2018-19

RENEWAL SCHOOL

COMPREHENSIVE EDUCATIONAL PLAN (RSCEP)

DBN: (i.e. 01M001):
11X370

School Name:
LEADERS OF TOMORROW

Principal:
JOSEPH BIERNAT
Renewal School Comprehensive Educational Plan (RSCEP) Outline

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### School Information

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<thead>
<tr>
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<th>Leaders of Tomorrow</th>
<th>School Number (DBN):</th>
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<td>Phone Number:</td>
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<td>Fax:</td>
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<tr>
<td>School Contact Person:</td>
<td>Joseph Biernat</td>
<td></td>
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<tr>
<td>Email Address:</td>
<td><a href="mailto:jbiernat@schools.nyc.gov">jbiernat@schools.nyc.gov</a></td>
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<td>Marilyn McMillon</td>
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<td>UFT Chapter Leader:</td>
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<td>Parents’ Association President:</td>
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<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
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<td>Student Representative(s):</td>
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### District Information

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<th>11</th>
<th>Superintendent:</th>
<th>Jeremy Kabinoff</th>
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<tr>
<td>Superintendent’s Office Address:</td>
<td>1250 Arnow Avenue, Bronx, NY 10469</td>
<td><a href="mailto:mross@schools.nyc.gov">mross@schools.nyc.gov</a></td>
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### Field Support Center (FSC)
Section 2: Executive Summary and Organizing Principles

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

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

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

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

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)
The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the Framework for Great Schools, New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, and Strong Schools, Strong Communities, including the following:
- Demonstrable Improvement Benchmarks: Demonstrable improvement benchmarks located in the 2018-19 RSCEP, in the Data and Accountability Snapshot page. Receivership benchmarks have been closely aligned with
the Renewal benchmarks so that schools will have one coherent set of improvement benchmarks to meet. All Receivership Benchmarks are a subset of Renewal Benchmarks. While the targets for these overlapping benchmarks are not always identical, the Receivership Benchmark targets are always equal to or lower that the Renewal Benchmarks targets. That means that any school that meets its Renewal Benchmarks targets have by definition also met its Receivership Benchmarks targets. For additional information on Receivership demonstrable improvement benchmarks go here.

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

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

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

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

**Strong Schools, Strong Communities**

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

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

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

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

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

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

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

NYSED’s Six DTSDE Tenets

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Directions:** All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members’ signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan’s alignment with the school-based budget to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, Parent and Family Engagement Policy and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](https://www1.nyc.gov/site/ed/school/plans/going-green/pdfs/chancellors-regulation-may-2015.pdf), available on the [New York City Department of Education (NYC DOE) website](https://www1.nyc.gov/site/ed/school/plans/going-green/pdfs/chancellors-regulation-may-2015.pdf).

On the chart below:

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

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<th>Position and Constituent Group Represented</th>
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<td>X</td>
<td>Joseph Biernat</td>
<td>*Principal or Designee</td>
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<td>X</td>
<td>Viktor Vorfi</td>
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<td>X</td>
<td>Tonya Brooks</td>
<td>*PA/PTA President or Designated Co-President</td>
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<td>Clyde Parker</td>
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<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<td>Marilyn McMillion</td>
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<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
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<td>✗</td>
<td>Deena Archer</td>
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Leaders of Tomorrow (11x370) is a co-located school within the Richard R. Green Community Campus. The school is located in the Williamsbridge area of the Bronx within District 11, and will serve approximately 420 students in grades 6-8 for the 2018-2019 school year. The Leaders of Tomorrow student body is comprised of 58% Black, 37% Hispanic, 2% Asian/American Indian/Pacific Islander and 3% White. Boys account for 57.39% of the student body and girls account for 42.61%. As part of our demographics our student body also includes 13% English Language Learners (ELLs) and 31% of our population is comprised of Students with Disabilities (SWDs). The average attendance for the 2018-2019 school year was 91.4%. (Insert data)

Over the past years, our school has made progress in our students’ progress measure on the NY state ELA and math exams. For the 2017-2018 school year, we met our target in the area of rigorous instruction and student achievement. We are still working diligently to raise our student proficiency levels as they are at 28% for ELA and 15% for Math for the 2017-2018 school year. Progress has also been made over the last few years in regards to parent engagement. Parent engagement has risen from 43% of parents answering the NYC School Survey to 46% answering it in 2017-2018.

At Leaders of Tomorrow we teach our students through hands-on and real world learning that infuses reading, writing and technology across all subjects. At Leaders of Tomorrow, we also value the social and emotional development of our young learners.

Our scholars at the Leaders of Tomorrow will be taught to think critically and to think and act as leaders. Our students are being prepared for high school and college readiness through curricula aligned to the Common Core Learning Standards (CCLS) and the NYC instructional shifts for English Language Arts and mathematics.

In the 2017-2018 school year, our scholars engaged in rigorous activities as evidenced through the work products included within our students' promotional student portfolios.

In the 2018-2019 school year, the following student activities and programs will be available to our students: Dance, Art, Theater/Drama, Robotics, STEM, Basketball, VolleyBall, Flag Football, Chess, Music, iReady (academic), Aviation Club, Gaming Club, Boys & Girls groups, Student Mentoring.

The school leaders at Leaders of Tomorrow believe in keeping open lines of communication with our parents and families. Our Parent Coordinator will collaborate with our CBO support staff to help provide parents with a monthly
Leaders of Tomorrow will continue to partner with our Community Based Organization (CBO)- Phipps Neighborhoods and Astor Services for Children & Families. Our school’s partnership with Phipps and Astor will help continue to bring socio-emotional, mental-health, and academic services and support staff to help our school in its transformation into a Community School model. The school also has also secured partnerships that include the Middle School Quality Initiative (MSQI), Learning Partners, Teacher’s College, The Morgan Library, The Arthur Project, College Access for All, Algebra for All, and Urban Advantage. The school also received a School Improvement Grant (SIG) and Restorative Justice pilot funding, which have helped to bring in critical partnerships into our school community: Ramapo for Children, The Leadership Project, Creative Connections, and New York Hall of Science.

All students at Leaders of Tomorrow will have access to two online libraries with access to over 8,000 digital online books through MyOn and our ENL students have access to online learning through Imagine Learning. Additional soft cover library books have been ordered and will be used to enhance our classroom libraries throughout the school. Teachers at the school are also receiving professional development from Teachers College to continue the integration of Teachers College writing units of study for the upcoming school year. This curricula will help to support our school-wide focus on literacy across the content areas. Over the summer and throughout the upcoming school year, the school will be participating in Teacher College training sessions, as needed.

During the 2018-2019 school year, our school professional development will continue to be guided by data gathered from informal and formal teacher observations to evaluate the instructional practices of our teachers using the Danielson Framework for Effective Teaching. After review of teachers’ Measure of Teacher Practice (MOTP) data, the school leaders determined a need to focus on Domain#3 of the Danielson Framework, as we believe these are the critical Danielson components that directly impact student achievement. Danielson Components 1e, 3b, 3c, and 3d have also been selected as the focus evaluation components for the 2018-2019 school year, based on our Measures of Teacher Practice (MOTP) data findings.

In order to build teacher capacity, Leaders of Tomorrow will use in-house and outside coaches and consultants to support teacher development including New Teacher Center, UFT Center, Peer Collaborative Teachers, Model teachers, Leadership consultant, Restorative Justice pilot coach, and Ramapo coaches. The school is also developing and promoting our own teachers into teacher leadership roles through the Teacher Career Pathways incentive program. All our teachers will participate in Professional Development (PD) sessions on Monday and Tuesday. On Wednesdays, our teachers will meet in collaborative teacher teams based on subject matter and by grade level. During the day, teachers will meet a minimum of 4 times a week to collaborate on lesson plans and adjustments to their curriculum. As we are focusing on literacy, our Science and Social Studies teachers will participate in weekly teacher team meetings with the English Language Arts (ELA) teachers. School leaders in collaboration with the school’s Instructional Leadership Team (ILT) will be collaborating on enhancements to the school’s curricula and programming, to further support student achievement before and throughout the upcoming school year. Professional development will continue for our teachers but will undergo some scheduling modifications due to the mandate of the ‘Renewal School Hour.’ The additional hour of instructional time will continue to be integrated Monday-Friday, and will remain mandated for all students. Teachers will still receive time in the 2018-2019 school schedule and program to continue the professional development, parent engagement, and other professional work as mandated.

Leaders of Tomorrow will continue our partnership with the Middle School Quality Initiative (MSQI), which will continue into the 2018-2019 school year. Through this partnership, the understanding set-forth is that all teachers are teachers of literacy. The school is also a Learning Partners school with the co-located schools on the campus and the Michelangelo School 11x144. Leaders of Tomorrow will monitor our student progress in ELA and math through the use of Ready paper and pencil assessments and iReady online diagnostics administered across all grades. iReady will
also be used as a common assessment for ELA and math, grades 6-8, to track student progress towards meeting our Renewal School student achievement goals and benchmark targets.

Our school’s Instructional Focus for the 2018-2019 school year: “If we develop clear curricular trajectories across departments aligned to our instructional expectations then students will be presented with consistent and coherent instruction that builds in complexity leading to accelerated student learning.”

At Leaders of Tomorrow the school leaders and staff believe the following:

- It is important to know our students
- Students need time to practice basic skills
- Students benefit from opportunities to discuss content with their peers
- Students learn when instruction includes scaffolds
- Students take ownership of their learning when they are part of the decision making process

As a Renewal School, we are excited to expand the implementation of the following school improvement strategies into the 2018-2019 school year:

- Expanded Learning Time opportunities for all students, including additional instruction provided during after-school and/or summer programming, provided in collaboration with the CBO
- Transformation into a community school model 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
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students
- Additional focused strategies to increase parent and family engagement with support from our CBO

The Leaders of Tomorrow staff is looking forward to continuing our work and collaboration with the other community school within the Richard R. Green campus. Our goal is to make our school and campus a more welcoming and inclusive learning environment for all our stakeholders. The school leaders within the campus are currently collaborating, planning, and discussing ways to work together to share resources to benefit entire school community. Together we know we can make a difference. We embrace the new initiatives and supports brought forth through the Renewal School and Community School initiatives and look forward to our partnership with Phipps and Astor in continuing to support our transformation into a model community school and collaborative community campus.
### School Demographics and Accountability Snapshot for 11X370

#### School Configuration (2018-19)
- **Grade Configuration**: 06,07,08
- **Total Enrollment (2017-18)**: 400
- **SIG Recipient (Y/N)**: Yes

#### 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)**: 25
- **SETSS (ELA)**: 39
- **# Integrated Collaborative Teaching (ELA)**: 42
- **# Special Classes (Math)**: 26
- **SETSS (Math)**: 39
- **# Integrated Collaborative Teaching (Math)**: 42

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: 12
- **# Music**: 13
- **# Drama**: 7
- **# Foreign Language**: 12
- **# Dance**: 17

#### School Composition (2017-18)
- **% Title I Population**: 95.0%
- **% Free Lunch**: 91.3%
- **% Limited English Proficient**: 13.2%
- **% White**: 2.7%
- **% Hispanic or Latino**: 56.5%
- **% Asian or Native Hawaiian/Pacific Islander**: 2.0%
- **% Black or African American**: 2.5%
- **% Multi-Racial**: 2.5%
- **% Reduced Lunch**: 3.8%
- **% Students with Disabilities**: 32.7%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 0.5%
- **% Black or African American**: 4.2%
- **% Hispanic or Latino**: 38.8%
- **% Asian or Native Hawaiian/Pacific Islander**: 2.0%
- **% Multi-Racial**: 2.0%

#### Years Principal Assigned to School (2018-19)
- **2015-16**: 0.21
- **# of Assistant Principals (2016-17)**: 4

#### % of Teachers with No Valid Teaching Certificate (2016-17)
- **9%**: % Teaching Out of Certification

#### % of Teachers with Fewer Than 3 Years of Experience (2014-15)
- **39%**: Average Teacher Absences (2014-15)

#### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4**: 27.7%
- **Mathematics Performance at levels 3 & 4**: 14.5%

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

#### Student Performance for High Schools (2018-19)
- **ELA Performance at levels 3 & 4**: N/A
- **Mathematics Performance at levels 3 & 4**: N/A
- **US History Performance at Levels 3 & 4**: N/A
- **6 Year Graduation Rate (2011 Cohort)**: N/A

#### Regent Diploma w/ Advanced Designation (2015-16)
- **% ELA/Math Aspirational Performance Measures**: N/A

#### Overall NYSED Accountability Status (2018-19)
- **No Recognition**: N/A

#### In Good Standing
- **No Local Assistance Plan**: No

#### Focus District
- **Yes Focus School Identified by a Focus District**: Yes

#### Priority School
- **No Focus Subgroups**: Hispanic, ED

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

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

- **Economically Disadvantaged**: NO

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

- **Economically Disadvantaged**: NO

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

- **Economically Disadvantaged**: NO

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

- **Economically Disadvantaged**: NO

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

- **Economically Disadvantaged**: NO

2018-19 RSCSEP-R
**Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

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

<table>
<thead>
<tr>
<th>Tenet 3 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
<td></td>
</tr>
<tr>
<td>3.2 The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.</td>
<td>X.</td>
</tr>
<tr>
<td>3.3 Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.</td>
<td></td>
</tr>
<tr>
<td>3.4 The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.</td>
<td></td>
</tr>
<tr>
<td>3.5 Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.</td>
<td></td>
</tr>
</tbody>
</table>

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

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

- Based on our 2017-2018 Quality Review, the school received a 'Well Developed' in three indicators including 1.3 (Leveraging Resources); 4.2 (Teacher Teams and Leadership Development) and 5.1 (Monitoring and Revising Systems). The school received 'Proficient' in indicators 1.1 (Curriculum), 1.2 (Pedagogy), 1.4 (Supportive Learning Environment); 2.2 (Assessment), 3.4 High Expectations, 3.1 (Goals and Action Plans), (4.1) Teacher Support and Supervision.

- The school's QR area of celebration was 4.2 (Teacher Teams and Leadership Development).

- The school's QR area of focus for the upcoming school year is 1.2 (Pedagogy).

- The school’s 2018-2019 School Improvement Grant (SIG) and 2018-2019 RSCEP outline our plans for improvement, including two goal areas specific to rigorous instruction: (a) teacher effectiveness and (b) Common Core aligned curriculum units with rigorous end of unit performance tasks.

