wide leadership programs and have gone on to lead schools in the city. Mentor teachers are key to developing new teachers and recruiting for vacancies at our school as well as ‘sister’ schools. School leaders use a system of ‘mini-observations’ that occur frequently to provide teachers with formative feedback. As well, the leaders make frequent summative assessments in teacher classrooms.
Priority Need: This year we are developing a digital tool to monitor progress of all students toward power standards and small groups of students progress on prerequisite skill deficits they currently have. This work will be communicated as part of our overall focus on monitoring our Multi-Tiered Systems of Support (MTSS) academically and behaviorally.

Part 2 – Summative Vision for Effective School Leadership

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

School leaders will launch the school year clearly articulating the school’s vision, mission and goals for the SY 2018-2019, including the benchmarks established for the RISE program, with all stakeholders. In addition to engaging constituents in workshops and problem-solving conversations, written communication will archive the short-term and long-term goals and plans. The CBO/Fordham has become a key partner in our school community and began working, three years ago, on co-constructing our RISE and Community School plans. Many structures will be in place to ensure that our partnership with Fordham is strong and moving us toward our goals. Each week a cabinet meeting, including the Fordham team and the school-based instructional team, will be held to ensure that we are planning, implementing, monitoring our academic progress throughout the year, and making revisions when necessary. Members of Fordham’s team will also be on our Student Intervention Team (SIT), which meets weekly to discuss the social and emotional needs of the school body and individual students. School leaders will perform three Instructional Rounds throughout the year to ensure that the school is improving and making progress on our Instructional Focus. In addition to the weekly cabinet and SIT, a weekly budget meeting is held with our budget manager, to ensure that we are utilizing all resources in a strategic manner. The Principal, APs, and Instructional Coaches (both school-based and Fordham) will perform daily ‘mini-observations’ of staff assigned to them. These mini-observations will be between 10-15 minutes in length and will be followed by a verbal debrief within 24 hours and a quick written summary of the contents of the debrief conversation. This will ensure that teachers are receiving timely and actionable feedback which is on-going and formative. The cabinet meeting will always include an agenda item which allows each member to share what they have seen in observations, so that school leaders can follow up with the feedback in their evaluative observations. We will continue to have our Attendance and Youth Service Committees. The Attendance Committee plans incentives, addresses chronic absenteeism by assigning students Success Mentors, and other attendance issues, and has been largely responsible for the school’s current 95.4% attendance rating. The Youth Services Team ensures that there are ongoing school wide events that create a sense of community, avail students of resources for their social emotional needs and provide students a voice in school decision making. The leadership, including three model teachers, will develop the capacity of staff to use the Data wise Improvement Process and the skills in our mentor text for the year (Academic Moves for College and Career Readiness: 15 Must-Have Skills Every Student Needs to Achieve) in their departments.

This year we are developing a digital tool for monitoring all students’ progress toward power standards in ELA and Math as well as monitor students who are receiving MTSS at Tier 2 and Tier 3 levels on the specific skills they are learning.

What are your core belief(s) for school improvement and how they inform your vision for developing instructional leadership at your school?

We have created a document which articulating the "Beliefs, values, norms, patterns of behavior and shared artifacts" of our school has formally and informally created over the last 14 years. The "beliefs" include: All children are good, school should be a place of joy for everyone, relationships matter, our schools can develop the tools they need to overcome challenges, those doing the reading/writing/discussing/listening are those doing the learning, we take responsibility, and we are preparing students to have access to all opportunities." Our "Values" include: Professional-Teach students to be critical thinkers, collaborative, strong communicators and creative...Respect- be collaborative & supportive of one another...Integrity- Teach students what is right/correct....Determination- Keep trying until you find a solution for an individual child....Empathy- Teach independence and self-efficacy over control and compliance. Our
"norms" include: Demonstrate behaviors you expect to see, Be open to feedback, Ground statements in evidence, Hold one another accountable, Take personal responsibility

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

Our teacher leaders will have specific teachers that they mentor. They will also have specific teaching benchmarks, aligned to Danielson, that they will assess and provide feedback on throughout the year. Teacher leaders will also provide modeling to targeted teachers who visit their classrooms, on specific instructional strategies. They will be part of developing and leading professional learning cycles.

Grade team leaders facilitate two meetings per week on their grade team. They will lead the professional learning cycle on our mentor book. Our administrative team meets with the grade team leaders weekly at our Instructional Leadership Team and discuss and plan for the facilitation of their meetings.

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

We have very robust teacher leadership in our school. I will continue to support the development of teacher leaders, through our on-going conversations, Instructional leadership meetings and professional development in the model teacher program. As well, our School Leadership Team (SLT) holds meetings with family participation and reviews and makes adjustments to our RSCEP as needed. We held our first ever Community Forum in January 2016, and have held one every year since. Parents gave us feedback on many different aspects of the school, aligned to the Framework for Great Schools, and we are implementing many of their suggestions.

How will you use evidence-based systems to ensure school and teacher leaders are led by a cycle of continuous learning and use this to inform their teams’ priorities?

<table>
<thead>
<tr>
<th>Evidence-Based System</th>
<th>Support(s)</th>
<th>Collaborator(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning Cycle</td>
<td>Administrators, Model Teachers</td>
<td>AUSSIE consultants, Math Solutions</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</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 – 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 Rise Benchmarks.

During the 2018-2019 School Year, MS 331 leaders will effectively use a new data-tracker to examine and improve our school-wide Expanded Learning Time program and we will use our MTSS-B Google form to examine and improve our school-wide social/emotional learning program which will result in a 2.49 ELA proficiency rating and a 2.32 Math proficiency rating or higher and a 4.54 on the Framework for Great Schools: Supportive Environment Indicator.
Please answer the following Question as it relates to meeting your Effective School Leadership Annual Goal: Which school benchmarks do you expect will improve by meeting your Effective School Leadership Annual Goal?

<table>
<thead>
<tr>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA Proficiency Rating</td>
</tr>
<tr>
<td>Math Proficiency Rating</td>
</tr>
<tr>
<td>ELA Performance Index</td>
</tr>
<tr>
<td>Collaborative Teachers</td>
</tr>
</tbody>
</table>
### Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives:</th>
<th>Target Group(s)</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline</th>
<th>Key Personnel</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>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.</strong></td>
<td><strong>Teachers</strong></td>
<td><strong>ELA, Math Proficiency</strong></td>
<td><strong>June 2018-June 2019</strong></td>
<td><strong>Principal</strong></td>
<td><strong>- Data Tracker</strong></td>
</tr>
<tr>
<td>Supervisors will review our data tracker each week at our MTSS-A meeting and follow up with teachers regarding their data and trends.</td>
<td>Teachers</td>
<td>ELA, Math Proficiency</td>
<td>June 2018-June 2019</td>
<td>Principal</td>
<td>- Rolling agenda minutes from MTSS-B team</td>
</tr>
<tr>
<td>The principal, as a member of the MTSS-B committee, will work with the team to observe the data from the Google Behavior form to examine and respond to data trends</td>
<td>Teachers, students</td>
<td>-supportive environment -ELA, Math proficiency</td>
<td>June 2018-June 2019</td>
<td>Principal, MTSS-B Team</td>
<td>-Google Form review</td>
</tr>
</tbody>
</table>

### 4b – Parent and Family Engagement

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

Our SLT will work to increase the efficacy of our school website. Our Leadership Team will hold monthly family meetings to hear concerns of families and also share with them our efforts at the school and how we can work together. Parents/families will have access to their children's classroom progress via a digital platform.

