



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):

09X328

School Name:

NEW MILLENNIUM BUSINESS ACADEMY MIDDLE SCHOOL

Principal:

DORALD BASTIAN

Renewal School Comprehensive Educational Plan (RSCEP) Outline

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Section 1: School Information Page

School Information

School Name: New Millennium Business Academy School Number (DBN): 09X328
Grades Served: 6,7,8
School Address: 1000 Teller Avenue Bronx, New York 10456
Phone Number: 718-588-8308 Fax: 718-588-8767
School Contact Person: Dorald Bastian Email Address: Dbastian@schools.nyc.gov
Principal: Dorald Bastian
UFT Chapter Leader: Michele Sbano
Parents' Association President: Yolonda Santiago
SLT Chairperson: Frances Michael Aufiero
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Lydia Hampton
Student Representative(s): Kelvin Garcia

CBO Representative: **Center For Supportive Schools**

District Information

District: 09 Superintendent: Leticia Rosario-Rodriguez
Superintendent's Office Address: 1245 Washington Avenue Bronx, New York 10456
Superintendent's Email Address: _____
Phone Number: 718-579-7143 Fax: 718-410-7017

Borough Field Support Center (BFSC)

BFSC: _____ Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza Bronx, New York
Director's Email Address: JRuiz2@schools.nyc.gov
Phone Number: _____ Fax: _____

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](#), including the following:

- 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.

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 is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need 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 Renewal School Comprehensive Educational Plan (RSCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high 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 and Renewal Committees 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 in response to the first five (5) elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
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.
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.
Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
Trust: 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.

Accountability Tools and the Framework for Great Schools

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

NYSED’s Six DTSDE Tenets

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

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

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 principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 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 ESEA/NCLB requirements regarding school accountability, highly-qualified teachers, professional development, and parent involvement.

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 will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for RSCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), 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 Involvement Policy (PIP) 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: 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 Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

On the chart below:

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

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
√	Dorald Bastian	*Principal or Designee	
√	Michele Sbanò	*UFT Chapter Leader or Designee	
√	Yolanda Santiago	*PA/PTA President or Designated Co-President	
		DC 37 Representative (staff), if applicable	
√	Lydia Hampton	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Erin O'Leary	Community School Director (staff)	
√	Kelvin Garcia	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
√	Yuki Wu	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Willett Nanton	Assistant Principal (non-voting)	
√	Laura Weiss	Staff	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
√	Frances Michael Aufiero	Staff	
√	Shanieka Muniz	Staff	
	Jose Cruz	Staff (non-voting)	
√	Gloria Khan	Parent	
√	Rosa Santiago	Parent	
√	Susanna Arroyo	Parent	
		Staff/Parent/Other Contributor	

Section 4: Renewal School Narrative

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

1. Provide contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. What are the school's beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year, and which elements remain most challenging. Be sure to include the historical progress the school has made with establishing family and community partner engagement.
5. List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

A school with "A Passion For Excellence," MS 328 fosters an environment in which diverse learners can bridge the divide between childhood and adolescence, achieving full potential in their academic, creative, personal, physical, and moral development. Our beliefs about student learning is captured in our school's mission statement, "With our minds, with our hearts, with our hands—we seek to inspire and empower every child to pursue excellence with passion." We believe that children learn best when there is a high degree of challenge coupled with a high degree of support. Our pedagogy is characterized by high expectations, sustained academic rigor, and quality teacher-to-student and student-to-student interactions. Our instructional focus is rooted in the belief that if teachers plan for and support student collaboration and opportunities to build understanding\meaning together, then students will be able to achieve at standards-based learning tasks independently. As a school community we look for and measure the evidence of student learning in deeply sustaining learning tasks that require thoughtful critical thinking. This effort is best captured in student writing that undergoes the writing process from drafting and note-taking to a final, publishable piece. We will track the development of our students thinking, and deep understanding in their writing and measure this growth comparatively from September 2015 to June 2016.

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

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

During the 2014-2015 school year, the student body of MS 328 was comprised of approximately 26% English Language Learners and 24% Students with Special Needs. 60% of the student body is Hispanic, 36% Black, 1% Asian, and 2% White. The school shares a campus with two additional middle schools, JHS145 and MS 325 and collectively the campus schools participate in a universal free-lunch program.

The school has partnerships with several community-based organizations, including The DreamYard Project, GlobalWrites, Project Boost, Hip-Hop 4 Life, St. Barnabas Hospital, Lehman College, Monroe, CEI-PEA. MS 328's lead CBO for the 2015-2016 school year will be the Center for Supportive Schools. The school celebrates it's partnership with DreamYard particularly for it's annual poetry exchange program with schools in Tokyo, Japan. The event is hosted annually and is facilitated by US Ambassador to Japan, Caroline Kennedy. During the 2014-15 school year the event was attended by Mayor Bill D'blasio. Our students, representing the Bronx, won the competition.