- Our NYC School Survey findings showed that the school received a 3.20% rating on the 'Rigorous Instruction' element of the Framework for Great Schools.

- The school’s Renewal School attendance goal was met for the 2018-2019 school year.
The above recommendations and data findings have informed our development of the vision, goal, and action plan below for the 'Rigorous Instruction' element of the Framework for Great Schools.

Part 2 – Summative Vision for Rigorous Instruction

<table>
<thead>
<tr>
<th>What is your school’s instructional focus? What is your vision for promoting the instructional focus consistently across classrooms?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaders of Tomorrow 2018-2019 curricula will incorporate strategically chosen Common Core Learning Standards (CCLS) focus standards and units created by teacher teams aligned to the school’s selected CCLS focus standards and the instructional shifts. Structured ‘Independent Reading Time’ and ‘strategic writing’ periods will be embedded to promote time for additional independent reading and writing in ELA. Students will be asked to complete more higher level tasks that incorporate a written response that allows students to articulate in writing and discuss with their peers their thinking behind solving the mathematical task and/or problems. The Social Studies and Science curriculum will be aligned to the NYC Social Studies Scope and Sequence and Science Scope and Sequence and will incorporate focus Next Generation literacy standards selected by the school leaders and teachers. All other subjects will be aligned to the CCLS literacy focus standards and the content standards for their subject. Common CCLS aligned rubrics from TC will be used to track progress on selected writing standards across grades and subjects. An additional hour of Expanded Learning Time will continue to be embedded in the school’s program Monday-Friday to allow for RTI, AIS, and/or additional learning activities and enrichment opportunities for students. Saturday Academy will also help provide students with additional learning time and activities open to all our scholars.</td>
</tr>
</tbody>
</table>

School leaders and staff will collaborate with our selected Community Based Organization (CBO) to integrate learning experiences that include blended learning opportunities like Smart Start math program, in order to enhance student engagement and learning. The CBO will also help to support and provide learning opportunities, workshops, and services for our parents based on their interests and needs.

Pedagogical practices will incorporate an emphasis on lesson planning, teacher collaboration, independent reading, discussion opportunities for students, writing within subject areas aligned to Teachers College reading/writing units, and use of common CCLS aligned rubrics.

Teachers will target the three major learning modalities of students within their lesson planning to provide a common school-wide Universal Design for Learning (UDL) instructional strategy that provides multiple entry points, ensuring that each child can access the curriculum. Strategies for citing evidence, Accountable Talk strategies, Talk Moves, effective questioning, scaffolds, and checks for understanding will continue to be used as common school-wide instructional practices.

The school leaders and lead teachers/coaches will monitor consistency of school-wide instructional strategies, so that teachers are provided with actionable feedback and resources to support the continued practice of chosen school-wide instructional strategies.

The school will have common assessments for ELA and math, i-Ready online diagnostics and Ready will serve as benchmark assessments to monitor and track predicted student performance on state tests, and will serve as data for teachers to determine modifications needed within their lessons and/or units. Teachers College (TC) rubrics will be used in ELA, Science, and Social Studies to assess student-writing products. Academic intervention programs such as Imagine Learning will be purchased for our most struggling student groups and to help target the language and reading acquisition needs of our ESL, bilingual, and SWD students. School leaders and teacher teams will collaborate to review data findings from these programs, and will assess level of impact to make instructional adjustments, as needed. The
school staff continues to work towards reducing the percent of students performing at Level 1 on the ELA and Math state exams and increasing percentage of students meeting proficiency levels.

The principal will implement a routine and protocol to review with Assistant Principals and teacher leaders the outcomes of monitoring activities. This action will be taken to hold all leaders regularly accountable for implementation, through bi-weekly check-ins with APs and teacher leaders as well as the data tracking of student learning and student work products.

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

Our vision for implementation of CCLS aligned curricula that meets the needs of diverse learners, personally, academically and culturally revolves around pedagogical practices that incorporate an emphasis on lesson planning, teacher collaboration, student-centered learning, independent reading, discussion opportunities for students, writing within all subject areas aligned to Teachers College Reading/Writing units, and use of common CCLS aligned curricula and rubrics.

Teachers will target the three major learning modalities of students within their lesson planning to provide a common school-wide Universal Design for Learning (UDL) instructional strategy that provides multiple entry points, ensuring that each child can access the curricula. The Accountable Talk strategies, Talk Moves, effective questioning, and checks for understanding will continue to be used as common school-wide instructional practices to promote student-to-student interactions and a shift towards student-centered learning.

The kind of student-centered instruction that will be integrated into the 2018-2019 school year will include the following:

- **Student Discussion Opportunities**
  - From *Questioning for Classroom Discussion* by Jackie Acre Walsh and Beth Dankert Sattes
    - Questioning and discussion are important means—and ends—of student learning. Research connects student engagement through questioning and discussion to improved learning outcomes, including higher levels of thinking and increases in student achievement (Applebee et al., 2003; Murphy et al., 2009). Furthermore, the skills of questioning and discussion are valuable in and of themselves. Employers report that they are important to career success (Wagner, 2008), college professors tout their value in the academic environment (Conley, 2008; Graff, 2003), and which of us would not agree that discussion and critical thinking skills are keys to active citizenship in our democratic society?
    - Questioning and discussion work in tandem to move students from passive participants to active meaning makers. Acknowledgment of the interdependent nature of these two skills can be found in the new state standards and in teacher evaluation rubrics. Advocates for an increased focus on questioning and discussion argue that these skills support critical thinking and collaborative problem solving (Schmoker, 2006; Wagner, 2010).

- **Group Work**
Cooperative learning and other group activities can be effective classroom instructional strategies, not only academically but also as ways to develop students’ relationships with one another. By working with their peers, students can learn to express themselves clearly, to listen, to compromise, to value others, and to take leadership roles.

- Project Based Learning
  - From the article What Research Says About ... / Project-Based Learning by Jane L. David
    - The core idea of project-based learning is that real-world problems capture students' interest and provoke serious thinking as the students acquire and apply new knowledge in a problem-solving context. The teacher plays the role of facilitator, working with students to frame worthwhile questions, structuring meaningful tasks, coaching both knowledge development and social skills, and carefully assessing what students have learned from the experience. Advocates assert that project-based learning helps prepare students for the thinking and collaboration skills required in the workplace.
    - Project-based learning creates opportunities for groups of students to investigate meaningful questions that require them to gather information and think critically. Typical projects present a problem to solve (How can we reduce the pollution in the schoolyard pond?); a phenomenon to investigate (Why do you stay on your skateboard?); a model to design (Create a scale model of an ideal high school); or a decision to make (Should the school board vote to build a new school?).

- Visual Learning/Hands On
  - From the article: Integrating Learning Styles and Multiple Intelligences by Harvey Silver, Richard Strong and Matthew Perini
    - Learning-style theory begins with Carl Jung (1927), who noted major differences in the way people perceived (sensation versus intuition), the way they made decisions (logical thinking versus imaginative feelings), and how active or reflective they were while interacting (extroversion versus introversion). Isabel Myers and Katherine Briggs (1977), who created the Myers-Briggs Type Indicator and founded the Association of Psychological Type, applied Jung’s work and influenced a generation of researchers trying to understand specific differences in human learning. Key researchers in this area include Anthony Gregorc (1985), Kathleen Butler (1984), Bernice McCarthy (1982), and Harvey Silver and J. Robert Hanson (1995). Although learning-style theorists interpret the personality in various ways, nearly all models have two things in common:
      - A focus on process-Learning-style models tend to concern themselves with the process of learning which includes: how individuals absorb information, think about information, and evaluate the results.
      - An emphasis on personality- Learning-style theorists generally believe that learning is the result of a personal, individualized act of thought and feeling.
      - Learning styles are not fixed throughout life, but develop as a person learns and grows. Our approximate breakdown of the percentages of people with strengths in each style is as follows: Mastery, 35 percent; Understanding, 18 percent; Self-Expressive, 12 percent; and Interpersonal, 35 percent (Silver and Strong 1997).
      - Most learning-style advocates would agree that all individuals develop and practice a mixture of styles as they live and learn. Most people’s styles flex and adapt to various contexts, though to differing degrees. In fact, most people seek a sense of wholeness by practicing all four styles to some degree. Educators should help students discover their unique profiles, as well as a balance of styles.

District 11 Equity & Excellence Focus:
Leaders of Tomorrow will be creating an **Equity Team** to continue to develop initiatives which target the academic and socio-emotional needs of our boys of color.

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

**Our vision for diverse program offerings that allow students to develop skills, habits, and behaviors to be middle school ready and on a path to high school, career, and college readiness are directly aligned to our use of Common Core aligned curricula, which incorporate rigorous CCLS standards and emphasize the NYC instructional shifts in ELA and math.**

District 11 Equity & Excellence Focus:

Leaders of Tomorrow will be creating an **Equity Team** to continue to develop initiatives which target the academic and socio-emotional needs of our boys of color.

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

**Our vision for delivery of instruction aligned to setting up students for success is through the development and integration of pedagogical practices that allow for students to become more self-sufficient in their own learning. To achieve this, we are promoting a push for instruction and learning opportunities that provide our young scholars with multiple-entry points to access the lessons, targeting our diverse student body and their personal, socio-emotional, and academic needs.**

Leaders of Tomorrow will also focus on developing the following 21st century skills needed by our students to survive in a global and technology rich society:

- Leadership
- Responsibility
- Accountability
- Problem Solving
- Adaptability
- Communication
- Initiative and Self-Direction
- Creativity
- Cross-Cultural Skills
- Teamwork

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

**Our vision for delivery of instruction aligned to setting up students for success is through creating pedagogical practices that allow for students to become more self-sufficient in their own learning, through instruction and learning**
opportunities that provide them with multiple-entry points, targeting our diverse student body and their personal, socio-emotional, and academic needs.

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?

Our vision for a comprehensive assessment strategy (diagnostic, formative, benchmark, and summative) to drive curricular, instructional, and organizational decisions that impact student outcomes will be directly aligned to the use of a variety of assessments to track student learning including: baseline and benchmark assessments from Teachers College/EngageNY curricula, student portfolio work products, MOSL assessments, 'checks for understanding' during lessons, iReady, and Lexile reading level tracking through DRP data. Assessments used including the reasons for their use, a schedule, and how the data will be used to improve instructional practice and student outcomes will be outlined within our school's 2018-2019 Assessment Plan.

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

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Assessment Type (diagnostic, formative, benchmark, summative)</th>
<th>Grades Implemented</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ready (Paper Pencil)</td>
<td>benchmark</td>
<td>6-8</td>
<td>Tracking of student reading and math level growth throughout the school year</td>
</tr>
<tr>
<td>iReady (Math and ELA)</td>
<td>diagnostic</td>
<td>6-8</td>
<td>Tracking of student progress towards meeting school's Renewal School student achievement benchmarks for math and ELA</td>
</tr>
<tr>
<td>Student portfolio work products</td>
<td>formative, summative</td>
<td>6-8</td>
<td>Will be used to analyze the progress of student learning on rigorous learning tasks using rubrics and</td>
</tr>
<tr>
<td>State Exams</td>
<td>summative</td>
<td>6-8</td>
<td>Tracking of student progress towards meeting state and Renewal School student achievement benchmarks for math and ELA</td>
</tr>
</tbody>
</table>

Part 3 – Annual Goal

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

By June 2019, as a result of teaching practices aligned to explicit departmental instructional expectations there will be a 5% increase of students scoring at proficiency levels 3 and 4, as measured by the the New York State ELA and Math exam.

Please answer the following Question as it relates to meeting your Rigorous Instruction Annual Goal:
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which Renewal benchmarks do you expect will improve by meeting your</td>
<td>Renewal Student Achievement Benchmarks proficiency and performance</td>
</tr>
<tr>
<td>Rigorous Instruction Annual Goal?</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td>Quality Review Instructional Core indicators 1.1, 1.2</td>
</tr>
<tr>
<td></td>
<td>Quality Review Instructional Core indicators 2.2</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></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>
</tr>
<tr>
<td>School leaders in collaboration with the school’s Instructional Leadership Team (ILT) and external coaches will develop the school’s 2018-2019 Professional Development Plan so that it includes strategic cycles of professional development opportunities aligned to the Danielson framework, based on observed teacher needs. (September-November 2018 professional development cycle to be completed by August 31st, 2018 in preparation for the start of the school year).</td>
<td>All teachers</td>
<td>Quality Review Instructional Core indicators</td>
<td>August 2018-October 2018</td>
<td>Principal and APs</td>
<td>Mandated quarterly RSCEP goals and benchmark check-ins September 2018– June 2018 between DSR and school leaders.</td>
</tr>
<tr>
<td>Teachers will analyze student beginning of year Ready, iReady and DRP data to create strategic small groups for targeted instruction within their classroom and for ELT instruction (quarterly strategic student grouping will occur as data becomes</td>
<td>Teachers</td>
<td>Quality Review Instructional Core indicators</td>
<td>Quarterly throughout September 2018- June 2019</td>
<td>Grade Team leaders, principal, and APs</td>
<td>Mandated quarterly RSCEP goals and benchmark check-ins September 2018– June 2018 between DSR and school leaders.</td>
</tr>
<tr>
<td></td>
<td>All students</td>
<td>ELA and Math Renewal proficiency and performance benchmarks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Targeted student groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2018-19 RSCEP-R
External coaches will work with Assistant Principals and teacher leaders to model best teaching and instructional planning practices that support teachers with creation of small groups for targeted instruction and/or intervention, as needed, based on Ready, iReady, and DRP data findings. Coaches will also support teachers in improving their instructional practices using resources from FSC, MSQI, Algebra for All, Engage, and Teacher's College.

New CBO Director and selected CBO support staff will attain iReady training to learn how to support the principal and Assistant Principals with data reporting and data analysis. (By end of September 2018).

### 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.
CBO and Parent Coordinator will be collaborating to create the 2018-2019 Parent Engagement Plan for monthly parent/family engagement based on parent feedback and identified needs that will include various opportunities to share student, school, academic and important services information and resources for parents/families.