### 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, FSC Supports, etc.

| Human Resources: Administrators, Fordham Staff, Model Teachers, Teachers, parents, students, |
Instructional Resources: Newsletter, iReady assessments, graphic of beliefs, values, etc. resources for enrichment and for intervention in math and ELA

Scheduling: Full-Day Instructional Rounds visits, Town Hall Fridays and Café con Cruz with families, parent award ceremonies, before school, after school and Saturday classes, Reading Intervention teacher, Math Enrichment program, Circular 6 used for MTSS for small groups and individuals

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></th>
<th>Title I</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>P/F Set-aside</th>
<th></th>
<th>21st Century</th>
<th></th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 6 – Progress Monitoring

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

Advance data indicate in January that 65% of teachers are scoring ‘effective’ in observations. Teachers who are not at “effective” have action plans in place to meet the goal by the end of the school year. iReady assessments will indicate that 5% of students have moved to proficiency from Fall to January diagnostic assessments in both ELA and Math

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

Advance Data & iReady Diagnostic Data

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

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

*(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

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

<table>
<thead>
<tr>
<th>Tenet 6 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
<td></td>
</tr>
</tbody>
</table>

6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement. *(aligned with Rise Key 2)* 

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. *(aligned with Rise Key 4 and 6)*

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. *(aligned with Rise Key 5)*

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. *(aligned with Rise Key 3)*

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

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

Our campus is a very welcoming environment. When you walk in the front door, you will see the flags of the many countries that our families and staff are from. The building is well maintained and teachers and students create beautiful displays. At MS 331 we have many family-oriented events. In addition to holding the four mandatory school-wide meetings with families. In October, we have our annual Pink Day Fashion Show, where our entire community is invited to attend and support the Making Strides campaign and everyone is wearing “Pink” and we release “Pink” balloons into the air in honor of those who have passed away. We have an annual “Turkey Bowl” the day before Thanksgiving vacation, a Talent Show the day before Winter Vacation, two ‘Arts Showcases”, a Sports Awards Banquet and quarterly celebrations of academic achievement. Staff is utilizing the Tuesday Parent Engagement time to create relationships with the families of their homeroom students. They are called each week and are given progress reports and specific ways to help their children at home. We hold Student Led Conferences, rather than traditional Parent Teacher Conferences, so that students can conference with their parent/guardian and inform them of how well they are mastering the content. Each month our Parent Coordinator sends home a mailing, including a calendar of all of the events for the month and any other important information. The Principal holds regular, “Café con Cruz” breakfast sessions. At these meetings parents are informed about specific topics and have a chance to ask questions and comment on anything at the school. They also visit classrooms during these sessions. The parents/guardians provide ideas for future sessions. We hold two Open Houses for incoming students and their families. One in the Fall when 5th grade students are completing their Middle School Enrollment Applications and one in June to provide students and families information for the upcoming school year. The school uses an on-line platform for grades. We can also put assignments and videos on this site. Parents can look at a student’s grades at any point and they can also download course material. We work in collaboration with Morris Heights Medical and Mental Health Clinic (housed in our building).
to provide resources for families. Every Saturday, we hold computer and ESL classes for parents from our school and the elementary school in our building. Our students assist the parents with the computer-based portion of the class.

**Priority Need:** After reviewing Tenet 6.3, we believe we need to revise school events and activities so that there is reciprocal communication and we are accessing the knowledge of parents/guardians to build on the strengths of our students.

### Part 2 – Summative Vision for Strong Family and Community Ties

What is your vision for strong family and community ties at your school? What opportunities exist for the school staff to know the students and their families in order to better communicate and partner with families and communities in the vision for the school?

In SY 2015-2016 we took part in the Dual Capacity Training with Dr. Mapp at Scholastic, which greatly informed our vision of strong family and community ties at our school. Our vision is that we are working in partnership with families for the success of our children. We have to *listen* to families, rather than just tell them what we are doing and what we think they should do. We also took part in the Academic Parent Teacher Team training in SY 2016-2017 and we learned how to share data with families, in which they can see how their child is performing on a specific skill or standard in relationship to the rest of the class. We learned to help families network with one another and specifically how to share some of our strategies, and have them share strategies with one another, on how to help their child develop in the area of the data we shared with them.

Some of the opportunities we have to understand families and share our vision are:

- Welcome Back to School Events in September (introduction to teachers and staff at the school; curriculum night)
- Provide information about all upcoming events at the school (calendar, date, time and location)
- Teachers reaching out to families to discuss the curriculum and upcoming units
- Engage parents through workshops, outings and other things that they are interested in (a survey, creating “Getting To Know You” event/mixer, Family Field Trips)
- Dedicated space in the Parent Association Room (office hours and someone always present) and the Parent Coordinator’s Office
- Outreach from the school to the parents connecting them to CBO’s
- Computer classes (different levels); Adult Education classes; Resume building; Networking events; Job fairs (using our resources from Fordham University), Health and Nutrition classes for adults
- On-line grading system and the NYC School Account (training required for both programs, especially for incoming families)
- Summer induction program 5th grade students and their parents to life in Middle School
- Teachers providing up to date overviews of units of study online for parents to access.

- Additionally, parents will be able to contact teachers directly on their MS331 accounts regarding any questions or concerns.

- School-wide use of Remind to communicate with parents.

- Up-to-date school website with information about upcoming events etc.

- Staff has been trained to be part of PARENT TEACHER HOME VISITS to build trust according to the framework of effective schools.

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?

Our school sends messages to parents through phone calls, texts, emails, flyers, newsletters, and our Google website. Parent outreach begins in the beginning of the year to engage in positive communication. In many cases, when parents get phone calls home, it is because something is wrong. We are breaking that trend and reaching out to parents to highlight success stories of their children. Our goal is to continuously look for ways to communicate with parents and engage them with their child’s education. There are many events that the school hosts for parents, one of which is family welcome night, where parents and students have the opportunity to meet with their child’s teachers and school leaders. Another family event is our awards night celebratory dinner for students who earned awards throughout the school year which include super scholar, perfect attendance, and student of the month awards. These students were recognized by the school and their families. Expanding on the work we have been doing within the community school model, we want to use the website as a way for busy parents to stay in the loop about celebrations for their child and see images of P.R.I.D.E ceremonies where students get awarded for most improved or students of the Month etc. To ensure all stakeholders are part of this welcoming environment that we are establishing on our Google site. The community liaison will highlight each of our community members (e.g.

How will the school identify and develop families to take leadership roles in school decision making/school governance structures?

The school leadership team has a group of involved parents who contribute to the decision making in the school. The parents on the SLT team are connected to the parents of our students in the community and speak on their behalf. During our community forum, parents were asked to share their feedback on the school by sharing what they love about the school and share any ideas of what they want to see in the next school year. The school had a Latina extravaganza event where students and parents would come and represent their culture. Parents were invited through phone calls and a personal invitation from students and teachers. They completed a form stating the food that they will cook and bring to the event. Many parents contributed to the event by bringing food, teaching students how to dance Salsa and Bachata, games and many different activities. This event had a huge turnout and parents genuinely enjoyed themselves. During the 2017-2018, this event grew exponentially from the prior year the community forum, parents were given an opportunity to offer suggestions on how they would like to get involved with school events and what role they will take on in the school. Parents are part of the Parent Engagement Team which meets weekly. This year, the staff held a family fun day that offered families activities such as painting, Zumba, and content related games.
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 will celebrate community relations through our family welcome night where students and parents have the opportunity to meet teachers and staff. Families can share with teachers their concerns for their child and how they would like us to help their child. The school asks for parent/community input at the annual Community Forum. Our SLCs allow us to create a network amongst parents and teachers so that we are able to learn about the children from the parents and also show the parents a strategy game they can practice at home.

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

<table>
<thead>
<tr>
<th>Family partnerships with school:</th>
<th>There is a parent engagement team that meets weekly to organize parent engagement activities. Parents play an active role in the planning of these events that include bake sales, fundraisers, Family Fun Days, parties, conferences, etc... These meetings allow parents to feel a shared role in student learning and success.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family partnerships with CBO:</td>
<td>We have a partnership with Fordham university, which works with the parent engagement team to plan events and activities for the community as well as provide resources to families.</td>
</tr>
<tr>
<td>Is there dedicated space for these partnerships?</td>
<td>The parent engagement team meets in a large conference room. Ms. Toro, who is the schools parent coordinator, has an office where parents and staff meet to plan events. In addition, families have an area is the CBO office.</td>
</tr>
</tbody>
</table>

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

Parents can access our on-line grading platform, TBD, at any time at home. Teachers are to update the system twice per week. Quarterly data will be accessible through teacher’s classroom when visited on student led conferences. Parents receive a ‘student profile report’ from the New Visions Data Tool quarterly.

**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 Rise Benchmarks.

During the 2018-19 school year, the MS 331 SLT and CBO will work together to develop high interest purposeful events which will result in a 50% increase in parent and family member attendance to school events and ongoing classes at the school.