**Part 5 – Budget and Resource Alignment**

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

<table>
<thead>
<tr>
<th>iReady (site license common assessment and intervention)</th>
</tr>
</thead>
</table>

- Ready Paper Pencil (common assessment for select ELL- population as needed)
- Imagine Learning (site license common assessment for select ELL- population as needed)
- Teachers College Reading/Writing Project (those accepted in the partnership)
- Math Solutions Additional On-Site Coaching (Math)
- Accelerated Literacy Learning Additional On-Site Coaching (Reading)
- PBISci Curriculum and Consumables
- Literacy and Math Coaching (consultant, teacher coach, etc)
- Per session and per diem funds (PD sub coverages and after hours training; Saturday Academies)
- Laptops and Chromebooks for iReady
- TC Units of Study (Writing and Reading)
- TC Libraries (Trade books) to Accompany Units of Study
- Leveled Libraries to Support Reading Workshop
- Independent Reading Book Set (Take Home Libraries for MS- Scholastic, etc)
- Per session programs for AIS and/or Test Prep
- Saturday Academy and Winter Break Academy
- School Technology Liaison (shared within the campus)
- ATLAS Rubicon
- Per-session for development of school's 2018-2019 Assessment Plan (as needed)
- Per-session for teacher teams for curriculum development and enhancements, supplies for classroom libraries (bookshelves and book bins)
Curriculum and/or professional development consultants/coaches

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

**Part 6 – Progress Monitoring**

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

*By February 2019, 50% of identified ‘push-able’ and ‘slip-able’ students will increase their quality of responses to selected rigorous short and long responses on teacher created writing assessments in ELA and Math, as measured by an improvement in at least 2 criteria of the CCLS aligned rubric used to track student progress.*

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

iReady, Ready, TCRWP and in-house state exam sample ELA and math question assessments.

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

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

Part 1 – Needs Assessment

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

Part 1b. Needs/Areas of Focus:
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?

School Strengths: Based on our 2017-2018 Quality Review findings, teachers participate in structured teacher teams which address the instructional focus and the implementation of the Common Core Learning Standards. Teacher teams and leaders promote teacher leadership opportunities and voice within instructional decisions.

School Needs: Based on our 2017-2018 Quality Review findings, teacher pedagogical best practices were uneven across classrooms. During the 2018-19 school year, teachers will engaged in targeted professional development to support their instruction through cycles of professional development.

Based on our 2017-2018 Quality Review findings, the observation of teaching practice indicates an uneven application of differentiation and instructional strategies to provide appropriately challenging and rigorous learning opportunities that promote high achievement across all classrooms. Quality Review instructional core indicators 1.1 (Curriculum), 1.2 (Pedagogy), and 2.2 (Assessment) will be our areas of focus moving into the 2018-2019 school year.
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?

At Leaders of Tomorrow we believe that the ‘re-branding’ of our school through multiple PBIS initiatives will support our school in continuing our positive movement towards creating a safe and inclusive learning environment for all our students. The school leaders also believe that outside partnerships are critical for bringing in various programs, services, enrichments, and support staff to meet the needs and interests of our students.

Currently the school has partnerships with Phipps Neighborhoods, Astor Services for Children & Family, Leadership Program, Teacher Leadership Initiative, New York Hall of Science, Ramapo, Creative Connections, Urban Advantage, The Arthur Project, Learning Partners, and Middle School Quality Initiative (MSQI) that it will be continuing into next year. We also currently have a School Improvement Grant (SIG) which has helped us to bring in some of these critical partnerships into our school community.

Student voice and leadership is supported through our partnerships with our CBOs. The Leadership Program provides a leadership skills program for our scholars. A debate team has also been created through our partnership with MSQI and our students have competed in debates and have won trophies. School leaders have also developed a Student Council that will continue to promote students having a voice in PBIS initiatives at the school.

School leaders in collaboration with the CBO will make student achievement and attendance focus goals for the 2018-2019 school year. The school expects to meet our new attendance and student achievement benchmarks for the 2018-2019 school year.

Our PBIS team and staff for the 2018-2019 school year will continue to integrate a school-wide PBIS behavior matrix. The matrix will be used to set clear expectations for all staff and students regarding behavior and building a positive learning culture and environment. Teachers and students will align to the high expectations outlined within the matrix. Our CBO will help to support us in determining community educators / partners to support a collaborative teaching approach regarding our PBIS initiatives, as needed.

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>Phipps Neighborhoods</td>
<td>attendance, socio-emotional supports and PBIS initiatives, school events coordination, family outreach support services, academic student support (mentoring/tutoring)</td>
</tr>
<tr>
<td>Astor Services for Children &amp; Families</td>
<td>mental-health support services</td>
</tr>
</tbody>
</table>

How will you in partnership with your CBO will create a supportive environment and engagement for your students’ families?
Within the Community School model, all families will be welcomed into our school community. School safety officers and staff will support and promote our PBIS initiatives, to create a welcoming environment for all. School leaders, staff, our Parent Coordinator, and our CBO will collaborate to provide supports to families so that they understand and can take an active role in their child’s academic and socio-emotional development.

The school leaders, Parent Coordinator, and CBO Director will collaborate to engage the community and families by developing interest surveys to gather data for development workshops, informational sessions, and parent/family support services based on the needs and interests of our parents, to increase parent involvement and engagement. We will also continue to use a variety of communication sources to keep our parents and community informed of all school events (newsletter, calls, emails, REMIND app, and socio-media). Parents will also be able to learn about their children and their learning through the integration of student-led Parent/Teacher conferences.

Our CBO and Parent Coordinator will collaborate to help us to find effective ways to partner with families to support student success. School leaders will ensure that there is a dedicated space for the CBO and for families within the school building. Our CBO will also help us to gather information from our parents on programs, workshops, trainings, and services they would like to engage in that increase parent involvement within our school community.

Part 3 – Annual Goal

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

During the 2018-2019 school year, the school’s Positive Behavioral Interventions and Supports (PBIS) team, in collaboration with the school’s Community Based Organization (CBO) and Attendance Team, will continue to expand PBIS incentives resulting in movement from a 92% attendance rate to a 93% attendance rate by June 2019.

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

<table>
<thead>
<tr>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renewal attendance benchmark 2018-2019</td>
</tr>
<tr>
<td>NYC School Survey- Supportive Environment section</td>
</tr>
<tr>
<td>NYC School Survey - Trust</td>
</tr>
<tr>
<td>NYC School Survey - Effective Leadership</td>
</tr>
</tbody>
</table>
## Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives: Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School leaders will ensure that the CBO Director and Attendance Team identify groups of students for targeted attendance interventions, including assigning a specific Success Mentor to monitor each targeted chronically-absent student.</td>
<td>Chronically absent and 'at risk' students</td>
<td>Renewal attendance benchmarks</td>
<td>August 2018-September 2018</td>
<td>CBO Director</td>
<td>Mandated quarterly RSCEP goals and benchmark check-ins September 2018- June 2018 between DSR and school leaders.</td>
</tr>
<tr>
<td>Teachers will use Skedula and their weekly scheduled parent communication time to communicate any attendance concerns to parents with children they see are falling behind on their attendance.</td>
<td>Parents of chronically absent students</td>
<td>Renewal attendance benchmarks</td>
<td>Sep 2018-June 2019</td>
<td>Principal, APs, Grade Team Leaders</td>
<td>Mandated quarterly RSCEP goals and benchmark check-ins September 2018- June 2018 between DSR and school leaders.</td>
</tr>
<tr>
<td>FSC and Restorative Justice pilot coach will provide Restorative Circles training to additional staff, including the CBO support staff, to expand Restorative Circles practices at the school, which create a more inclusive and safer environment for all students</td>
<td>School and CBO staff/teachers</td>
<td>Renewal attendance benchmarks</td>
<td>Sept 2017-June 2018</td>
<td>FSC and APs</td>
<td>Mandated quarterly RSCEP goals and benchmark check-ins September 2018- June 2018 between DSR and school leaders.</td>
</tr>
</tbody>
</table>
The CBO Director, in collaboration with the school's Attendance Team, will create a September-January action plan for student attendance incentives and a second plan for incentive trips for the February-June period; both plans will be shared with the principal, DSR, OCS Program Manager, and Phipps Managing Director for budget approvals.

<table>
<thead>
<tr>
<th>Students</th>
<th>Renewal benchmarks.</th>
<th>September 2018-October 2018</th>
<th>CBO Director and Attendance team</th>
</tr>
</thead>
</table>

Mandated quarterly RSCEP goals and benchmark check-ins September 2018-June 2018 between DSR and school leaders.

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.

CBO and Parent Coordinator will be collaborating to create the 2018-2019 Parent Engagement Plan for monthly parent/family engagement based on parent feedback and identified needs that will include various opportunities to share student, school, academic and important services information and resources for parents/families.

Part 5 – Budget and Resource Alignment

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

CBO support staff, Guidance Counselor/s, Social Worker/s, PBIS Team, CBO support staff, PBIS incentives and reward trips, custodial staff to help paint classrooms, ‘school beautification’ supplies (for classrooms, lobby, and exterior of school), banners for exterior of school. New Visions data tracking tool, College Awareness Week activities, information or workshop sessions for families.

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

<table>
<thead>
<tr>
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<td>Other</td>
</tr>
</tbody>
</table>

Part 6 – Progress Monitoring

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

By February 2019, the school will have a 93% student attendance average as reported in ATS and the New Visions attendance tool.
By February 2019, an action plan for student incentive trips and events for the February-June period will be created by the CBO Director and will be shared with the principal, DSR, OCS Program Manager and Phipps Senior Director for final budget approval.

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

New Visions Student Sorter/Attendance Heat Tracker tool

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

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

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

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

Part 1b. Needs/Areas of Focus:

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

School Strengths: Based on our 2017-2018 Quality Review findings across the school, teachers participate in structured teacher teams which address the instructional focus and the implementation of the Common Core Learning Standards. Teacher teams promote teacher leadership opportunities and voice within instructional decisions.

School Needs: Based on our 2017-2018 Quality Review findings, the area of observation of teaching practice indicates an uneven application of differentiation and instructional strategies to provide appropriately challenging and rigorous learning opportunities that promote high achievement - Quality Review indicator 1.2.

Part 2 – Summative Vision for Collaborative Teachers

What is your vision for collaborative teaching?

Our teachers receive Professional Development (PD) sessions on Monday and Tuesday mornings. Built into the regular schedule at least once weekly each, our teachers meet in collaborative teacher teams based on subject matter and by grade level. During the day, teachers meet a minimum of 4 times a week to collaborate on lesson plans and adjustments to their curriculum.

The Leaders of Tomorrow will focus on literacy development throughout the core subjects. Science and Social Studies teachers will participate in weekly teacher team meetings with the English Language Arts (ELA) teachers. School leaders
and teacher teams will collaborate to enhance the school’s curriculum and programming to further support student achievement, and will begin curriculum planning for the upcoming school year during the month of June, over the summer, and into the start of the school year. The Instructional Leadership Team (ILT) will review data, current curriculum maps, and student work to determine the needed modifications to our curriculum maps, units of study, assessments, and promotional portfolio student work products.

Our curricula will give all our scholars access to learning whether they are in the lowest performing or highest achieving groups of students, through a rigorous and engaging curriculum for all levels of learners. Teachers will collaborate on using and expanding common ‘best-practice’ teaching strategies, identified within our 2017-2018 teacher team inquiry cycle findings. Teachers will also collaborate within teacher teams on an ongoing basis to review student work products, Lexile level growth, and performance on extended writing pieces and sample state exam questions. Teachers will continue to use data to track student progress, and will analyze data findings to support planning for individual student needs and for groups of students, using the Data Wise inquiry protocol and approach.

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

The Instructional Leadership Team (ILT) will collaborate to provide support to teacher leaders/coaches and teachers on enhancements and modifications to our curricula, so that all scholars can access the learning whether they are in the lowest performing or highest achieving groups of students, through a rigorous and engaging curriculum for all levels of learners. Teachers will also collaborate on using and expanding common ‘best-practice’ teaching strategies school-wide, identified within our 2017-2018 teacher team inquiry cycle findings. Teachers will also collaborate within teacher teams on an ongoing basis to review student work products, Lexile level growth, and performance on extended writing pieces. Teachers will continue to use an inquiry protocol (Data Wise) to look at student and teacher data to track student progress, and will analyze data findings to support planning for individual student needs and for groups of students.

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

Teachers will collaborate within teacher teams on enhancements and modifications to our curricula, so that all scholars can access the learning whether they are in the lowest performing or highest achieving groups of students, through a rigorous and engaging curriculum for all levels of learners. Teachers will also collaborate on using and expanding common ‘best-practice’ teaching strategies, identified within our 2017-2018 teacher team inquiry cycle findings. Teachers will also collaborate within teacher teams on an ongoing basis to review student work products, Lexile level growth, and performance on extended writing pieces. Teachers will continue to use an inquiry protocol (Data Wise) to look at student and teacher data to track student progress, and will analyze data findings to support planning for individual student needs and for groups of students. Teacher inter-visitations will also be used and coordinated by teacher leaders and coaches throughout the 2018-2019 school year.

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

Teachers will collaborate on using and expanding common ‘best-practice’ teaching strategies, identified within their 2017-2018 teacher team inquiry cycle findings. Teachers will continue to collaborate within teacher teams on an ongoing basis to review student work products, testing data, Lexile level growth, and performance on extended writing pieces. Teacher teams will share their findings and identification of best teaching and earning strategies to other teacher teams during their teacher team inquiry cycle presentations.

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

<table>
<thead>
<tr>
<th>Data Reviewed</th>
<th>Intent</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADVANCE teacher observation reports</td>
<td>Reflection of teaching practice and areas of concern and strengths for individual teachers and groups of teachers to inform instructional goals and professional development planning.</td>
</tr>
<tr>
<td>Teacher Team Inquiry Cycle Presentations</td>
<td>Review to ensure that teachers are reflecting upon their teaching practices and meeting individual student learning needs throughout the year through inquiry cycle presentations and findings.</td>
</tr>
<tr>
<td>IEPs</td>
<td>Review student IEPs when developing lessons in order to ensure that tasks are appropriately scaffolded.</td>
</tr>
</tbody>
</table>

### Part 3 – Annual Goal

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

By June 2019, all teachers will collaborate within teacher teams to regularly analyze ELA and Math Standards Tracker assessment data to adjust interventions and instruction based on data, resulting in a 5 percentage point reduction in level 1’s on the 2019 NYS ELA and Math exams.

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

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

- Renewal student performance and proficiency benchmarks
- NYC School Survey - Collaborative Teachers
- Quality Review 4.2 Teacher Teams
- NYC School Survey - Effective Leadership
### 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</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>ELA and Math Assistant Principals will create a calendar for the administration of the standards based snapshot assessments administration for ELA and Math aligned to units of study.</td>
<td>Teachers</td>
<td>Effective Leadership, Teacher Teams</td>
<td>November 2018-May 2019</td>
<td>Principal, Assistant Principals</td>
<td>Quarterly Progress checks Sept 2018-June 2018 with DSR and school leaders</td>
</tr>
<tr>
<td>Using an inquiry approach, teams of teachers will analyze ELA and Math results from the standards based tracker assessments to adjust interventions and instruction based on this data.</td>
<td>Teacher Teams</td>
<td>Quality Review 4.2 Teacher Teams, NYC Survey-Collaborative Teachers</td>
<td>November 2018-June 2019</td>
<td>Teachers, Teacher Teams, External Coaches, Assistant Principals</td>
<td>Quarterly Progress checks Sept 2018-June 2018 with DSR and school leaders</td>
</tr>
<tr>
<td>The principal will ensure that assistant principals are supporting teacher teams with remaining on task during team meetings and that the work is focused on data analysis for the purpose of identifying targeted next steps for teachers</td>
<td>Teacher Teams</td>
<td>Quality Review 4.2 Teacher Teams</td>
<td>Cycle #1 to be completed by end of January 2019 and Cycle #2 by June 2019</td>
<td>Principal and APs</td>
<td>Mandated quarterly RSCEP goals and benchmark check-ins September 2018- June 2018 between DSR and school leaders</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.
CBO and Parent Coordinator will be collaborating to create the 2018-2019 Parent Engagement Plan for monthly parent/family engagement based on parent feedback and identified needs that will include various opportunities to share student, school, academic and important services information and resources for parents/families.

Part 5 – Budget and Resource Alignment

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

Professional Development Planning Team, Instructional Leadership Team (ILT), Assistant Principals to sit in on teacher teams, schedule/programming adjustments, SBO, per-session opportunities for teams to meet after school and/or over the summer.

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

|   | Tax Levy | X | Title I SWP |   | Title I TA |   | P/F Set-aside |   | 21st Century |   | C4E |
|---|---|---|---|---|---|---|---|---|---|---|
|   | X |   |   |   |   |   |   |   |   |   |
|   | X |   |   |   |   |   |   |   |   |   |

Part 6 – Progress Monitoring

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

By February 2019, teacher teams will have administered and analyzed a minimum of 2 ELA and 4 Math Standards snapshot (tracker) assessments.

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

ELA and Math Standards Tracker

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

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

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

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

School Strengths: Based on our 2017-2018 Quality Review findings that across the school, teachers participate in structured teacher teams which address the instructional focus and the implementation of the Common Core Learning Standards. Teacher teams promote teacher leadership opportunities and voice within instructional decisions.

School Needs:

Based on our 2017-2018 Quality Review findings are areas of need are that observation of teaching practice indicates an uneven application of differentiation and instructional strategies to provide appropriately challenging and rigorous learning opportunities that promote high achievement. across all classrooms- quality Review indicator 1.2.

Part 2 – Summative Vision for Effective School Leadership

What is your vision for effective school leadership at your school?
It is our belief at the Leaders of Tomorrow that effective school leadership begins with having a very clear vision, mission, and plan so that all expectations are made very clear to our staff and community. School leaders will collaborate on clarifying the new school’s expectations aligned to the school’s Instructional Focus, vision, mission, and instructional expectations before the start of the 2018-2019 school year. The principal will ensure our CBO continues to align to our school’s vision and mission in order to maintain a strong and inclusive partnership with our CBO Director and support staff. Our CBO will collaborate with school staff to ensure that students’ academic and social-emotional needs are being met through the school’s ELT and PBIS initiatives.

School leaders will use evidence-based systems to ensure that the school and individuals continue to improve and work towards meeting our school’s targets set forth within our RSCEP. The school leader and SLT will work closely with the CBO Director and support staff to support the school’s goals outlined within our Renewal School Comprehensive Education Plan (RSCEP). The school leaders and CBO Director will also work together to organize student and teacher programs to ensure students’ needs are met. Fiscal capital will be monitored and discussed between the SLT and CBO Director.

School leaders will continue to conduct teacher observations and informal observations during ELT to ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback. School leaders will progressively monitor teachers after feedback sessions to support shared accountability.

At the start of the 2018-2019 school year, the principal will delegate specific responsibilities to the Assistant Principals, Community School Director, Parent Coordinator, and lead teachers and will then hold them accountable for their responsibilities aligned to developing systems to share academic, behavioral, and attendance data with staff so that strategies can be created and assessed to support student growth throughout the school year.

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

As a new school leader of a Renewal year 4 school, it will be critical to focus on establishing very clear expectations and building capacity within an integrated staff.

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

RSCEP goals, an Instructional Focus, an Equity goal, Vision, and Mission statements have been drafted and are in place for Leaders of Tomorrow and will continue to be improved upon by order to clarify the vision, mission, instructional focus, and expectations for the upcoming 2018-2019 school year.

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

Leaders of Tomorrow will have a Dean in the upcoming school year. The school will also have teacher leaders in the form of Model teachers, Peer Collaborative teacher, Emerging Teacher Leaders, and a UFT Center coach to build a broader leadership capacity within our school. These leaders will meet on the Cultural and/or Instructional Leadership Teams to refine school practices and ensure that consistent expectations are established and communicated.
How will the leader foster collaborative school governance processes, and ensure full family participation together with other stakeholders?

In an effort to ensure all voices are heard the school leader and CBO use surveys to gather feedback from families throughout the year. The surveys will be based on questions from the NYC School Survey for various stakeholders and questions specific to various school initiatives.

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

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Feedback Turnaround</th>
<th>Accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly/Monthly as outlined within the school's 2018-2019 Teacher Observation Schedule created by school leaders</td>
<td>As per ADVANCE mandates</td>
<td>JESA visits with the TDEC will be conducted to continue calibration practices with school leaders, using the Danielson Framework rubric.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Evidence-Based System</th>
<th>Support(s)</th>
<th>Collaborator(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADVANCE teacher observation reports/feedback</td>
<td>Teacher Development and Effectiveness Coach (TDEC) supports with job embedded Advance supports for school leaders</td>
<td>School leaders, teacher leaders, teachers, TDEC</td>
</tr>
<tr>
<td>DRP, iReady data, state exam data, exit tickets, student work products, promotional student portfolio work, teacher team inquiry findings, student attendance data.</td>
<td>professional development opportunities for learning about and using this data</td>
<td>School leaders, teacher leaders, teachers, CBO support staff</td>
</tr>
</tbody>
</table>

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

Student and teacher programs will be matched to students' need and teachers' license areas and certification.

Part 3 – Annual Goal

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

By October 2019, assistant principals will partner with Instructional Leadership Team (ILT) members and external coaches to create their own leadership support team for improving professional development planning and teacher practice, as measured by 75% of their assigned teachers improving a minimum of one rating on Danielson components 1e, 3b, 3c, and/or 3d by June 2019.
**Please answer the following Question as it relates to meeting your Effective School Leadership Annual Goal:**

Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Effective School Leadership Annual Goal?

<table>
<thead>
<tr>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renewal student performance and proficiency benchmarks for the 2018-19 School Year.</td>
</tr>
<tr>
<td>Effective Leadership- Quality Review indicators with Renewal benchmarks for the 2018-19 School Year.</td>
</tr>
<tr>
<td>NYC School Survey Renewal benchmarks for the 2018-19 School Year.</td>
</tr>
<tr>
<td>Renewal student performance and proficiency benchmarks for the 2018-19 School Year.</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>The principal and assistant principals will create a 2018-2019 teacher observation calendar with observation completion target benchmarks to be monitored on a monthly basis by the DSR (by October 2018).</td>
<td>Teachers</td>
<td>Effective Leadership-Quality Review indicators, Renewal student performance and proficiency benchmarks</td>
<td>September 2018– June 2019</td>
<td>Principal</td>
<td>Mandated quarterly RSCEP goals and benchmark check-ins September 2018– June 2018 between DSR and school leaders.</td>
</tr>
<tr>
<td>Teachers will incorporate specific instructional and lesson planning ‘look fors’ decided on by school leaders and Instructional Leadership Team(ILT) and will use formal and informal observation feedback given to them by school leaders and coaches, improving their own practice aligned to Danielson components 1e, 3b, 3c, and 3d.</td>
<td>Teachers</td>
<td>Renewal student performance and proficiency benchmarks, Effective Leadership-Quality Review indicators</td>
<td>September 2018– June 2019</td>
<td>Principal</td>
<td>Mandated quarterly RSCEP goals and benchmark check-ins September 2018– June 2018 between DSR and school leaders.</td>
</tr>
<tr>
<td>DSR will ensure TDEC prioritizes this Renewal School for JESA and school leader</td>
<td>Leadership</td>
<td>Effective Leadership-Quality Review indicators</td>
<td>September 2018–February 2019</td>
<td>DSR</td>
<td>Mandated quarterly RSCEP goals and benchmark check-ins</td>
</tr>
</tbody>
</table>
calibration supports, as needed.

<table>
<thead>
<tr>
<th>CBO support staff working directly with students and teachers in classrooms will attend all Monday and Tuesday morning professional development opportunities provided by the school; to improve their own practice and instructional knowledge.</th>
<th>CBO staff</th>
<th>NYC School Survey benchmarks</th>
<th>September 2018- June 2019</th>
<th>CBO Director</th>
<th>Mandated quarterly RSCEP goals and benchmark check-ins September 2018- June 2018 between DSR and school leaders.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Renewal student performance and proficiency benchmarks</td>
<td></td>
<td>Principal</td>
<td></td>
</tr>
</tbody>
</table>

4b – Parent and Family Engagement

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

We will engage parents through school events, workshops and informational sessions for parents/families. School leaders will also review parent feedback from NYC School Survey to continue targeting areas of concern identified by parents.

Part 5 – Budget and Resource Alignment

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

Assistant Principals, principal, teacher leaders, coaches, DSR, coaches/consultants, Borough Field Support Center, student promotional portfolio supplies, 2018-2019 Professional Development Plan for teachers/staff, and CBO staff. Instructional resources will be devoted towards purchases that support the curricular expectations in the 2018-19 Instructional Focus.

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

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

Part 6 – Progress Monitoring

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.
By February 2019, Assistant Principals will summarize and report on their Advance teacher observation data to show progress and movement of at least 50% of their assigned teachers on components 1e, 3b, 3c, and/or 3d. This information will be shared with and monitored by the principal and DSR during each of the four RSCEP check-ins.

<table>
<thead>
<tr>
<th>Part 6b. Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advance teacher observation ratings and feedback.</td>
</tr>
</tbody>
</table>

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

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

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 6 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
<td></td>
</tr>
<tr>
<td>6.3 The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.</td>
<td>X</td>
</tr>
<tr>
<td>6.4 The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.</td>
<td></td>
</tr>
<tr>
<td>6.5 The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.</td>
<td></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?

School Strengths: Based on our 2017-2018 Quality Review findings and NYC School Survey data the school provides a welcoming and productive environment for parents and students. The school will work to improve its communications with all families especially those that rely on languages other than English. Specific training of the Language Access Line will be used to empower key staff members in developing these lines of communication.

Part 2 – Summative Vision for Strong Family and Community Ties

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

Within the Community School model, all families will be welcomed into our school community. School safety officers and staff will support and promote our PBIS initiatives, to create a welcoming environment for all. School leaders, staff, our Parent Coordinator, and our CBO will collaborate to provide supports to families so that they understand and can take an active role in their child’s academic and socio-emotional development.

The school leaders, Parent Coordinator, and CBO Director will collaborate to engage the community and families by developing interest surveys to gather data for development workshops, informational sessions, and support services based on the needs and interests of our parents to increase parent involvement and engagement. We will also continue to use a variety of communication sources to keep our parents and community informed of all school events. Parents
will also be able to learn about their children and their learning through the integration of student-led Parent/Teacher conferences.

Our CBO and Parent Coordinator will collaborate to help us to find effective ways to partner with families to support student success. School leaders will ensure that there is a dedicated space for the CBO and for families within the school building. Our CBO will also help us to gather information from our parents on programs, workshops, trainings, and services they would like to participate in to engage and increase parent involvement with our school community.

Skedula will continue to be used to provide access for our parents to student data. The school will provide access and training opportunities for students and parents in understanding and using Skedula.

Leaders of Tomorrow has Positive Behavioral Interventions and Supports (PBIS) currently in place, and will be expanding PBIS initiatives and student incentives over the next year. The focus on PBIS is a result of the need for our campus to continue to ‘re-brand’ itself in a positive way. There is an urgent need to reverse the negative ‘word-of-mouth’ and reputation the school was stigmatized with years ago, which is still impacting our school building’s reputation. The campus is a much different campus then it was many years ago, and we are working diligently to collaboratively start advertising and promoting all the positive movement that has been going on within our school and campus. We will also continue to collaborate with the other schools within the campus and our CBO on ‘School Beautification’ initiatives to improve the exterior and interior of our school environment over the next year. We will also continue to advertise our successes and other areas of celebration through our parent newsletters, campus Facebook, Twitter, and staff newsletter.

The school also has a Family Welcome Center open and functioning that will continue to serve as a space for parents, the Parent Coordinator, and the Warrior Parents.

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 CBO and Parent Coordinator will collaborate to help us to find effective ways to partner with families to support student success. School leaders will ensure that there is a dedicated space for the CBO and for families within the school building. Our CBO will also help us to gather information from our parents on programs, workshops, trainings, and services they would like to participate in to engage and increase parent involvement with our school community.

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

Parents will have the opportunity to join the School Leadership Team and/or Parent Association to take leadership roles in school decision making/school governance structures. School leaders in collaboration with the Parent Coordinator and CBO support staff will continue to identify parents interested in taking parent leadership roles within the school.
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 leaders in collaboration with the Parent Coordinator, PA, and CBO support staff will engage the community and family through monthly events, workshops, parent classes, informational sessions, and/or activities for parents and families. Teachers will also have a designated parent outreach time to reach out to parents to learn from families about the children being taught (logs will be used to document parent outreach by teachers).