Please answer the following Question as it relates to meeting your Strong Family and Community Ties Annual Goal: Which school benchmarks do you expect will improve by meeting your Strong Family and Community Ties Annual Goal?

Framework: Support Environment

ELA Proficiency
<p>| Math Proficiency | N/A |</p>
<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 need to reach out to Community Based Organizations, Colleges and Individuals who can offer classes for parents/guardians. We need to survey the parents and see which courses they would like to see offered. Fordham can help us with their resources to help parents network and become partners in the school.</td>
<td>CBOs, Parents, Staff</td>
<td>Framework: Support Environment</td>
<td>June 2018-June 2019</td>
<td>Principal, CBO, Parent Coordinator, Community Assistant</td>
<td>parent attendance sheets</td>
</tr>
<tr>
<td>Work with RCSN to host specific workshops and classes for parents of students with disabilities. Continue our ESL classes for EBL parents. Offer specific workshops on citizenship and legal issues EBL parents. Work with our parents in temporary housing to make sure that they have resources for support.</td>
<td>Parents of SWD, Parents who are learning English and/or are new to the country</td>
<td>Framework: Support Environment</td>
<td>September 2018- June 2019</td>
<td>Principal, Parent Coordinator, CBO Director, Community Assistant</td>
<td>parent attendance sheets</td>
</tr>
<tr>
<td>Offer courses that parents/families have deemed important. Regular communication through School Messenger and mail.</td>
<td>Parents, Staff</td>
<td>Framework: Support Environment</td>
<td>September 2018- June 2019</td>
<td>Principal, Parent Coordinator, CBO Director, Community Assistant</td>
<td>parent surveys, LES</td>
</tr>
<tr>
<td>Utilize the resources from the Dr. Mapp training at</td>
<td>Parents, Staff</td>
<td>Framework: Support Environment</td>
<td>September 2018- June 2019</td>
<td>All stakeholders</td>
<td>Parent attendance sheets</td>
</tr>
</tbody>
</table>
Parent Engagement Team meetings.

| Grade team leaders facilitate sessions preparing teachers on their grade to use their parent engagement time to build relationships with families | parents, staff, grade team leaders | Framework: Supportive Environment | September 2018- June 2019 | Grade team leaders, teachers, parents | Parent attendance sheets, LES |

**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, FSC Supports, etc.

**Human Resources:** Staff, CBO/Fordham, Parents, students, Community Based Partners, Grade team leaders

**Instructional Resources:** Engrade, School Messenger, VAN, Remind and parent materials

**Scheduling:** On-going meetings with CBO/Fordham and parents/guardians, Parent Engagement Time on Tuesdays, Student Led Conferences

**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>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part 6 – Progress Monitoring**

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

In February we will have over 25% of our parents participating in workshops, events and classes.

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

Parent attendance sheets, activity levels for online parent views.

**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 aligned to the Rise Benchmarks. How will the school will ensure that all students’ individual needs are served during the Rise 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.

During the 2018-2019 School Year, the Administration and CBO/Fordham of MS 331 will offer several academic and enriching programs to all of our students and we will ensure that there are programs focused to support our students. We will meet or exceed at 2.49 ELA proficiency rating and a 2.32 Math proficiency rating.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?

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

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

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

All students are programmed to come to school, M-F at 7:45 am. On T-Th they leave school at 3:20 pm and on Monday and Friday at 2:20 pm. The Renewal time is built into their regular schedule. In addition, we will continue to offer all of the additional programs after 3:30 pm. We have all art forms and sports. On Saturdays we have special programs for our Emerging Bilingual students and arts and sports.

Part 3 – ELT Program Description

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

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

Currently, we have a strong partnership with Fordham, as our CBO Partner. We have integrated academic and extracurricular programming. Students receive an additional 5 hours of academic programming, through ELT, with our certified teachers. We use the iReady diagnostic data to ensure that meet the specific needs of each student during this time. Fordham tutors are programmed to work with these small groups by working with our Tier 3 students who need individual supports. In January, after the mid-year iReady diagnostic, we adjust the ELT groups so that students have the ability to move to new groups that will continue to meet their specific needs. Teachers and Fordham tutors receive professional development on how to teach the content of these extra learning hours, as well data meetings are held with each teacher/provider to analyze impact of the program.

After the academic day, students will have an opportunity to participate in several clubs: boys and girls basketball, soccer, flag football, girls and boys volleyball, baseball, visual art, dance, music, robotics, video game design, chess, choir, and French. Also, students take part in girls and boys counseling groups. Junior Honor Society meets monthly.

On Saturdays, our CBO organizes a popular intramural basketball program and we also require students to do iReady on the computers if they are part of this program. Several times a year a mental health provider also does workshops with the students on health issues.

Parents/guardians are invited to a session before school showcasing these programs. Teachers, students and the office staff will continue to inform the parents and encourage enrollment. Showcases take place during the year, where students can perform and exhibit their art form. A Sports Awards Night is held each year to highlight, with families, the academic and athletic accomplishments of our student athletes.

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?

As a RISE School we are fortunate to have received funds that will afford us to have our ELT partners in our building each week.

1. the key personnel responsible for implementing and overseeing the ELT program are the administrators at our school and the School Director (former principal) of our CBO- Fordham University.
The School Director and Principal meet weekly, on Saturday, to plan ELT programs and also assess the impact of our program, through the Data Sorter, on student achievement and social emotional development.

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

The program will run from the first through the last day of school.

---

### 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.

**Human Resources** - teachers to teach ELT, paraprofessionals support ELT, Fordham University Teachers as well as leaders of programs Fordham funds (robotics, dance, etc), supervisors to supervise programs

**Instructional Resources** - iReady, Ready, book club books

**Schedule Adjustments** - SBO to change hours of school, 5 additional instructional hours integrated with regular school day, homogeneous grouping to target specific needs of students T-Th 8th period- reprogrammed in January

#### 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.*

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

### Part 6 – ELT Progress Monitoring

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

During the 2018-2019 SY, 10% of our students will move to proficiency on iReady ELA and Math assessments between the Fall and Spring administration and we will show that 10% of students have moved above Profile 1 by Feb 1st.

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

iReady Diagnostics

#### 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 strategy is directly aligned to the Framework for Great Schools. Community Schools bring schools and community partners together and integrate academics, health, youth development, and family engagement to provide students with the tools and opportunities they need to succeed. The Core Services in Community Schools are Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness.

Part 1 – The Community School Program Goal(s)

How is the Community School strategy integrated into academic instruction at your school, and what impact has it had on student academic outcomes?

The community school collaboration (Fordham University and MS 331) has worked strategically to ensure consistency and sustainability of improved teacher practices and student learning. These efforts will be outlined throughout this report. For school year 2016-2017 test data reflects a 9% increase in ELA and a 3% increase in mathematics in Levels 3 and 4. Current test data for 2017-2018 will be available in June 2018 and will be carefully reviewed to access targeted benchmark achievements.

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.

The goal of the Community School Program at the Bronx School of Young Leaders, MS 331, as it transitions to a RISE school is to: (1) continue to provide students with rigorous learning opportunities aligned to the Common Core Learning Standards (2) support continual development and refinement of teacher practices, and (3) provide a widened array of mental health and enrichment opportunities for students and families through an extended and expanded school schedule.

Currently, 22% of the students are meeting the standards in ELA (up from 5.5% in 2014) and 13% *up from 6.3% in 2014) are meeting the standards in Math. By the end of the academic school year 2018-19, the school will demonstrate progress in meeting the ELA/Math benchmarks moving even a greater percentage of students into levels 3 and 4 on standardized exams in ELA and Math.

Please answer the following question as it relates to meeting your Community School Program Annual Goal(s):

How will achieving your Community School Goal(s)--in ELT, Attendance Supports, Family Engagement, and Health & Wellness--support your academic goals for students?

The collaboration between MS 331 and the Fordham partnership will continue to implement high level support that sustain our remarkable attendance. Through our ELT initiatives we will continue to monitor attendance through the data sorter to identify students moving in the direction of chronic absences. Our mental health professional staff along with community school staff will provide high level support to students, parents, and their families through contracted vendors such as Footprintz Sports Academy, Morris Heights Health Center, Mentoring in Medicine, Salvadori Center, Robofun, and Fordham tutors. Additional collaborations with components of Fordham University include Dorothy Day Center, Feeric Center for Social Justice, and Ladies Basketball Team Mentor Support. All of these supports are designed to address student and family needs upon occasion when follow-up and wrap around services are needed. The community school staff will make referrals to social service agencies such as hospitals, housing, clinics, SNAPS, and extra-curricular programs. Parent engagement remains a priority and the community school monthly activities are available through Parent Association, lead CBO, domestic violence office, St. Barnabus Hospital, Bronx Works, continuing education, and The Davidson Community Center.