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

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Teacher Conferences (student-led conferences)</td>
<td>Parents and/or family members are given the opportunity to meet with their child's teachers to discuss their child's progress.</td>
</tr>
<tr>
<td>Community School Forum</td>
<td>Parents and families are invited to attend a forum where they can meet teachers and staff to learn about various programs and events going on at the school. Parents and student also receive their child's progress reports.</td>
</tr>
<tr>
<td>School 'Open Door' policy</td>
<td>Parents may come to the school during school hours to schedule a meeting with their child's teacher and/or principal, as needed or requested.</td>
</tr>
</tbody>
</table>

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>Parent Association and SLT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family partnerships with CBO:</td>
<td>CBO-Phipps and Astor Services partnerships</td>
</tr>
<tr>
<td>Is there dedicated space for these partnerships?</td>
<td>Yes. There are two rooms assigned to the CBO. The Parent Coordinator was also be given a room to be used as a family room and parent conferencing space. A multi-purpose room will also be created that will serve as an additional space for meetings/conferences. A Family Welcome Center is also located on the first floor of the campus but Leaders of Tomorrow also has their own room for parents on the third floor.</td>
</tr>
</tbody>
</table>

What is your vision for the role the school will take in providing access adult education classes within the community?
We would like to partner with our CBO to offer a computer class for beginners, job interview skills, resume writing, supporting your student, ESL classes, health and nutrition class, and GED classes for parents. These may be updated based on new parent feedback gathered during the 2018-2019 school year from Parent Coordinator, CBO and principal.

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

Families receive progress reports throughout the school year to ensure that families are knowledgeable of their children's scholastic success. Teachers will continue to use the online grade book tool, Skedula, to keep parents informed of their child's academic progress.

Part 3 – Annual Goal

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

From September 2018-June 2019, the Community Based-Organization (CBO) will collaborate with the Parent Coordinator and Parent Association to host a minimum of one monthly event, workshop, informational session, forum, class, or meeting for parents and/or families, resulting in a 10% increase of parents responding positively on the ‘Strong Family & Community Ties’ section of the 2018-2019 NYC School Survey.

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

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

Quality Review 1.4 Indicator
NYC School Survey benchmarks
NYC school Survey - Trust
NYC School Survey - Effective Leadership
## 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 Sib 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>Parents/families</td>
<td>NYC School Survey benchmarks</td>
<td>September 2018- June 2019</td>
<td>Principal</td>
<td>Mandated quarterly check-in throughout September 2018- June 2019 with principal and DSR</td>
</tr>
<tr>
<td>The principal will ensure that the CBO Director and Parent Coordinator document and share, on a monthly basis, a summary of their plans for parent and family events.</td>
<td>Parents</td>
<td>Quality Review 1.4 Indicator</td>
<td>September 2018- June 2019</td>
<td>APs and Teachers</td>
<td>Mandated quarterly check-in throughout September 2018- June 2019 with principal and DSR</td>
</tr>
<tr>
<td>Teachers will utilize parent communication time on a weekly basis to reach out to and inform parents of monthly events/workshops for parents being provided at the school. A monthly parent events calendar will be shared with teachers by the Parent Coordinator and/or CBO Director.</td>
<td>Parents</td>
<td>NYC School Survey benchmarks</td>
<td>September 2018- June 2019</td>
<td>Principal and DSR</td>
<td>Mandated quarterly check-in throughout September 2018- June 2019 with principal and DSR</td>
</tr>
<tr>
<td>DSR and principal will check-in with the CBO Director and Parent Coordinator together on a monthly basis to share updates on how they are promoting upcoming parents and family events.</td>
<td>Parents</td>
<td>NYC School Survey benchmarks</td>
<td>September 2018- June 2019</td>
<td>CBO Director and PC</td>
<td>Mandated quarterly check-in throughout</td>
</tr>
<tr>
<td>CBO Director will collaborate with the Parent Coordinator to send a monthly email</td>
<td>Parents</td>
<td>NYC School Survey benchmarks</td>
<td>September 2018- June 2019</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
and calendar to school leaders (principal, APs, and DSR) summarizing important highlights and upcoming parent events. A specific action plan on how to advertise and market each event within the campus and wider community must be included.

### Part 5 – Budget and Resource Alignment

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

CBO Director, Skedula, SchoolMessenger, Remind App text messaging, Parent Coordinator, parent newsletters, parent workshops and/or programs, family room/Parent Coordinator room, office supplies, food and or other incentives for parent events.

**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>
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<td></td>
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<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
</tr>
</tbody>
</table>

### Part 6 – Progress Monitoring

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

By February 2019, CBO staff in partnership with the Parent Coordinator will have developed and administered a school created Parent Survey to gather feedback data from parents in order to inform and guide the school’s 2018-2019 monthly workshops/events for parents.

By February, parent attendance data and agendas from September-January parent workshops/events will be shared and reported to the principal and DSR by the CBO Director and Parent Coordinator; in order to show increase in parent participation through attendance data gathered from each parent event/workshop.

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

February progress monitoring check-in conducted by DSR with school leaders to review evidence of parent engagement and outreach documentation collected by the CBO and Parent Coordinator.

**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)

<table>
<thead>
<tr>
<th>Describe the summative goal(s) of the ELT program for the 2018-19 school year. Goals for ELT should align to the Renewal Benchmarks. How will the school will ensure that all students’ individual needs are served during the Renewal ELT and how the school’s vision for ELT will impact both academic achievement and social emotional growth? Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school staff will work in partnership with our CBO to continue to coordinate and integrate the one hour of Expanded Learning Time each school day. The school will offer activities that capture student interests and strengthen student engagement in learning so as to promote targeted interventions for students that help increase our student attendance to 92% for the 2018–2019 school year.</td>
</tr>
</tbody>
</table>

### Part 2 – ELT Program Type

<table>
<thead>
<tr>
<th>Is the ELT program voluntary or compulsory?</th>
<th>Voluntary</th>
<th>Compulsory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renewal ELT – Describe what accountability structures the school will employ to ensure participation of all students, including special populations, will participate fully in Renewal ELT. Additional ELT - If there is a voluntary ELT program in addition to the compulsory Renewal ELT, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Part 3 – ELT Program Description

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

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

- How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging?
- How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?

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

Leader’s of Tomorrow Expanded Learning Time (ELT) will include a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduce reported incidents and suspensions, and increases the likelihood of students meeting promotional criteria.

Our ELT will 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. Our partnership with our CBO will help us to plan, coordinate and address these needs. Multiple content areas academic support for students and extra-curricular opportunities will be offered to students 2018-2019 Leaders’ ELT will employ a Project-based learning theme that will allow community educators to add a student-led instructional component in an enrichment setting. With a NYS certified teacher as an advisor for lesson planning, all ELT activities will include common core standards that are also being used during regular day instruction which will allow CBO staff to help enhance the skills of the students in the enrichment activities. Under the leadership of the CBO Director, CBO staff will use formative assessment tools to provide on-going data to show student growth and skill building success.

School leaders and the CBO Director will discuss and create a plan for how community educators will receive professional development. Plan will include joint PD to school faculty and community partner staff, as needed.

Our Parent Coordinator, school leaders, and the CBO director will collaborate on multiple ways to keep parents informed of ELT opportunities for their children provided by the school.

Part 4 – ELT Program Implementation and Oversight

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

The CBO Director, school leaders, school staff will be responsible for implementing and overseeing the ELT program.

The CBO Director, school leaders, school staff, and DSR will evaluate the program throughout the 2018-2019 school year to assess impact on student achievement.

Part 4b. Timeline for implementation and completion, including start and end dates.
September 2018- June 2019
Part 5 – ELT Budget and Resource Alignment

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

CBO Director and support staff, teachers, schedule adjustments (SBO), programming and budget adjustments, session postings

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

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

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

Part 6 – ELT Progress Monitoring

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

By end of September 2018 school leaders and the CBO Director will review the student attendance from previous school year and month of September 2018 time period to identify chronically absent student and to determine which students need additional interventions.

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

New Visions Student Sorter data/ ATS data.

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

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

Part 1 – The Community School Program Goal(s)

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

By October 2018, the Leaders of Tomorrow will have employed the five components of the community school model (family engagement, mental health services, extended learning and academic enrichment, and community engagement) to promote academic achievement for all students.

By September 2018 the school in collaboration with Phipps Neighborhoods (CBO) will have conducted at least four (4) family engagement activities that will increase parental awareness and understanding of the school, programs, and events for families and students that will help to support their children’s education.

By June 30, 2019, The Community School’s attendance goal is 97% and tracked via the New Visions Heat Map and Student Sorter. More granularly, Phipps Neighborhoods caseload attendance goal is to increase student attendance by 20% by June 22, 2019. This benchmark will be reviewed quarterly as follows: November 5, February 4, May 6 and June 21. Additionally, Phipps Neighborhoods will help decrease student suspension as measured by the OORS and impacted by restorative practices implemented during the day and after school.

Throughout the 2018-2019 school year, the Community School will provide mental health services specific to the needs of students utilizing a combination of community partners and community school personnel. Phipps Neighborhoods will continue its relationship with Astor Services for Children to continue providing in-school mental health support via its article 31 clinic, gender based group mentoring via Astor’s SYNC program and family counseling services for families in need. Additionally, a 24 hour hotline will be available for families seeking counseling or other urgent mental health support after hours. Lastly, we will establish a partnership with the Suicide Prevention Institute to provide personal grievance counseling on an as-needed basis.

By November 2018, in partnership with Montefiore and the school community we will have at least 90% of the students registered at the medical clinic. Montefiore will be able to provide annual screenings and preventative services to students, using needs assessment data.

Throughout the 2018-2019 school year, the Community School will provide academic enrichment to all students in the school, specifically targeting math students with proficiencies between 1.9 and 2.4. Specifically, the CBO will provide academic enrichment during after school, evening and Saturday programs for students and families. By June 22, Phipps Neighborhoods Caseload students will have increased their academic grades in targeted subjects by 10 points. More specifically, Leaders of Tomorrow will have a fully enrolled after school program of 80 students, sponsored by Phipps Neighborhoods, by the end of October, 2018 Lastly, Phipps Neighborhoods will partner with the
Office of Adult Education and the Leadership Program to provide ESL, HSE and work readiness classes and workshops to adults.

By November 2018, the Community School will have a fully operational Community School Leadership Team comprised of local CBOs, teachers, parents, local business partners, and community members.

The CBO will also work with and collaborate with the Parent Coordinators on the campus to engage at least 800 families by June 30, 2019.

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

List of Renewal Benchmarks expected to improve

| Supportive School Environment benchmark (NYC School Survey & Quality Review) |
| Family & Community Ties benchmark (NYC School Survey & Quality Review) |
| Renewal attendance benchmark target |

Part 2 – Community School Program Description

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

<table>
<thead>
<tr>
<th>CBO Partnership</th>
<th>Target Population</th>
<th>Scope of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phipps Neighborhoods</td>
<td>students, parents/families</td>
<td>socio-emotional supports for students, after-school programs, community building, academic tutoring/mentoring, parent/family outreach</td>
</tr>
<tr>
<td>Astor Services for Children and Families</td>
<td>students, parents/families</td>
<td>mental health services</td>
</tr>
<tr>
<td>Leadership</td>
<td>students, parents/families</td>
<td>socio-emotional supports for students, after-school programs, community building, academic tutoring/mentoring, parent/family outreach</td>
</tr>
<tr>
<td>Creative Connections</td>
<td>students, parents/families</td>
<td>socio-emotional supports for students, after-school programs, community building, academic tutoring/mentoring, parent/family outreach</td>
</tr>
</tbody>
</table>
**Part 2b.** Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

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

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

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

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

The Principal and the Phipps Neighborhoods Community School Director will lead implementation of the needs and asset assessment in the following methods:

1. **Surveys**
   a. Periodic surveying of students, parents, teachers and general staff members
   b. Results to be shared with SLT members to make informed and guided decisions.

2. **Forum**
   a. Annual Community School Forum in May 2019
   b. Results to be shared with SLT members to make informed and guided decisions.

3. **CST**
   a. Information collected from the Surveys and Forum will be shared with the CST.
b. Decisions made by the SLT will be shared with the CST, in an effort to provide requested and needed services for the community served.

The Principal and the Phipps Neighborhoods Community School Director will use the following methods to make informed decisions as it relates to Mental Health and Expanded Learning Time in connection with daily instructional programming:

1. 2017 - 2018 Community School Forum Data
   a. Principal and Community School Director will strategize services and programs based on data collected from the Community School Forum during the 2017 - 2018 school year.

2. New Visions Student Sorter and Skedula
   a. Principal and Community School Director will review information for current and incoming students as it related to the following areas:
      i. Historical Attendance Data
      ii. Historical Academic Data
      iii. Historical Behavioral Data
   b. Principal and Community School Director will assign Student Advocates to students to lead and oversee student program in attendance, academics and behavior.
   c. Principal and Community School Director will assign Teachers and School staff to mentor targeted students throughout the year

3. Teacher and Student Advocate
   a. Strategic partnerships will be creative whereas Student Advocates will join teacher teams to inform teachers of student trends in addition to collaborating in curriculum planning. This will lead to a deeper, more targeted approach to ELT programming.

4. Attendance Team
   a. In collaboration with school counselors, attendance teacher, teachers, paraprofessional, aides, and Student Advocates, the Principal and Community School Director will meet weekly to target students battling chronic absenteeism.

Program Coordinator will work closely with the Parent Coordinators and stakeholder to meet the families “where they are” and include them in conversations.

1. SLT
a. In collaboration with the Parent Coordinator, Program Coordinator, the Principal and Community School Director will recruit parents whom are involved in our PA, After School or Adult Classes.

b. The SLT will be marketed as a heavy and necessary component of the campus via flyers, roboCalls, personal calls, social media and letters sent home.

c. The SLT will meet monthly.

2. Parent Association

a. The Community School Director and Program Coordinator will work with parent coordinators to actively recruit and engage parents.

b. The PA will be invited to participate in monthly event coordination and will receive additional financial assistance via the CBO.

c. The PA will meet monthly.

3. CST

a. The Community School Director and Community Liaison will meet with other CBO leaders, parents, student council and the UFT chapter leader on a monthly basis to discuss programs currently being served, their impact and future planning.

4. Workshops and Classes

a. The Community School Director and Program Coordinator will collaborate with the parent coordinator to seek out services needed and requested by families and the community served.

b. Workshops and classes will be coupled with child care services.

c. Workshops and classes are expected to help enhance the overall life of all involved.

5. Events

a. The Community School Director and Program Coordinator will coordinate thematic events on a monthly basis to promote parent engagement and overall family involvement.

The Principal and Community School Director will meet as follows:

1. Weekly

a. Discuss academic and attendance trends and daily updates as it pertains to students and families.

2. Bi-Weekly

a. Review and update Data Sorter

b. Review Mental Health Caseload and partnership progress
3. Monthly
a. Discuss monthly calendar
b. Discuss partnership updates
c. SLT follow up
d. CST Follow Up
e. PA Follow Up

4. Quarterly
a. Plan and conduct surveys
b. Plan and implement needs assessment tools
c. Review and assess interventions and services being offered.

Part 3 – Community School Program Implementation and Oversight

Part 3a. Key Staff and Partners

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

- Teachers, Paraprofessionals, School Aides, Counselors, Phipps Neighborhoods, Astor Services for Children
  a) All of the above will serve as student mentors and advocates throughout the school year
  b) All of the above will serve on a school committee targeting specific school needs.

  a) All of the above will conduct before and after school programs
  b) All of the above will provide school day support programming, such as lunch time clubs, push ins and pull outs
  c) All of the above will provide workshops and classes for adults during evening or non-school operating hours.

The Community School Team will be composed of a member of school staff, CBO Director, CBO Assistant Director, other CBO leaders, parents and other stakeholders. Our CBO will be a critical partner in increasing our parent involvement and engagement. The CBO Director will also be an integral partner in the programming, planning, and integration of our ELT and Saturday Academy academic supports and activities.

During the 2018-2019 school year, the CBO Director will review the data sorter on a weekly basis to inform and strategize methods towards improvement, as it pertains to targeted services, interventions and supports for
individual or groups of students. Additionally, the CBO Director will meet bi-weekly with Data Sorter personnel to discuss trends and other items that may have been missed by CBO Director or school Leadership.

<table>
<thead>
<tr>
<th><strong>Part 3b.</strong> Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program are as follows:</td>
</tr>
<tr>
<td>Professional Development around instructional support for non-pedagogues</td>
</tr>
<tr>
<td>Enrichment Curriculum</td>
</tr>
<tr>
<td>Additional funds for ELT, After School, and Saturday Programming</td>
</tr>
<tr>
<td>Access to data tracking tools such as Skedula and ATS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part 3c.</strong> Timeline for implementation and completion, including start and end dates.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day school support &amp; Interventions – July 2018 to June 2019</td>
</tr>
<tr>
<td>After School &amp; Sports Program – September 2018 to June 2019</td>
</tr>
<tr>
<td>Mental Health Services – July 2018 to June 2019</td>
</tr>
<tr>
<td>SLT &amp; CST Formation – September 2018 – June 2019</td>
</tr>
</tbody>
</table>

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

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to <a href="https://www.nysed.gov/">NYSED’s memo</a>)</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><strong>English Language Arts (ELA)</strong></td>
<td>State Test/Grades/Teacher Observations</td>
<td>Ready/Comprehension Strategies/Writing Strategies</td>
<td>Whole class, Small group, one-to-one, tutoring</td>
<td>During the day, after school, Saturday</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>State Test/Grades/Teacher Observations</td>
<td>1-Ready/ Writing Strategies</td>
<td>Whole class, Small group, one-to-one, tutoring</td>
<td>During the day, after school, Saturday</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Grades / Teacher Observations</td>
<td>Writing Strategies/Reading Strategies</td>
<td>Whole class, Small group, one-to-one, tutoring</td>
<td>During the day, after school, Saturday</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Grades/Teacher Observations</td>
<td>Writing Strategies/Reading Strategies/Speaking Skills</td>
<td>Whole class, Small group, one-to-one, tutoring</td>
<td>During the day, after-school, Saturday</td>
</tr>
<tr>
<td><strong>At-risk services</strong></td>
<td>Teacher Referrals/Administrative Observations/Attendance Data/Grades</td>
<td>Conflict resolution/mentoring/AIDP</td>
<td>Whole class, Small group, one-to-one, tutoring</td>
<td>During the day, after-school, Saturday</td>
</tr>
</tbody>
</table>
**Section 9: Support for Students in Temporary Housing (STH)**

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

**Supporting Students in Temporary Housing (STH)**

<table>
<thead>
<tr>
<th><strong>Part A: FOR TITLE I SCHOOLS</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>15</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
<tr>
<td>Each STH student will be assigned a Success Mentor from the school staff and/or CBO support staff.</td>
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<tr>
<td>Will reach out to guardians of STH students and families to see what supports the school can provide.</td>
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</table>

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<thead>
<tr>
<th><strong>Part B: FOR NON-TITLE I SCHOOLS</strong></th>
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</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>N/A</td>
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<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
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</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
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

Indicate with an “X” your school’s Title I Status.

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

- Attend teacher fairs to recruit teachers and other pedagogues

- New Teachers are assigned a coach during their first two years. A log of assistance is completed and submitted to the school leaders each month.

- New Teachers and mentors log in their hours on the (Teacher Mentoring System) to meet their requirement. Integration of New Teacher Center coaching for new teacher mentors.

- Teachers attend in-house and outside Professional Development

- Use of teacher professional development

- A program schedule that builds common planning time, departmental conferences, and grade conferences

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).

- Professional Development Plan (developed monthly) for professional development sessions for staff

- Instructional Rounds

- MSQI Training

- Teachers College Reading/Writing training

- Borough Field Support Center instructional supports

- Professional learning provided by lead teachers/coaches
● Teacher inter-visitations for peer feedback

**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.

The Measures of Students Learning (MOSL) Committee along with administration will continue to work with teachers in the selection of their MOSL state and local selections, and adjustments requested by teachers will be made as needed. School leaders will also collaborate with teachers to continue refining student portfolio tasks based on review of student work products.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (RSCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. **On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.**

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount Indicate the amount contributed to</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>Federal</td>
<td>Local</td>
<td>Schoolwide pool. (Refer to Galaxy for school allocation amounts)</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---------</td>
<td>-------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Title I Part A (Basic)</strong></td>
<td></td>
<td></td>
<td>$389,552</td>
</tr>
<tr>
<td><strong>Title I School Improvement 1003(a)</strong></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td><strong>Title I Priority and Focus School Improvement Funds</strong></td>
<td></td>
<td></td>
<td>$58,217</td>
</tr>
<tr>
<td><strong>Title II, Part A</strong></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td><strong>Title III, Part A</strong></td>
<td></td>
<td></td>
<td>$12,366</td>
</tr>
<tr>
<td><strong>Title III, Immigrant</strong></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td><strong>Tax Levy (FSF)</strong></td>
<td></td>
<td></td>
<td>$3,858,547</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.

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

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

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

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

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

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

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

(Required for All Title I Schools)

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

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

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

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Leaders of Tomorrow, 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 PIP policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

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

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

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

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

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

● School has shared the new ELT mandates and school schedules with parents;

●提供专业发展机会，为学校工作人员提供培训，与家长合作，以提高交流、沟通技能和文化素养，旨在加强父母与学校社区其他成员之间的联系；

Parental Involvement and School Quality

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

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

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

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

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

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

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

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

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

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

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

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

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**Encouraging School-Level Parental Involvement**

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

● Holding an annual Title I Parent Curriculum Conference;

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

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

● Supporting or hosting Family Day events;

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

● Encouraging more parents to become trained school volunteers;

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

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

● Providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.
Leaders of Tomorrow, 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

Leaders of TomORROW:

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

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

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

- Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

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

Provide parents reasonable access to staff by:

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

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

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

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

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

Provide general support to parents by:

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

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

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

- supporting parental involvement activities as requested by parents;

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

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

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

III. Student Responsibilities

Student Responsibilities:

- Attend school regularly and arrive on time
- Complete my homework and submit all assignments on time
● Follow the school rules and be responsible for my actions
● Show respect for myself, other people and property
● Try to resolve disagreements or conflicts peacefully
● Always try my best to learn
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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

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

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

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

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

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td>conceptually consolidated (skip part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Before school</td>
<td>After school</td>
</tr>
</tbody>
</table>

| Total # of ELLs to be served: | |
| Grades to be served by this program (check all that apply): | |
| K | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Total # of teachers in this program: | |
| # of certified ESL/Bilingual teachers: | |
| # of content area teachers: | |

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Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____

Part B:

Based on the NYSESLAT, state ELA and mathematics examinations, DRP, interim results and on-going classroom assessments, our Ells require supplemental academic support in the following areas: literacy development, academic language, writing instruction, oral reading proficiency and content area instruction (ELA and Math). Based on data analysis an area of concern continues to be students ability to develop constructed responses that meet the criteria necessary to reach proficiency on both the NYS ELA exam and NYSESLAT. All ELLs are invited to attend supplemental programs Leaders of Tomorrow will offer the following programs for ELLs:

- Before School-This program will target newcomers in grades 6-8, approximately 20 students. The focus will be Building Language Proficiency through the use of Imagine Learn, Language Power, and guided reading/writing lessons. The certified ESL teacher will conduct classes from 7:15 AM-8:00 AM for a total of 45 sessions on Monday, Tuesday, and Friday.

- After School-This program will target two subgroups -Long Term ELLs who have not demonstrated progress on the NYSESLAT for the past two exam administrations (approximately 30% of the population) and ELLs who scored a high 1 (1.86-2.01) on the state Math exam. A certified ENL teacher and a certified ELA teacher will conduct classes for the long term ELLs on Tuesday and Thursday from 4:00 PM-5:00 PM, for a totals of 36 sessions. A dually certified math/enl teacher will teach the pushable math students. Students will be grouped based on data gleaned from common core aligned baseline assessments.

- Saturday Academy- A NYSESLAT/ELA Academy with focus in ELA and NYSESLAT preparation for all ENL students. Two certified ENL teacher will provide instruction in the areas of literacy development, academic language, writing instruction, and oral reading proficiency. The focus will be on preparing the students for the challenges of both the NYSESLAT and the ELA exam. The session will run from 9 am to 12 pm for a total of 12 sessions.

All three programs will begin in November 2018 and run through April 2019. 11X370 will compliment the cost of this program using other funding sources. The language of instruction for all three programs will be English with native language support, such as bilingual dictionaries and glossaries, buddy systems, and technology. All students will have access to IPads that are equipped with various applications that support students in developing language proficiency. Additional materials used to support ELL students include MyOn, Imagine Learn, Iready, guided reading leveled texts, Scholastic Magazines and Finish Line ELLS. Differentiation and scaffolds are provided based on Language Proficiency Levels.

The materials provided to students will be predominantly in English with some home language supports. The programs are designed to impart students with the discrete skills and understandings that help them achieve content standards while developing English language proficiency development. Language objectives are designed to address the immediate language demands students face.
Part B: Direct Instruction Supplemental Program Information

Invitations to programs are offered in English, Spanish, Arabic, and French. All students attendance and assessments will be maintained by the Assistant Principal of the ELL department. Program notifications will be made in consideration of the information gathered during the Home Language Identification Survey. A copy of each dated document will be maintained by an administrator, in a binder, along with printed spreadsheets that teachers have to use to capture attendance. These records will be retained by ENL teachers indefinitely in digital format.

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: _____

Part C: With an ever growing population of ELLs, we need to support our teachers with on-going training. Professional Development is focused on working with the ELL students and using data to differentiate instruction. All teachers that work with our ELL students will be trained to use formative and summative data to meet the needs of our ELL population. Our ELL PCT attends outside training and turn keys the information following each workshop. Other workshops are provided by outside agencies such as the Bronx Field Support center and the UFT. All teachers in the school who teach ELLs or former ELLs are invited to attend these workshops. All professional development opportunities from the Office of English Language Learners and the District 11 Field office are shared via email. Teachers are encouraged to sign up for various learning opportunities. Common planning has been established within teachers’ schedules in order to ensure the sharing of best practices, support collaborative planning and thorough analysis of student work. Grade level collaborative groups also meet to discuss ideas, share professional resources and review books used in the classroom. Leaders of Tomorrow will continue to participate in MSQI staff development. Teachers of ELLs also participate in book studies.

The PD plan for 2017-2018 is as follows:

Ongoing- Data analysis and Technology to Support all Learners- These one on one sessions are conducted by Mr. Curtis and run continuously throughout the school year

September: Language Proficiency Levels and Language Acquisitions for English Language Learners Success 2018-19: Open to all content area teachers. September 14, 21, and 28 from 7:30-8:30.

October: Research based Best Practices that Promote English Language Learners Success 2018-19. Open to all content area teachers. October 12, 19, and 26 from 7:30-8:30.

November: Co-Teaching Strategies in the ELL Classroom that Promote English Language Learners Success 2018-19. November 2, 9, and 16 from 7:30-8:30.

December/ January - Designing Scaffolds that Promote Rigor December 7, 14th and January 11th and 18th

February and March Book Study- Authentic Assessment for English Language Learners by M. OMalley and L. Valdez Pierce- February 8,15, and March 8, 15, and 22 from 7:30-8:30.
### Part C: Professional Development

<table>
<thead>
<tr>
<th>Month</th>
<th>Activity Description</th>
</tr>
</thead>
</table>
| April | Incorporating NYSESLAT Prep Into Our Lessons  
       April 5 and 12th from 7:30-8:30.                                                  |
| May   | Data Analysis and Student Growth: Steps for Next year.  
       May 17 and 24th from 7:30-8:30.                                                    |
| Sept  |  
       September-June- Common planning meetings accessing multiple entry points in the units of study for ELLs. The ELL providers will rotate meeting with general education teachers to review and assess curriculum and access for ELLs. Professional Learning Sessions are held on Friday mornings. Certified ELL staff will facilitate each session. Sessions are open to all staff members. In adherence to established Professional Learning protocol, agendas and materials are uploaded to the schools Google Drive. |

### 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: _____

**Part D:**

Parents should play an active role in their child's education regardless of their language barrier. Both Pupil Path and the NYC DOE Translation Unit have been essential for maintaining contact with parents of varied languages. Parent communication is maintained during the year through the following: Pupil Path, Back pack notices, emails, phone, Parent coordinator calendars, and Telephone messaging system. Lastly, as per the UFT contract, teachers are provided 40 minutes to conduct the following: meetings with parents, telephone conferences and or drafting correspondence to parents.