Part 2 – Community School Program Description
Part 2a. Identify the CBO partnerships that you will develop in ELT, Attendance Supports, Family Engagement, and Health & Wellness, their target student population(s), and scope of the services provided. As well as supporting schools’ supportive environment and attendance work, CBOs should be helping to support your school’s instructional focus.

<table>
<thead>
<tr>
<th>CBO Partnership</th>
<th>Target Population</th>
<th>Scope of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fordham University</td>
<td>• Students at-risk in Mathematics</td>
<td>Scope of Service</td>
</tr>
<tr>
<td></td>
<td>• Students at-risk in ELA</td>
<td>* For both ELA and Math, the CBO will provide in class coaching for teachers, professional development around the Danielson Framework for Teaching, and small group tutoring.</td>
</tr>
<tr>
<td></td>
<td>• Chronically absent students</td>
<td>* Daily monitoring of student attendance by establishing relationships with students and parents. Regular check ins and phone calls will be made as needed.</td>
</tr>
<tr>
<td></td>
<td>• Students with mental health challenges</td>
<td>* Referrals to in-school counselors and outside mental health providers will be made as needed.</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Part 2b. Describe how the school will partner with the Lead CBO to do the following:

1. Community 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. Community 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. Community 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. Community 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.
Principal and School Leadership team of the Bronx School of Young Leaders (MS 331) maintains a strong working relationship with Fordham University’s Graduate School of Education (GSE) as the lead organization in the Community Schools Program (CSP). The Center for Educational Partnerships (part of Fordham’s GSE) will manage the CSP’s day-to-day operation. The Director possesses the expertise in the administration and supervision of instructional programs at the secondary level. The role of the director includes executing the implementation of the needs and asset assessment, and other critically important coordinating activities. In addition the CSP director and team members will work closely with the school leadership, faculty, support personnel, and parent coordinator to strategically plan, deliver and assess the initiatives, support/referral services and its impact on school culture, teacher effectiveness, and student achievement.

In an effort to improve student outcomes and engineer successful teaching and learning conditions during the school day and extended learning time, both partners will work collaboratively at implementing a clear system for progress monitoring by: (1) studying baseline data on all students’ progress and identifying which students require Tier 1, 2 and/or 3 interventions and (2) determining the precise targets, level, skills and strategies that students require to develop mastery.

Fordham University will work closely with the DOE, DOHMH, school administrators, faculty and other service providers on and off the campus in the joint delivery of all the mental health components, i.e., individually targeted, selective and universal interventions. In addition to addressing the school community’s mental health and social work needs, the CSP will also provide a social and emotional development learning (SEDL) component aligned with State Education Department guidelines. Including parents and caregivers where necessary, these activities will provide adolescents with the various supports they need to develop into well adjusted, purposeful and productive members of society. These supports (delivered directly or by referral) will include: individual, family and group counseling; clinical social work interventions, in addition to stress management and life skills workshops. Workshops presented by the mental health program manager will provide ongoing training throughout the 2018-2019 school year. New programs will include Move this World and Brain Power.

Fordham University is confident that these activities will help to resolve some of the personal, familial and domestic issues which have contributed to the achievement gap among students.

There are currently many supports in place including the CBO (Morris Heights) which provides on-site medical and mental health services. The school has three guidance counselors in place. This component will be supported by a part time bilingual psychologist, social work interns and mental health professionals retained by Fordham, in addition to a broad consortium of community partners. These groups will include St. Barnabas, Puerto Rican Family Institute (PRFI) and St. Rita’s Immigration Services. The CSP will also offer services to support the physical health of the Bronx School of Young Leaders (MS 331) students and their families. To that end, Fordham has already forged linkages with the Bronx Health Link (TBHL), a coalition of local health care providers. Once each semester, the CSP will sponsor a Health and Wellness Fair at the Bronx School of Young Leaders (MS 331). Families without medical insurance will be informed about free and/or low-cost medical coverage, e.g., Medicaid in addition to New York State’s Child and Family Health Plus programs. In order to expand the mental health component over time, Fordham has secured a grant from IBM. Fordham students involved in this grant will provide “211 Social Services Referral” using the Watson application. This work in progress will provide immediate on the spot referrals such as: shelters, pantries, hospitals, counseling etc. This application will be made available to targeted staff and parents will be able to tap in via a cell phone with internet accessibility.

As a Partnership School, we are cognizant that family engagement is a key element of student success and parents are the first teachers of their children. We understand the critical role parents play in their children’s education. The intent of our family engagement program is to establish and sustain strong home-school-community partnerships because we are convinced that it serves to reduce the gap that exists between the home and the school, thereby, fostering a climate of partnership. Careful attention has been given to ensure there is a concerted focus on building family engagement to encourage students to reach their maximum learning potential. Parents
will attend instructional workshops on the on-line grading system, helping their child to write arguments and learn about the on-line fluency math program. Program activities will continue to aim to teach and empower families on how to navigate the school system, be effective advocates, share their insights and ideas with schools and plan their very own learning journeys. In addition, parents will be encouraged to attend school wide activities, student-led conferences, monthly forums, continuing education programs, family counseling and become part of the school decision making. Fordham will work closely with the parent coordinator to build on the existing programs offered. ESL classes are already offered every week and some of the newer activities will include the following: GED classes, job readiness, and workshops on instructional standards and strategies that can be used at home. In addition, a collection of resources and materials that parents and students can borrow to complete school assignments and projects will be made available. School and CBO staff will continue to participate in web related professional development to ensure effective use of the New Visions Data Sorter.

Part 3 – Community School Partnerships Oversight

<table>
<thead>
<tr>
<th>Part 3a. Key Staff and Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Name and describe the scope of involvement of all community partners working in the school (include partners supporting ELT, counseling, enrichment, etc.)</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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</td>
</tr>
</tbody>
</table>

Fordham’s Center for Educational Partnerships will work closely with NYSED, NYCDOE, New Visions, and all others key stakeholders in the joint collection, compilation and analysis of CSP-related data. This activity shall be jointly managed by the Community Schools Director and the Center’s Data Analysis Program Associate. The collection of program-related data will begin with the CSP Implementation and Planning Phase. During that period, the CSC will carefully document the creation of the Community School Team (CST). The anecdotal information compiled during this Phase could be used (upon request from the DOE) to create a "Primer" which could benefit future CSP lead organizations. Minutes from each CST meeting shall be placed in a Binder for subsequent review. At the end of each contract period, these minutes will be analyzed to determine the impact this group had on the program’s day-to-day operations. Based upon these analyses, Fordham University will consider strategies for improving the CST’s efficacy. The members of the Community School Team are as follows:

Bruce Wallach, CSD

Shana Eutsay, ELT Director

Allison Witty, Instructional Specialist

Vacancy Social Worker (Morris Heights)

As mentioned, parents and guardians play an important role in the success of the partnership in the CSP. To that end, adult utilization of program services and level of involvement in the host school will be closely tracked by CSP staff. Registration forms, attendance sheets and feedback will be maintained for each activity, e.g., parent workshops/conferences, adult education programs, trips and other volunteer activity, etc., for which parents and guardians choose to enroll. The input yielded by these documents will be used to drive the CSP’s quality assurance and continuous program improvement activities. Anecdotal feedback provided by the Bronx School of Young Leaders (MS 331) Parent Association and Parent Coordinator will also figure prominently in the project evaluation.
process. Student participation in all expanded learning and enrichment activities will be reviewed to track utilization of these services. The Community School Director, the ELT Director, and Educational Specialist will take an active role in the project review process. These staff will meet with the Bronx School of Young Leaders (MS 331) teachers on a monthly basis to determine if student performance has improved for youth who participate in ELT activities. The progress reports, report card grades and standardized assessment scores of these students will also be reviewed regularly by project staff.

With respect to the CSP’s mental health services, aggregate metrics for program utilization, e.g., number of new intakes, individual and group counseling sessions, client referrals, etc., will be compiled for evaluation purposes. Releasing and analyzing this data in aggregate form will protect client privacy around the mental health services they have received. The effectiveness of this component will also be measured by the number of OORS incidents reported by the Bronx School of Young Leaders (MS 331) over the course of each academic year.

The supportive resources that Fordham University brings into the school will be carefully analyzed. For example, quantitative data will be maintained on: 1) total hours of asset building activities conducted by the CSD; 2) workshops and other trainings offered; 3) asset building hours performed by the CSD; 4) new partners brought into the CSP consortium; and, 5) material donations and volunteer hours secured by the program. The total dollar amount of matching grants and contracts secured to support the CSP will also be documented. It is important to note that Fordham plans to utilize data collection strategies that have proven successful on CSPs across the nation. These approaches are: 1) the Community School Evaluation Toolkit created by the Coalition for Community Schools and, 2) the "Effective Data Collection and Sharing" guidelines articulated in "Scaling the Community Schools Strategy in New York City."

Fordham is providing the following key personnel: full-time Director—on site; full time Mental Health service provider; part-time Education Specialist and part-time Extended Day Coordinator, all of whom are school based. The Director reports to Dr. Anita Vazquez Batisti, Fordham Graduate School of Education, Associate Dean and Director of the Center for Educational Partnerships

\[ \text{Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.} \]

The Community Schools Director (CSD) will manage the program’s day-to-day operation. This full-time employee will be permanently stationed at the Bronx School of Young Leaders (MS 331) and will have his/her own office in the building. One of the main roles of the CSD will be to serve as a liaison between all key stakeholders in the school community (e.g., students, parents, teachers, principal and external partners), Fordham University and the Department of Education. In their managerial capacity, this employee will assemble and preside over the Community Schools Team (CST) sub-committee of the Bronx School of Young Leaders (MS 331) School Leadership Team (SLT). Fordham University maintains that the CSD will also be a sitting member of the building’s SLT as well and attend all meetings held by that group. Dual membership in those two bodies is essential since it will provide the CSD with a complete, up-to-the-moment understanding of the Bronx School of Young Leaders (MS 331) needs and current status. The CSD will continue to have regular (as in daily) dialogue with all constituents in the building. To ensure that the needs of all families are met, the CSD will work closely with the Bronx School of Young Leaders (MS 331) Parent Coordinator and Parent Association.

Fordham University firmly believes that the process of asset building (i.e., a methodology for sustainable development of communities based on their strengths and potential) plays a crucial role in reforming multi-problem schools. In the operation of current school-based programs such as its PD Network and R-BERN, Fordham staff is deployed in the capacity of in-house resource specialists responsible for developing the strategies needed to
improve teaching and learning in some of NYC's most challenging schools. In a similar fashion, the CSD will be responsible for identifying and leveraging resources (both inside and outside of the target neighborhood) which meet the needs of the entire school community. The full resources of Fordham's GSE will be utilized, in an in-kind fashion, to achieve that objective. For example, in the operation of its UFT Saturday Academy, the Center for Educational Partnerships has gained considerable experience in recruiting, training and supervising highly-qualified tutors capable of working with students in danger of academic failure; this expertise has been shared with the CSD and his staff. Over the years Fordham has been successful in marshaling and coalescing the talents and expertise of various school community constituents (including parents) to meet outstanding needs in schools served. The Center's expertise in that regard, as channeled

<table>
<thead>
<tr>
<th>DATE(S)</th>
<th>DESCRIPTION OF TASK OR ACTIVITY</th>
<th>STAFF RESPONSIBLE</th>
<th>END RESULT</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/01/18</td>
<td>Staff from the Center for Educational Partnerships and the Community Schools Program (CSP) review the approved contract, in addition to the planning and assessment timeline. Specific tasks are assigned to CSP staff.</td>
<td>Associate Dean/CEO • Community Schools Director</td>
<td>All activities leading to program transition to a RISE school are evaluated.</td>
</tr>
<tr>
<td>05/18/18-05/19/18</td>
<td>CSP staff meet with the Principal, School Leadership Team (SLT) and other key stakeholders to discuss R-CEP.</td>
<td>Associate Dean/CEO • Community Schools Coordinator</td>
<td>First year RISE program begins</td>
</tr>
<tr>
<td>05/20/2018-05/27/18</td>
<td>The CST’s membership is finalized. Orientation and training for new CST members commences.</td>
<td>Associate Dean/CEO • Community Schools Coordinator</td>
<td>DOE-mandated stakeholder team is identified and assembled.</td>
</tr>
<tr>
<td>05/19/18-08/31/18</td>
<td>Needs assessment and asset building activities commence. CSP staff hold a pair of strategic planning events with Teachers, Parent Coordinator, Parent Association, Community Planning Board members and other neighborhood constituents</td>
<td>Community Schools Coordinator • Expanded Learning Director • Education Specialist</td>
<td>A survey of school and neighborhood assets is conducted. The assets are then catalogued for future use.</td>
</tr>
<tr>
<td>05/21/18-06/30/18</td>
<td>Engagement of the program’s sub-contractors and linked organizations continue. These partners are oriented to the CSP. The process of completely integrating these groups into the host school continues.</td>
<td>Community Schools Coordinator • Expanded Learning Director</td>
<td>The program ensures that all planned services are seamlessly embedded into the host school by the beginning of the new school year.</td>
</tr>
<tr>
<td>Date Range</td>
<td>Activity Description</td>
<td>Responsible Parties</td>
<td>Notes</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>06/01/18-06/09/18</td>
<td>Media outreach and public engagement activities begin. Updating of school website activities begin. The program’s promotional activities begin.</td>
<td>Community Schools Director Fordham – GSE 331 staff</td>
<td>The program’s promotional activities begin.</td>
</tr>
<tr>
<td>06/01/18-06/09/18</td>
<td>Review budget and finalize</td>
<td>Fordham-GSE</td>
<td>Service infrastructure is developed for the CSP’s mental health interventions.</td>
</tr>
<tr>
<td>06/18-08/31/18</td>
<td>The mental health needs of the host school and surrounding community are re-assessed and service plans are refined over the duration of this contract.</td>
<td>Fordham-GSE DOE DOHMH</td>
<td>Service infrastructure is developed for the CSP’s mental health interventions.</td>
</tr>
<tr>
<td>06/12/18-08/31/18</td>
<td>Systems for internal and external online communication are put into place. These include a Fordham University Community Schools Program website, and a listserv for internal e-mail correspondence in addition to tele-conferencing technology.</td>
<td>Community Schools Director IT Consultants (TBA)</td>
<td>Online systems are created to ensure that stakeholders are able to communicate with each other and the general public.</td>
</tr>
<tr>
<td>09/01/18-06/19</td>
<td>Implementation of all program activities ongoing</td>
<td>Fordham GSE Community Schools Director School Administration and Team</td>
<td>Key stakeholders are prepared to deliver services which “wrap around” the entire school community.</td>
</tr>
<tr>
<td></td>
<td>Final Evaluation of Program/Plan for 2019-2020 04/19-06/19</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part 3d. Mental Health Work Plan**

Separate from this R-CEP, schools will complete a Mental Health Work Plan that will become an addendum to this document.
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>Any student who is an Emerging Bilingual Student or who is two or more grade levels below in reading. To assess we use iReady data. The use of NYSITEL to determine needs of Emerging Bilingual students. And the use of Running Records to determine specific needs of lower performing students.</td>
<td>Guided leveled reading groups, read alouds to model fluency and engage in critical thinking about text, broad range of reading to develop prerequisite understanding, writing prompts, use of organizers, repeated readings, reading and writing conferences, computer based programs for ESL, translanguaging</td>
<td>$\text{Small group, one-to-one, flexible grouping, tutoring, peer tutors}$</td>
<td>Before, during and after school</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Students who are lacking foundational skills as determined by iReady data and classroom observation</td>
<td>Tactile and manipulatives to build conceptual understanding, peer and group work, focused discourse, inquiry/problem-based approach</td>
<td>Peer, small group, one-to-one, tutoring</td>
<td>Before, during and after school</td>
</tr>
<tr>
<td>Science</td>
<td>Students who are below 70% for progress reports</td>
<td>$\text{Re-teaching and pre-teaching}$</td>
<td>$\text{Small group and peer tutors}$</td>
<td>Before, during and after school</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Students who are below 70% for progress reports</td>
<td>$\text{Re-teaching and pre-teaching}$</td>
<td>$\text{Small group and peer tutors}$</td>
<td>Before, during and after school</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor,)</td>
<td>Students who are referred to our Student Intervention</td>
<td>Crisis intervention, MTSS-B</td>
<td>Individual, small group</td>
<td>During and after school</td>
</tr>
</tbody>
</table>