Parent Workshops are offered to parents at various times throughout the year. Our parent Coordinator Maintains logs of all meetings, as well as, copies of agendas and invitations. In addition, our community based organization, Phipps, provides monthly workshops for the community.

We also conduct individual ELL parent meetings that are organized by the student's service provider. The meetings are focused on language progress and student growth. Teachers will utilize translation services to conduct these meetings and maintain a log within Pupil Path.

**Scheduled Workshops for 2018-2019:**

- September 22: Curricula Night for all parents to visit students' classrooms and teachers and learn about the ELA, Math, Science, and Social Studies Curricula
- October: High School Application Process- Given by 8th Grade Counselor
- November: Using Technology to Support Your ELL - Iready, Imagine, and Pupil Path
- December: Developing Academic Language At Home; How to Support Your ELL
- January: Meet and greet for ELL parents. Create an ELL community
- February: Helping Parents Understand the Demands of NY State ELA and Math assessment
- April: Preparing Your ELL students for NYSESLAT

Additional meetings will be added based on parents needs as determined by surveys and personal requests.
### 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>NA</td>
<td>NA</td>
</tr>
<tr>
<td>• Per diem</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Travel</td>
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<td></td>
<td>NA</td>
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<tr>
<td>Other</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<tr>
<td></td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Bronx</td>
<td>370</td>
</tr>
</tbody>
</table>

| School Name | Leaders of Tomorrow |

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>Sean Licata</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td>Sharon Spann</td>
</tr>
<tr>
<td>Coach</td>
<td>-</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Emmanuel Veras</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Khema Chan, Vincent Moliterno</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Anna Maley- ELA</td>
</tr>
<tr>
<td>Parent</td>
<td>Leonor Santos</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Daana Archer- Science</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Gilian Pemberton-Smith</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Yesenia Simon</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>Caterina Ditillio</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Meisha Ross Porter</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>Lisa Valle- School Aide</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

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

D. Student Demographics

| Total number of students in school (excluding pre-K) | 435 |
| Total number of ELLs | 77 |
| ELLs as share of total student population (%) | 17.70% |
A. ELL Programs

This school offers (check all that apply):

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

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

<table>
<thead>
<tr>
<th>Bilingual Program Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>Total</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?

   Fountas and Pinnell assessment are used to determine if students struggle with decoding, comprehension, or both. The NYSITELL and Spanish Lab are also given to newcomers. These assessments provide us with data regarding early literacy skills in reading, writing, and listening skills in English and Spanish. All students are required to complete the IReady diagnostic. The diagnostic provides the teachers with a Lexile level as well as data on areas of strength and weakness with regard to literacy skills. On average, our ELLs are reading approximately five years below grade level. In response to this data, we have scheduled time within the school day and during Extended Learning Time to address common misconceptions and provide remediation. Both Myon and LightSail curate a lexically appropriate selection of books based on student interests. Students are encouraged to access this digital library from home. This initiative produces real time data as students read and answer selected response questions. IReady allows teachers to assign tasks based on the level students are at. Additionally, we have enhanced our physical book collection to include high interest, lower Lexile texts that less proficient speakers can access. ENL
specialists’ also access the data to differentiate instructional content, process and product to meet the language demands of content curriculum.

2. What structures do you have in place to support this effort?
Data is disseminated and shared during Teacher Team, Departmental/Grade Level, and Professional Learning sessions. Teacher teams meet one to two periods a week. These periods are programmed into STARS as CP. Teachers also plan via email and the use of Google folders for sharing information. All ENL teachers are part of a departmental inquiry team as well. Weekly departmental meetings also provide opportunities for staff to collaborate on how to meet the needs of the our students.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
The primary measure of success is the performance levels on the NYSESLAT. The school evaluates the success of ELLS by analyzing Exam History reports. Data patterns indicate that the majority of our students are either at Entering/Emerging or Expanding Levels. We have very few Transitional students. Most of our students struggled with the reading and writing component of the NYSESLAT. We believe it was due to lack of preparation to the new testing format. For example in order to be successful in the reading comprehension students must have knowledge of specific academic vocabulary. Students need to be engaged in ongoing activities that promoted the acquisition of content specific vocabulary. At least three times a year we evaluate students' portfolios and grades to measure the overall performance of ELLs. Qualitative data and quantitative data derived from teacher observations and teacher-made summative assessments also show student growth and can attest to program effectiveness. Test data is used to identify long-term ELLs who persistently perform below grade level or have not demonstrated competence in core subject areas. All teachers are advised to implement customized Tier 2 interventions to promote language acquisition for developing ELLs (4-6 years in NYC).

4. What structures do you have in place to address interventions once the summative data has been gathered?
The data guides decisions around professional learning as well as informs teachers instructional decisions. Students are provided with explicit instructional experiences that develop comprehension, fluency, phonics skills, vocabulary, close reading skills, and essay writing. Data analysis is ongoing and conducted during departmental and grade team meetings. Through the use of Skeduła, an in-house grade-book teachers document the progress they observe and gather from formative and summative assessments. Based on the data teachers modify and/or adapt instructional materials to meet students’ immediate needs. The school also uses data from periodic assessments to determine which students will benefit from additional instruction during the school day and Extended Learning Time. The ENL department compiles a master data list with all students data in order to monitor longitudinal growth.

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.]
Students are screened for RTI through Iready and DRP assessments. Teachers examine the indicators such as phonological awareness, letter knowledge, sight words, vocabulary development, and comprehension. Based on the screening process students who qualify for RTI services currently receive instruction through the following programs: Wilson, Rewards, and Just Words. Assessment of student growth in these programs is ongoing. Students will also be readministered the DRP and Iready diagnostic in January to determine overall growth.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)
The data suggests that it can take as long as seven years to achieve native-like English language proficiency. An analysis of the different modalities indicates that competence in speaking often emerges sooner than writing and listening skills. Data patterns also demonstrate that, year over year, our English Language Learners tend to increase their performance on the NYSESLAT. This information is discussed at grade and/or content area meetings to view how instruction will be targeted to raise performance in reading, writing and listening. ELL students up to intermediate level are placed in a class and those intermediate and above are programmed in a a different class. Both classes have the benefit of two teachers along with the ESL service provider.
Based on 2017 NYSESLAT scores most Emerging students increased to a transitioning level. While the majority of our 6th grade expanding students remained flat for the second year. For the 2017 ELA exam students at entering and emerging levels made the least gains. (city wide 0-10%). The majority of these students never took the ELA test so they show no growth. According to our math assessment data the majority of incoming 7th and 8th graders are scoring between 1.88-1.98. the intermediate to expanding students are continuing to outperform the entering to transitioning subgroup on this exam.

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

All teachers of ELLs know the level of language development of each student from the RLAT and RSFE that are distributed and explained during the professional development session at the beginning of each school year. Teachers use the language levels to group students, provide modified tasks that are rigorous, and set language objectives that develop students’ literacy through content. Teachers have access to a wide range of instructional materials and technology that support whole class, small group, and individualized instruction.

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.

      Integrated co-teaching is a heterogeneous block class where the ENL teacher “pushes in.” One unit of ENL study (180 minutes), taught by the TESOL certified teacher, is provided to homogeneous groups in order to develop English language skills. The homogeneous ENL stand alone groups can contain no more than two contiguous grades (i.e. 6th and 7th grade or 7th and 8th, but not 6th and 8th). Students are grouped by grade and proficiency level to the extent possible. All classes are departmentalized and students move from class to class with their peers. During the standalone periods students receive instruction in all four modalities with an emphasis on the ELA curriculum. The standalone period is also used to develop students’ academic vocabulary skills for all content areas. During integrated periods students remain with their class but receive instruction that is scaffolded to meet their needs while still maintaining academic rigor. Teachers also infuse a language objective into the lessons in order to support students continued development of grammar and grammatical structures.

   b. TBE program. If applicable.

      Not Applicable

   c. DL program. If applicable.

      Not Applicable

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)?

      Two units of study per week (180 minutes or four 45 minute periods) of integrated ELA (by an ELA teacher and the ENL teacher) provided to every ELL student alongside English proficient peers, in accordance with CR Part 154. Entering (beginning) and Emerging (low-intermediate) students receive an additional two units in standalone ENL instruction with home language supports for a total of 360 minutes. Freestanding ENL is delivered in conjunction with the current ELA curriculum and focuses on all four modalities. Students also receive instruction in academic vocabulary that is necessary for them to be successful in...
all content area classes. During this class students receive scaffolded instruction that supports their learning. Students who recently achieved the proficiency level of commanding receive an additional 2 years of integrated ENL support in ELA classes. All students are programmed into STARS at the start of the school year and accuracy is maintained through the monthly EDUR report.

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.

Freestanding ENL: Bloom’s Taxonomy or Depth of Knowledge is used to modify and fine-tune cognitively demanding and context-reduced tasks and assessments, such as essays or exams. Instructional scaffolds (such as graphic organizers and sentence stems) are used to expand students' Zones of Proximal Development to make standard-align lesson objectives, materials and activities accessible to ELL students. Other programs implemented in the ENL classroom include LightSail, Language Power, Duolingo, Brainpop, and the use of Ipads. Content and ENL teachers are encouraged to plan cooperatively to the extent possible during common planning periods. All teachers participate in weekly Data Wise meetings to examine student work and improve overall instructional practices. When necessary students are provided with materials in their native language. Students also have access to technology that allows them to translate materials on their own. Instruction is conducted in English.

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

To the extent possible and in language spoken by our staff, the initial evaluation is based on an informal interview process. Students whose native language is Spanish are evaluated with the Spanish LAB. Throughout the year, students will be tasked with transliterating and summarizing texts written in their home language to English and from English to the home language as an informal formative exercise that will build fluency and inform the ENL teacher about the type of supports that a student requires for the development of English language proficiency. Spanish-speakers take a more formal assessment every Spring in the form of the ELE, a Spanish-language literacy assessment. On state exams, like the annual NYS Math exam, RELC reports are inspected to determine home language. More proficient students are given the option to take these exams in their home language or receive interpretation from a translator.

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

SIFE - The reduction and replacement of complex lexical items in text. Reduction in textual length. Differentiation of assessments, content and instructional process.

Newcomer - The incorporation of visuals and translations into the students’ home language. Differentiation of product and process. Teachers are encouraged to promote peer collaboration with ample opportunities for ELLs to practice using target language.

Developing - Flexible/Heterogeneous groups in content classrooms to facilitate collaboration with more proficient peers. Pre-teaching cognitive and academic vocabulary before introducing it in context. Footnotes in text. Materials are differentiated depending on individual student needs. Literacy and language needs by modality are assessed at the beginning of the school year and are reevaluated quarterly in order to adjust instruction.

Long Term - Explicit instruction pertaining to strategies such as identifying cognates and looking for contextual clues.

Former ELLs up to two years after exiting ELL status - Scaffolds will be tied to the students greatest area of opportunity within the four language arts modalities. Focus on writing and constructed response supports (i.e. exemplars and rubrics). Students
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?

All ELL/SWD students follow the Teachers College Readers/Writers Workshop ELA curriculum with appropriate scaffolds. IEP Teachers review students individual education plan and assure they are receiving the recommended services as per their IEP. Teachers of ELL/SWD use a variety of strategies and grade level materials that support language acquisition. Appropriate scaffolds include graphic organizers, visuals, native language supports, read alouds, comprehension strategies, decoding strategies, digital programs, audio books via myOn/Lightsail and dictionaries. These scaffolds are utilized to accelerate language development.

The school currently uses the "Keys to Learning" ENL program in the self-contained classes features in our Freestanding ENL program. We have dictionaries in English-Spanish, English-Arabic, and English-French. In addition, ELLs can use a laptops or digital tablets to access electronic translation (i.e. Google Translate) for assignments and to make instructional input comprehensible. For content areas, key vocabulary instruction is given in the students' home language.

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?

Atlas curriculum is used school-wide. Atlas is a digital curriculum development platform in which teachers can share modifications they have created. Special educators also have time to plan with the ENL teacher to determine what are the ways to effectively differentiate instructional content, classroom activities and demonstrations of student learning for students with limited English proficiency and an IEP. The ENL teacher also has the discretion to “flex” in his schedule to assist special educators when the content-specific language demands far exceed student’s level of English comprehension. This ensures that ELL students can get access to standard-aligned curriculum alongside their non-disabled and English proficient peers. ENL Teachers are involved in setting developmentally appropriate IEP goals.

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.

The school provides "Extended Learning Time" for students in English. During that time students work in small groups with teachers. Teachers look at data of student work in ELA, Math, Science and Social Studies. They give extra support during 9th period; and academic intervention during the school day to support language development. Students receive small group and guided instruction and are provided with supportive materials such as digital books, dual language articles, and translation glossaries. This allows for a more direct and personalized instruction. Ongoing assessment is conducted during weekly Data Wise team meetings.

Consistent iReady assessments is built-in to student programs to create a dynamic picture of what students can read in terms of lexical complexity.

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

Teachers College Writing Workshop used for the 2017-2018 school year will include more linguistically appropriate texts for newcomer ELLs to engage with. A class set of iPads will also be used to help the least English proficient students translate texts and make meaning in real-time. The school will also be using the MSQI toolbox to support students in becoming good readers.

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

All programs and services currently in use with ELLs are expected to continue.
11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are afforded equal access to all school programs. They have technology to research and write reports, they use interactive programs such as BrainPop, Iready, MyOn, and Lightsail. They receive awards during monthly assemblies celebrations as the school acknowledges all students successes and awards.

ELLs participate in all of the school pre and after-school programs, including RTI, extended learning time (a requirement), intramural sports and homework help. All ELLs and Former ELLs are invited to attend a supplemental program. The program begins November 5 and ends January 27. Twenty-nine students have enrolled and two teachers are facilitating the program. To the extent possible, students are grouped by sub-group (e.g., SIFE, and ELLs with special needs, beginners). All classes are conducted in English with native language support via bilingual dictionaries and native language libraries. All students in the program use technology (ipads and laptops). Ipad use includes various applications: voice recording, speech to text, text to speech, spelling, reading and visual representations. Additional materials used to support English Language Learners are: Duolingo, Brain Pop, Iready, MyOn, Finish Line NYSESLAT 2017 test preparation books, Word Power, Saddleback ELL Teen Literacy, and leveled instructional texts for social studies and science.