2018-19 CEP-RISE 61
| **School Psychologist, Social Worker, etc.** | Team, parent referral, student self-referral |   |   |
**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:

### Part A: FOR TITLE I SCHOOLS

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

   | 43-doubled up, 11 in shelters, 5 in other temporary living (foster parents) |

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

   **We provide services as needed, including clothing, school materials (we provide this for all students), educational services (including counseling services, intervention programs) so that all students including STH have opportunities to progress academically, and community resources. Through our partnership with Fordham we have established several linkages in the community, including shelters, food banks, hospitals, etc. We are able to meet with families and utilize these resources to assist families with their individual needs.**

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

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

   | N/A |

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an [STH liaison](#).
Section 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

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)
Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

We have partnerships with Fordham University, Oswego, Lehman College and Collaborative Coaches. We assign student teachers to our most highly effective teachers, who serve as mentors. We provide mentoring and all of the professional development that is provided for all of our teachers during a mentees time in our school. There are also orientation sessions and monthly check-in’s, by administrators. Student teachers are observed and viewed as possible applicants. New teachers are assigned mentors, our teacher leaders, who work with them for two hours per week.

2b. High Quality and Ongoing Professional Development
Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).

Our Professional Learning Committee has designed several cycles of professional learning. Most cycles are 4-6 weeks and are based upon the needs of the school. Some cycles there will be more than one topic in order to differentiate for staff members. Each week a different department in the building has a full day to plan and look at assessment data/student work to revise their units of study.

Our paraprofessionals spend 100 minutes on Monday engaged in on-line learning.

The principal is involved in district-wide PD and also self-directed learning through reading of books and ASCD, AMLE magazine as well as webinars. The APs are part of weekly learning walks from the principal and District led AP professional learning. . All administrators are part of the school-wide professional learning cycles.
Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teacher leaders help to write the Assessment calendar for the year, which also involves choosing the assessments which will be used. Teachers participate in quarterly data meetings to analyze data and adjust plans for instruction based upon the data. Each week, one department spends the day planning. Part of this meeting is professional development on how to use their unit assessment data to plan for future instruction.

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 (R-CEP) 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.

Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
</table>

2018-19 CEP-RISE
<table>
<thead>
<tr>
<th>Title I Part A (Basic)</th>
<th>Federal</th>
<th>392, 247</th>
<th>X</th>
<th>5A, 5B, 5C, 5D, 5E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td>16,979</td>
<td>X</td>
<td>5D</td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>72,101</td>
<td>X</td>
<td>5A, 5D, 5E</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>12, 366</td>
<td>X</td>
<td>5C</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>3,432,275</td>
<td>X</td>
<td>5A, 5B, 5C, 5D, 5E</td>
</tr>
</tbody>
</table>

**Explanation/Background:**

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

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

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

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

**Explanation/Background:**

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/R-CEP.
- **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 R-CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

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

---

### Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. MS 331, 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.

### Support for Parents and Family Members of Title I Students

MS 331 will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

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

### Parental Involvement and School Quality

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;

---

**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.

---

**School-Parent Compact (SPC)**
MS 331 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;

Provide general support to parents by:

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

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

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

● supporting parental involvement activities as requested by parents;

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

● advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

### II. Parent/Guardian Responsibilities
● monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

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

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

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

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

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

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

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

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

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

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

● become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

● participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

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

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

### III. Student Responsibilities

Student Responsibilities:

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

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

● show respect for myself, other people and property;

● try to resolve disagreements or conflicts peacefully;
always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

- **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.

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

- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

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

### Part B: Direct Instruction Supplemental Program Information

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

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

Total # of ELLs to be served: [ ]

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

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

68
### Part B: Direct Instruction Supplemental Program Information

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

Describe the direct instruction supplemental program here and include the

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

Begin description here: ______

Program rationale: We have many Emerging Bilingual Learners (EBL) in our school with various needs. It is not possible to meet all of their academic and social emotional needs within the school day. We have looked at our NYSESLAT data, Years of Service data, and our School Quality Snapshot to determine the various academic needs of our students. The supplemental programs that we are offering this year which will utilize Title III funding are:

1. Three hours per week of ELA support for all of our students in the "Expanding" and "commanding" category, 30 students. This class is taught by our Bilingual ELA teacher and our ENL teacher. (two teachers, certified in bilingual and ENL) The class is for one hour, Tuesday - Thursday and includes 6 - 8th graders. The program is using a curriculum called Escalate that is designed specifically for EBL students who are in the 'expanding' and 'commanding' categories. The curriculum materials are not paid for with Title III monies. The focus of the curriculum lessons are: building vocabulary (academic and content), author's purpose, language conventions, and writing argument, narrative and informational text. The program will begin on September 5th and will end on May 30th. We will use the Title III monies to pay for the program and will supplement the program costs from other monies in our budget. Attendance is mandatory, as part of our ELT model, and attendance records will be kept by the teachers. Students are also receiving a grade on their report cards for the program and teachers will keep track of student progress, using formative and summative assessments for both programs.

### Part C: Professional Development

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

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

Begin description here: ______

Our professional development for teachers of EBL students will not be funded by Title III. We will have Professional Development for these teachers because of the specific needs of our EBL cohort of students and also because our department has fairly new teachers (all in their first - third year of teaching).

In house administrators and a consultant from Fordham University will facilitate PD sessions, at no cost to Title III. There will be a total of 10 sessions, beginning October 2018 and ending June 2019. Some of the PD will revolve around the resources in the translanguaging and language...
Part C: Professional Development

guides we have received from CUNY and Wiggins/McTige's UBD Workbook. These are free resources and you can find them at the following links:
http://www.nysieb.ws.gc.cuny.edu/files/2012/07/NYSLanguageProfiles.pdf and

Other topics we will address in on-going Professional Development are:
* how to write language goals
* language progressions from Engage NY
* common instructional approaches across the department, such as Total Participation Techniques, Quick Writes, Think-Pair-Shairs, etc
* Depth of Knowledge- for questioning and learning activities

Our consultant from Fordham, will also be at the school 2-3 days per week, for the entire school day. She will visit classrooms and collaborate with the Principal to decide action plans for each teacher in the EBL Department. She will meet with teachers on their professional periods. The structure we have established for her support of the department, allows for the PD to be on-going and tailored to individual needs..

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: 

Our parent engagement activities will not be paid for using Title III monies. Families completed a survey indicating their needs, which helped us to determine our workshop topics. Families wished to know more about the high school articulation process, standards for ELA and Math and state testing, fitness and nutrition, and learning English themselves. Families are invited to specific high school orientation sessions with schools that serve EBL students, such as New World High School in the Bronx. Our High School Mini-Fair took place on October 26th, from 5:00 pm - 7:30 pm. During Parent Engagement time teachers will communicate with families about their child's progress. Parents receive monthly newsletters and calendars in multiple languages and written by our Parent Coordinator. Our Parent Coordinator and staff members make sure that communication is translated into the languages of our students. Our Parent Coordinator is also our Language Access Coordinator. Each month families are invited to "Café con Cruz" which is an open forum between families and the principal. Every Saturday we offer free computer and ENL classes to parents, from 9 am - 1 pm. This is at no cost to Title III. Our parent coordinator keeps a record of all parent attendance at events.
### Part E: Budget

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

Allocation Amount: $__

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

DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Bronx</td>
<td>Bronx School of Young Leaders</td>
</tr>
</tbody>
</table>

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
<th>Coach</th>
<th>ENL Teacher</th>
<th>School Counselor</th>
<th>Teacher/Subject Area</th>
<th>Parent</th>
<th>Related-Service Provider</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serapha Cruz</td>
<td>Matt Lewis</td>
<td>Adam Sarli</td>
<td>Kristina Thomsen</td>
<td>Angelica Ferreras</td>
<td>Noe Bautista/TBE</td>
<td>Delfina Arias</td>
<td>Rivas, Moreno, Mejia</td>
<td>Hulla</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Science &amp; SS</td>
<td></td>
<td>Science &amp; SS</td>
<td></td>
<td>Parent Coordinator Jolane Toro</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td></td>
<td></td>
<td>Field Support Center Staff Member Wladimir Pierre</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td></td>
<td></td>
<td>Other (Name and Title)</td>
<td></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>Certification Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>3</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7-12)</td>
<td>0</td>
</tr>
<tr>
<td>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)</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics
Total number of students in school (excluding pre-K) | 407 | Total number of ELLs | 89 | ELLs as share of total student population (%) | 21.87%

Part II: ELL Demographics

A. ELL Programs

This school offers (check all that apply):

- Transitional bilingual education program (TBE) | Yes ☑ | No ☐ | If yes, indicate language(s): Spanish
- 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.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td>Spanish</td>
<td>2014-2015</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Part III: Assessment Analysis

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

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

   We use Fountas and Pinnell in English and in Spanish as well as MyOn. The English Fountas and Pinnell is used with the NYSELAT data to group our students for ESL class. We try to group Entering (EN) and Emerging (EM) students in one class and the Transitioning (TR) and Expanding (EX) students in a different class. MyOn allows us to know the lexile reading level of students in Spanish and in English. We use the Spanish reading assessment to help us determine student needs for our bilingual science, social studies and math class as well as to adjust instruction in our Native Language Arts class. Many of our students can speak Spanish but aren't as capable at reading or writing in Spanish. This data assists our bilingual teacher s with supporting students in reading and writing. Our Instructional Plan is adjusted based upon student data from the assessment. If students are EN or EM, they will receive translanguaging instructional supports. Translanguaging is giving students resources in their home language in order to produce outputs in English. The students will receive the newcomer ENL curriculum as well-
which is called English Now! The students in the ENL class begin with learning basic vocabulary and grammar which assists them with reading a story and producing a writing piece. We have added an extension that is aligned to the CCLS for this class, so that they are working at beginning levels and then building to higher levels during the unit, once they have learned the necessary English vocabulary. Our students that are EX and CM receive support through the English 3D curriculum, which they receive in addition to receiving the same curriculum as their English fluent counterparts. The English 3D curriculum supports the development of academic and content specific vocabulary as well as development of writing at grade level standards.

2. What structures do you have in place to support this effort?
Weekly Emerging Bilingual Team meeting allows us to review data.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
We evaluate academic success by evaluating how closely we are meeting AYP for ELLs and also by our targets in the AMAO.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Weekly EBL meetings with Data Wise Protocols for reviewing and monitoring data.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]
N/A

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
50% of our EBL students made progress in English Language Acquisition. This is below the target, which was 67.4%. 20.93% of EBL students achieved proficiency on the NYSESLAT, which was above our target of 15%.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
The weekly EBL team meetings and Data Wise Improvement Process protocols.

---

**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.
      Students receive ENL class each day. Students are integrated with all students in the school, however they come out of their class to attend ENL class for an hour each day as well as a SS/ENL class.
   b. TBE program. *If applicable.*
      Students receive instruction in science from a certified bilingual teacher and math from a math teacher who speaks Spanish. We are currently searching for a Spanish language teacher to teach Native Language Arts.
   c. DL program. *If applicable.*
      N/A

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

Entering and Emerging students receive 300 minutes of stand alone ENL per week and also 300 minutes of integrated ENL per week. Transitioning and Expanding students receive 300 minutes of stand alone ENL per week and also 300 minutes of integrated ENL per week. Commanding students receive 180 minutes of integrated ENL per week in our ELT program.

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

All of our content area teachers have learned ‘translanguaging’ skills and these strategies are reinforced during grade and department meetings as well as during observations. For us, translanguaging means allowing students to use all of the languages at their disposal to receive information and organize their thinking and then producing products (often with peer and teacher support) in English. Content area teachers have received materials in the languages students speak and use these materials during their lessons, as well as translating other important informational text. Their goals are written in Spanish each day and they have cognate word walls as well as domain specific and academic vocabulary posted in Spanish and English. Assessments are in Spanish and students can write their answers in Spanish. Staff members help to translate these assessments for teachers who don’t speak Spanish. Bilingual paraprofessionals are in math, science and social studies classrooms and help to translate whole-class questions and responses for students and teachers. Beginner level students attend math, science, and social studies bilingual teacher.

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

As stated above, assessments are in Spanish, so that we can appropriately assess how well a student knows the content and not how well they speak English.

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

   a. We have a Saturday program for our SIFE students. The Saturday program has direct teaching from our bilingual teacher and also students work on Rossetta Stone and ST Math on the computer. These two programs allow us to differentiate for each individual student.
   b. Our newcomers are in our ENL class and we developed the curriculum to meet their language needs and also their needs to become familiar with a new city and new country and plan for their future. The curriculum utilizes the ‘photo-elicitation’ strategy. All students have cameras and they create projects around the themes of ‘Who am I?”, “Our School Community”, “Our Community”, and “What is the purpose of school?” Our Newcomers also receive social studies, science and math instruction from a Spanish speaking teacher. If they speak a language other than Spanish, they are given a computer and a tutor who helps to translate material on the computer throughout the day. Students also receive testing accommodations, including materials in their home language (except for English exams) and extended time.
   c/d. Most of our EBLs who have been receiving services for 4-6 years, and are general education students, are integrated into heterogeneous classes for the majority of the day and receive ENL support. When we look closely at the data long-term EBLs and also students who have been receiving services 4-6 years and long-term EBLs, the majority are in the D75 hearing impaired classes that we host at our school and also our Intellectually Disabled self-contained special education class. They have not been able to pass the NYSELAT, and I wouldn't expect the ID students to be able to, and therefore show up on the report as needing to continue to receive services, which we do provide. Students receive testing modifications, including materials in their home language (except for English reading/writing exams) and extended time.

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?
Most of our EBL-SWD students are in the classes we host from D75. The teachers in these classes use grade-level core curriculum materials and provide supports, such as interpreters, alternative placement paras to translate, and also translanguaging strategies, such as providing materials in Spanish. Students also have access to computer based programs that accelerate English language development, such as Rosetta Stone.

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?

All of our non-D75 students are in ICT classes, except students that are in our ID self-contained class. Even students in the D75 and ID classes are integrated for enrichment and ENL classes. Some of the D75 hearing impaired students are mainstreamed for subjects they are strong in.

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.

Transitioning, Expanding and Commanding students receive math and ELA intervention in an extra period three days per week. Our advanced EBL (Emerging Bilingual Learners) students receive an extra period of ELA three days per week. Our SIFE and Emerging/Entering students attend a Saturday program for ELA/Math and receive homework help four days per week for an hour.

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

We plan to integrate our EBL students into general education homerooms.

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

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.

Our EBL students are already part of our after-school AIS reading and math programs. They are also able to sign up for any of our clubs and extracurricular activities. We offer a full sports program and an arts program, many of our EBLs take advantage of these programs.

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.

Some students receive an individual iPad or laptop to use Google translate throughout the day. We wrote a grant for every student who is an EBL to get their own iPad. Rosetta Stone is used by our beginner level students. ST Math is utilized in math classrooms (both bilingual and not). ST Math is a platform which allows students to work on grade level math concept, without words. We have MyOn reading, which is a digital reading platform which will read stories aloud to students, suggest books to students at their lexile level in English or in Spanish and students have the option to change the language to Spanish on the screen and work in Spanish. Our Advanced students use Scholastic’s English 3D program in an additional literacy block, three days per week. Content area teachers utilize Spanish language textbooks, Google translate and in-house translated materials for their lessons.