Also,

This year all ELL students will participate in our roll-out of Student-Led conferences. We inform ELLs and their parents about the different programs at enrollment and to accelerate English language development and prepared for the NYSESLAT test.

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

Teachers use Ready books for ELA and Math. Students use blended learning with myOn. Students take assessments to start reading the technology-digital reading program. myOn incorporates all content areas through access to different books while tracking students reading time and built-in reading activities. Students are able to select books from many different genres and of interest to them. Spanish speaking students are able to select books in Spanish, Spanish and English or English only. They can use audio to read, listen and hear proper enunciation and pacing of stories. Students also use IReady to support literacy development through ongoing growth monitoring teachers are able to assign tasks that address areas of need.

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

Native language libraries, dictionaries, and glossaries are available to support instruction. Students also have access to technology that allows them to translate documents. teachers use resources in students beginning languages for beginning readers. Parents and students have access to a grading/reporting system--Skedula. They can access students grades, attendance and anecdotes from teachers in their home language.

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

Students receive instruction in English according to their level of language proficiency. The data is kept up to date with information of incoming students and their scores. Extra time, separate location, directions read aloud and dictionaries, as well as interpreters are used for students who are identified as ELLs.

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?

Not applicable.

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).
Newcomers are tested and placed using NYSITELL and Spanish Lab, when applicable. The students’ classroom placement depends on their level of proficiency. Each parent and student has an informal meeting with an ENL teacher to highlight special programs at our school including our after school program. The school has an open-house in March for incoming 6th graders, an enrichment program in July, and an orientation in late August. During the orientation information is made available to parents in Spanish, French, and Arabic from the NYCDOE. The main office is staffed with Spanish speakers to assist in the filing out of forms and answer school-based questions. During the school year in November, the ENL teachers sponsor a multicultural luncheon for and by parents of ELLs. The event introduces all students to each other and to the staff and students give a brief introduction of where they are from and the food they brought in. In September/October a multicultural presentation is done with the ENL teachers, math teacher, physical education, school counselors, assistant principals, principal, parent coordinator and other staff.

17. What language electives are offered to ELLs?
The language offered as a course is Spanish.

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

Not applicable.

---

**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?

With a large population of ELLs, we feel the need to support our teachers with on-going training. Our in-house ENL coordinator and teachers attend outside training and turn-key the information following each workshop. According to Mandate CR Part 154, all teachers must receive 15% of their total professional development hours in topics specific to the needs of English language learners. This means that teachers must receive approximately three hours of ENL PD yearly. All teachers in school attend several ENL workshops a year, these are organized and facilitated by Ms. Oliveri, Sabrina Romano (MSQI Coach), UFT (Maria Ellen Guzman), and Mr. Veras. These sessions will take place during our Monday and Tuesday Professional Learning time and during the teachers’ contractual work day at no cost to the program. The topics this year include but are not limited to:

- September 5- ELL Strategies and Proficiency Level Descriptors-All Teachers/Paraprofessionals
- September 28- MSQI Strategies for ELLS in Reading -Close reading- ELA Department
- October 30- Scaffolding for ELLs in all Content Areas-All Teachers/Paraprofessionals
- October 12-MSQI- Confering with ELL students-ELA Teachers
- December 4 & 11- UFT Teacher Center Coteaching and planning- The presenters will focus on models of coteaching for ELL and Content Area teachers.
- December 21- MSQI- Topic will be determined based on needs after examining student work-ELA teachers
- February 26 & 27 : Writing Language objectives in content- All Teachers/Paraprofessionals
- March 19 & 20: NYSESLAT overview and preparation-All Teachers/Paraprofessionals

In addition, all teachers in the school who teach ELLs or former ELLs are invited to attend outside school workshops. All professional development opportunities from the Division of English Language Learners.
Support are shared via email. Teachers volunteer to sign up for various opportunities. Common planning during the school day has been put into each teacher’s program to ensure collaborative planning, and to analyze student work to determine appropriate reading and writing interventions for ELLs. Bilingual staff and teachers are offered training to provide new student and parent orientations along with SIFE interviews.

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.

According to Mandate CR Part 154, all teachers must receive 15% of their total professional development hours in topics specific to the needs of English language learners. This means that teachers must receive approximately three hours of ENL PD yearly. All teachers in school attend several ENL workshops a year, these are organized and facilitated by Ms. Oliveri, Sabrina Romano (MSQI Coach), UFT (Maria Ellan Guzman), and Mr. Veras. These sessions will take place during our Monday and Tuesday Professional Learning time and during the teachers’ contractual work day at no cost to the program.

Agendas and PD materials are maintained in a Google folder that is accessible to all staff. Attendance sheets are kept in a binder.

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?

ENL teachers maintain a checklist to track the scheduling and attainment of the one-on-one parent meetings. Meetings held with the parents of students entitled to ELL services. Teachers are informed about parent visits to school and schedule one-on-one meetings strategically to leverage parents’ presence in the school and maximize attendance/participation. The meeting times as well as the duration of individual meetings are documented in Skedula.

During the meetings, teachers reiterate the goals of the standalone ENL program available at 11X370 (teachers are introduce the program during initial orientation, briefly in re/entitlement letters as well as after collecting the information needed to complete Home Language Identification surveys). Teachers make reference to Skedula quantitative data as well as teacher notes and anecdotes are during the meetings. Students’ individualized SMART goals are also referenced and progress is communicated to parents. As stakeholders in their own linguistic development, Students are encouraged to appraise their progress toward these unique goals. In the event that parents or guardians are not English proficient or would prefer to communicate in language other than English, Translation and interpretations are provided through the Office of Interpretation Service.

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

With an ever-increasing ESL population, communicating with families is a challenge. However, we believe that parents should play an active role in their child’s education regardless of their language barrier. Use of Doe Translation Services is essential to maintaining contact with parents of varied languages.

Below is a list of activities that Leaders of Tomorrow offers to ensure greater parent engagement in our school community. These activities take place during the contractual day.

The Parent Coordinator, Ms. Smith, conducts monthly meetings and/or workshops, providing translation when needed. Notice of meetings are sent via phone blasts, Remind App, and backpack letters. Topics vary
from month to month and are based on community demand as well as issues that effect the social/emotional development of adolescent children.

Phone blast, Rewind App, and backpack letters are sent out to all families providing notifications of upcoming events.

New immigrant parents will receive a information and instructions to help them to get their families started in a new country and school community.

A “Parent Library” is available for parents (via our Parent Coordinator).

Warrior Parents support group meets monthly. This group is target towards parents of students with disabilities and includes those who are among our ELL community as well.

Targeted audience workshops for parents of students with disabilities and ELLs regarding Student Lead Conferences.

Translators are contracted as needed through Legal Interpretation Services. This service is on-going (available during all PTA meetings, Parent Orientation Night, and Parent-Teacher conferences).

Pupil Path training is also provided on a one-to-one level when requested (also through our Parent Coordinator).

Monthly PTA meetings encourage parent participation in school events (i.e. fund raising, chaperoning school dances, class trips, etc.).

A Multicultural Potluck Dinner will take place on November 9 from 4:30-6:30

Our CBO, PHIPPS, also provides support for our ELLs as mentors during the school day and by providing afterschool programs and trips.

Parent Needs are determined by: Surveys, personal requests, meetings and through email. Surveys are analyzed by the SLT and school’s Academic Leadership Team. Changes are made based on survey outcomes.

English language classes are offered to assist parents in learning English in order to overcome language barriers.

Monthly PTA meetings reflect topics requested by parents. For example most recently parents requested a discussion regarding bullying.

High school workshops (given by our school guidance counselors) assist families in choosing the best High School. Depending on the needs they are oriented on a one to one basis (with translation when requested). We also maintain parent communication through the following (with translation): • Pupil Path • Backpack notices and emails • Parent Coordinator bulletin board • High School Application Orientation • Telephone Message System.

Teachers are provided 40 minutes to conduct the following: meetings with parents, telephone conferences and or drafting correspondence to parents. These minutes are also used to conduct additional ENL parent meetings.

Where applicable agendas are housed in our school Google Meetings folder and attendance sheets are placed in a binder.

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.

None
### 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, **Sean Licata**, 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.
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

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Parent</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Coach</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Coach</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>School Counselor</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Superintendent</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Other ____</td>
<td></td>
<td></td>
<td>1/1/01</td>
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<tr>
<td>Other ____</td>
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<tr>
<td>Other ____</td>
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<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: 11x370  School Name: Leaders of Tomorrow  Superintendent: Jeremy Kabinoff

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>Sharon</td>
<td>Spann</td>
<td>Assistant Principal</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Gillian</td>
<td>Pemberton-Smith</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>DelRose</td>
<td>McGregor</td>
<td>Paraprofessional</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

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

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child’s education (Chancellor’s Regulation A-663).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents that cannot communicate in English (not just parents of ELL students).

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

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:
   - Part III of the Home Language Identification Survey (HLIS)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

Leaders of Tomorrow uses several sources of data to assess language preferences. We use the ATS Home Language reports RHLA and RPOB, Home Language Identification Surveys (HLIS), parent surveys, blue cards, information in SKEDULA, as well as feedback from parents which may be obtained via email or oral discussion at meetings throughout the year. For new admits to the school, the pupil accounting secretary and the ESL coordinator survey the parents during registration.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>104</td>
<td>15.3%</td>
<td>103</td>
<td>15.2%</td>
</tr>
<tr>
<td>Arabic</td>
<td>3</td>
<td>0.4%</td>
<td>3</td>
<td>0.4%</td>
</tr>
<tr>
<td>Fulani</td>
<td>3</td>
<td>0.4%</td>
<td>3</td>
<td>0.4%</td>
</tr>
<tr>
<td>French</td>
<td>7</td>
<td>1.0%</td>
<td>7</td>
<td>1.0%</td>
</tr>
<tr>
<td>Italian</td>
<td>1</td>
<td>.15%</td>
<td>1</td>
<td>.15%</td>
</tr>
<tr>
<td>Soninke</td>
<td>1</td>
<td>.15%</td>
<td>1</td>
<td>.15%</td>
</tr>
<tr>
<td>English</td>
<td>557</td>
<td>82.2%</td>
<td>558</td>
<td>82.3%</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.

N/A

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>Lunch Forms</td>
<td>September</td>
<td>DOE Intranet Templates, School based personnel, DOE Translate Services, and SDL Translate</td>
</tr>
<tr>
<td>Trip, After School, and Saturday Academy permission slips</td>
<td>September- June</td>
<td>DOE Intranet Templates, School based personnel, DOE Translate Services, and SDL Translate</td>
</tr>
<tr>
<td>High School Information</td>
<td>September-January</td>
<td>DOE Intranet Templates, School based personnel, DOE Translate Services, and SDL Translate</td>
</tr>
<tr>
<td>IEP meetings</td>
<td>September-June</td>
<td>DOE Intranet Templates, School based personnel, DOE Translate, Services, translation vendor, and SDL Translate</td>
</tr>
<tr>
<td>Newsletters</td>
<td>September- January</td>
<td>DOE Intranet Templates, School based personnel, DOE Translate, and SDL Translate</td>
</tr>
</tbody>
</table>
Letters from principal | September-January | DOE Intranet Templates, School based personnel, DOE Translate, and SDL Translate

PT Conference Announcements | Sept/Nov/Mar/May | DOE Intranet Templates, School based personnel, DOE Translate Services, and SDL Translate

Skedula Registration | September | Skedula templates in parents preferred language

New York State Testing Calendar | September | DOE Intranet Templates, School based personnel, DOE Translate Services, and SDL Translate

Monthly Calendars | September-June | DOE Intranet Templates, School based personnel, DOE Translate Services, and SDL Translate

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>Back to School Night and Parent Teacher Conferences</td>
<td>Sept/Nov/Mar/May</td>
<td>School based personnel, DOE Translation Services (over the phone), Vendor, and CBO</td>
</tr>
<tr>
<td>ESL Parent Orientation</td>
<td>September</td>
<td>School based personnel, Vendor, and CBO</td>
</tr>
<tr>
<td>Parent Engagement</td>
<td>Every Thursday Morning 8:00-8:37</td>
<td>School based personnel, DOE Translation Services (over the phone), and CBO</td>
</tr>
<tr>
<td>Parent Workshops</td>
<td>September-June</td>
<td>School based personnel, DOE Translation Services (over the phone), Vendor, and CBO</td>
</tr>
<tr>
<td>Math and Literacy Family Night</td>
<td>January/February</td>
<td>School based personnel, DOE Translation Services (over the phone), Vendor, and CBO</td>
</tr>
<tr>
<td>IEP Meetings</td>
<td>September-January</td>
<td>School based personnel, DOE Translation Services (over the phone), Vendor, and CBO</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.

In the event of an emergency all staff members are trained in using over the phone translation services. In addition, staff is also aware of the appropriate school personnel who can provide translation services during an emergency situation.
Part C: Training Staff on Policies and Procedure

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

The Language Access Coordinator will turnkey language access to all staff during Monday/Tuesday morning Professional Learning Sessions. Translation services information will be distributed via memo and through email. Teachers will also be made aware of all the documents available through the Translation and Interpretation Services Unit Intranet Site. The Language Line provides over the phone interpretation for languages not covered by staff. Flyers and documents can be read to families that are unable to read English.

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 school provides a copy of the Bill of Parent Rights to each parent, whose primary language is a covered language. Extra copies of the translations can be found in our Parent Coordinator’s Room. Multilingual Welcome Posters are posted outside the Parent Coordinator’s office, in the lobby of the school, and in room 347B. Language ID Guides and "I speak cards" are available in the Parent Coordinator’s office as well as room 347B. Parental notification requirements for translation and interpretation services are posted outside of the Parent Coordinator’s room, 347B, and in the school lobby.

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?

This year parents were invited to "Breakfast/Lunch with the Principal." Topics of discussion include: feeling welcome, what they would like to see, and workshop ideas. Parents will be asked to complete a communication survey after meeting with guidance counselors, Assistant Principals, the Principal, and the dean. In addition, parents will be asked to complete a communication survey after PTA meetings, Parent Engagement events, and IEP meetings.