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

SL/TBE: Students have access to materials/curriculum in their home language in all content area classes. In ESL class there is an extensive library of Spanish books and some Bengali books. Students can check out books in those languages or English and count them toward our book requirement of reading three books per month. Bilingual paraprofessionals also provide home language support in content area classes. Our ESL teacher speaks many languages, including Spanish and can utilize Spanish to provide support during ESL. Three of our enrichment teachers speak Spanish and they provide support before and after school on the computer programs students use. We have a bilingual science, social studies and math teacher. We offer students NLA in Spanish to develop their home language.
14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
Our ESL curriculum was written to support students specifically during Middle School as they prepare for High School and begin thinking about life after High School. Students are immersed in a unit of study which assesses their future interests and teaches them about the importance of choosing high schools and having experiences which prepare them to build on those interests. Students also contribute to our school community through their photo essay projects and this aligns with the developmental level of middle school students and their want of service projects and doing positive projects. We have a vendor who helps us find materials/books in students’ home language which are age appropriate.

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?
Some students receive an individual iPad or laptop to use Google translate throughout the day. We wrote a grant for every student who is an EBL to get their own iPad. Rosetta Stone is used by our beginner level students. ST Math is utilized in math classrooms (both bilingual and not). ST Math is a platform which allows students to work on grade level math concept, without words. We have MyOn reading, which is a digital reading platform which will read stories aloud to students, suggest books to students at their lexile level in English or in Spanish and students have the option to change the language to Spanish on the screen and work in Spanish. Our Advanced students use Scholastic’s English 3D program in an additional literacy block, three days per week. Content area teachers utilize Spanish language textbooks, Google translate and in-house translated materials for their lessons.

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).
The principal meets with each new family as they enroll. We talk about where they are from and have a sense of the town and school system they were in. EBL students and their families from 5th grade participate in open houses, organized by our administration, parent coordinator and counselor, that take place during the year before they articulate to 6th grade as well as at the beginning of their 6th grade year. We have started a ‘Newcomer Group’ counseling group which is run by our bilingual guidance counselor.

17. What language electives are offered to ELLs?
Unfortunately, none at this time.

18. For schools with dual language programs:
a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
b. In which language(s) is each core content area taught?
c. How is each language separated for instruction?
d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?
N/A

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 staff participate in 80 minutes of PD on Mondays of each week. These weeks are designed in Professional Learning Cycles, of around 4-6 weeks. Each cycle has a different theme and sometimes during the year there will be more than one topic of focus. These meetings are our key vehicle for providing staff development. All of the cycles involve looking at student work and EBL student work is integrated. We use the protocol to discuss the students strengths and also to provide feedback to the teacher on their instructional approach. Often this meeting entails discussing what language supports were provided to EBL students and what difference that made in the final product. Specific topics which will entail isolated focus on EBLS.
All teachers receive professional development on translinguaging: using home language supports to get English products. Teachers of ELLs are receiving training this year on the SIOP method.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.
   We provide "The First Thirty Days" lesson plans and smartboard slides which help teachers teach students how to be organized for success in middle school and also about the policies of the school.
   All teachers will be a part of six, 100 minute sessions, that focus on vocabulary acquisition. All teachers will be part of another six part series of 100 sessions on translinguaging. The bilingual education/ENL teachers will receive 40 weeks of one hour sessions specific to teaching EBL students through out EBL team. Agendas, attendance and minutes are kept digitally.

### 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?
   As parents register they have an individual conference with the principal. The parent coordinator, principal and EBL team members will schedule 1:1 meetings with parents of EBL students to discuss progress and also resources available to them.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
   Our EBL parents are very involved in our school. Several parents are part of weekly ESL classes. Each month parents attend a meeting with the principal called, "Café con Cruz" and discuss different topics they have expressed interest in having.

### 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.

N/A
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, Serapha Cruz, 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>Serapha Cruz</td>
<td>Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Matt Lewis</td>
<td>Assistant Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Jolane Toro</td>
<td>Parent Coordinator</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Noe Bautista</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Alicia Perdomo</td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Charit Santana</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>N/A</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>N/A</td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>N/A</td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Angelica Ferreras</td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Maribel Hulla</td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>?</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>N/A</td>
<td>Other ____</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>N/A</td>
<td>Other ____</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>N/A</td>
<td>Other ____</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
**2018-2019 Language Translation and Interpretation Plan for Parents**

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

**DBN:** 10X331  
**School Name:** The Bronx School of Young Leaders  
**Superintendent:** Hull

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>Jolan</td>
<td>Toro</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.

   When parents register they complete the HLIS and this data is inputted into ATS. Also, parents indicate their preferred language on the Emergency Contact Cards. RAPL-lists parents’ preferred languages and the UPPG-provides preferred written and oral communication for ELLs and Non-ELLs.

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>English,</td>
<td>279</td>
<td>54%</td>
<td>270</td>
<td>54%</td>
</tr>
</tbody>
</table>
3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

<table>
<thead>
<tr>
<th>Language</th>
<th>Count</th>
<th>Percentage</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>234</td>
<td>45%</td>
<td>234</td>
<td>45%</td>
</tr>
<tr>
<td>Bengali</td>
<td>3</td>
<td>less than 1%</td>
<td>3</td>
<td>less than 1%</td>
</tr>
<tr>
<td>Fulani</td>
<td>1</td>
<td>less than 1%</td>
<td>1</td>
<td>less than 1%</td>
</tr>
<tr>
<td>Soninke</td>
<td>1</td>
<td>less than 1%</td>
<td>1</td>
<td>less than 1%</td>
</tr>
<tr>
<td>French</td>
<td>2</td>
<td>less than 1%</td>
<td>2</td>
<td>less than 1%</td>
</tr>
</tbody>
</table>

**Part B: Communications Calendar & Language Services**

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>administrative letters</td>
<td>Monthly &amp; As Needed</td>
<td>Parent Coordinator</td>
</tr>
<tr>
<td>Parent Compact</td>
<td>August</td>
<td>Translation Unit</td>
</tr>
<tr>
<td>Monthly Calendars</td>
<td>Each Month</td>
<td>Parent Coordinator</td>
</tr>
<tr>
<td>Student Led Conferences Information</td>
<td>4 times per year</td>
<td>Parent Coordinator</td>
</tr>
<tr>
<td>Expanded Learning Time &amp; Clubs Information</td>
<td>September and then as needed</td>
<td>Parent Coordinator</td>
</tr>
<tr>
<td>Ny State TEsting Information</td>
<td>April/May</td>
<td>Parent Coordinator</td>
</tr>
<tr>
<td>Workshops on our on-line grading system</td>
<td>September</td>
<td>Parent Coordinator, Office Staff</td>
</tr>
<tr>
<td>Grade Wide Newsletters</td>
<td>Quarterly</td>
<td>Parent Coordinator, Office Staff</td>
</tr>
<tr>
<td>Back to School &amp; Curriculum Information</td>
<td>September</td>
<td>Parent Coordinator, Guidance Counselor</td>
</tr>
<tr>
<td>H.S. Information</td>
<td>September and as needed</td>
<td>Parent Coordinator, Guidance Counselor</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.
<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance Sessions</td>
<td>As needed</td>
<td>Guidance Counselors</td>
</tr>
<tr>
<td>Registration</td>
<td>September and as needed</td>
<td>Parent Coordinator, Office Staff</td>
</tr>
<tr>
<td>Student Led Conferences</td>
<td>November, March, May</td>
<td>parent coordinator, teachers, paraprofessionals, guidance counselors</td>
</tr>
<tr>
<td>Parent Workshops</td>
<td>Periodically</td>
<td>parent coordinator, presenters, office staff</td>
</tr>
<tr>
<td>Phone calls for absent or late students</td>
<td>Daily</td>
<td>Office Staff</td>
</tr>
<tr>
<td>Meetings with families who have children who are chronically absent</td>
<td>As needed</td>
<td>Parent Coordinator, Office Staff</td>
</tr>
<tr>
<td>Student Award Ceremonies</td>
<td>Monthly</td>
<td>Parent Coordinator, Office Staff, Teachers, Guidance Counselors</td>
</tr>
<tr>
<td>IEP meetings</td>
<td>As needed</td>
<td>Guidance Counselors, SBST members</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.

We can use school staff to call Spanish speaking families. We can use the Language and Translation Unit to contact families, or have them contact us in the other languages our families know.

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

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

Parent Coordinator will turnkey the information and also provide training on how to access the language line.

**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.)

The LAC will ensure that all of these materials are posted and disseminated. All notification documents can be found at the Translation and Interpretation Unit’s intranet site:

Part E: Monitoring Provision of Language Services

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

We will review the pertinent questions of the Learning Environment Survey and we will also survey the parents through a mailing or the language access line.