The Center for Supportive Schools will play a key role in the renewal school process as the school transitions to becoming part of a community school campus and rebranding its namesake. Working in Tandem with several community partners including Monroe College, Lehman College, and several local and corporate businesses the school will provide experiential learning opportunities that inspire all students to not only pursue academic excellence, but also to pursue ingenuity and entrepreneurship as a personal brand. We strive to create a community of learners and leaders.

To encourage teacher tenure and commitment to the school's mission and vision, the school will continue to support structures for teacher leadership. During the 2015-16, the school intends to transition two lead teacher roles into Peer-Collaborative Teachers who will work closely with the school's administration to provide ongoing, job-embedded professional development and mentoring. Through a two year District 9 initiative, both former lead teachers were extensively trained by the New Teacher Center to mentor, support, and professionally develop first and second year teachers. During the 2015-2016, our Lead Teachers will become Peer Collaborative Teachers and continue to be integral members of the school instructional cabinet. This year, we showed strength in the Collaborative Teachers element of "The Framework for Great Schools" when we used our Monday professional development periods to execute lesson studies around the school's instructional focus --quality interactions. Through six lesson studies, our teachers studied instructional strategies designed to produce "quality interactions" amongst learners. Working together teachers collaborated to plan and deliver lessons and observed one another's practice. Teachers consistently and openly discussed lesson strategies and student work using common student work analysis protocols. They also monitored student benchmark data and gave each other actionable feedback. Our goals for next year are to further develop this work and to deepen teacher understanding and practice in Domain 3 of the Danielson framework- which is closely aligned to our instructional focus, Quality Interactions.

Rigorous instruction across all classrooms continues to be an element that challenges our school. We will continue our work in strengthening curricula in social studies, science, and elective courses so that is aligned to Common Core and provides an appropriate level of rigor and support across classrooms and grade levels by placing an emphasis on writing across the curriculum. Working in partnership with LDC13 our school will develop all content area teachers in the area of assigning and scoring standards-based learning tasks using a common rubric. Students will write a minimum of 8 science lab reports, 8 DBQ's in social studies and a minimum of 20 (proficient) math extended response writing assignments. In ELA, students will complete a minimum of 8 writing projects per school year. Our goal is that each student will have a student work binder that will comprise of a minimum of 40 writing pieces that show learning growth by the end of the school year.

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

09X328 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	172	SIG Recipient	No
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	2	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	5	# Music	2	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	64.7%	% Attendance Rate			89.6%
% Free Lunch	84.5%	% Reduced Lunch			1.1%
% Limited English Proficient	25.7%	% Students with Disabilities			25.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.6%	% Black or African American			36.4%
% Hispanic or Latino	59.4%	% Asian or Native Hawaiian/Pacific Islander			1.1%
% White	1.6%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	8.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			13.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			7.3
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	4.4%	Mathematics Performance at levels 3 & 4			4.0%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			33.8%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
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			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
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	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
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	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
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	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
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	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
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.	D
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.	D
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.	D
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.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The school will continue to protect time and structures for teachers to develop unit and lesson plans that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs. The school’s strengths in this area include</p> <ul style="list-style-type: none"> Structured time to meet in grade level and content areas teams (3.3) New Staff Mentorship and support (3.3) Collaborative lesson planning and lesson studies (3.3, 3.4) Deep analysis of student work in order to drive decisions made in curriculum modifications (3.4,3.5) <p>Although the school was rated Developing in all aspects of this tenet the school will continue to build upon the following strengths in order to address each sub-tenet by:</p> <ul style="list-style-type: none"> Developing a shared instructional focus around quality interactions so that all learners will have access to content that is rigorous, comprehensible and includes access points for all learners (3.2) 		

- Provide weekly job-embedded professional development around school's instructional focus (3.2)
- Teacher teams in all core content areas will set benchmark checks to ensure that instruction is data-driven (3.4, 3.5)
- Teacher teams will analyze student achievement data beginning in October with baseline and ongoing through June, 2016. (3.5)
- Teacher teams will use common rubrics and protocols for analyzing student work in order to determine student progress and student goals toward standards-based learning tasks (3.5)

Part 2 – Summative Vision for Rigorous Instruction

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?
2. What rigorous learning experiences will students engage in through Expanded Learning Time?
3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?
4. How do the teachers use multiple entry points to ensure the success of every child?
5. How will consistency be supported across school faculty and community educators and across a longer learning day?
6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?
7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
9. What graduation rate do you aspire to achieve by year two? (High Schools)

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

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

Students at MS 328 are expected to read independently (at minimum) 30 minutes in class and 45 minutes at home each day. During the school day, teachers will conference with students and collect data from their conferences in the SchoolPace database. This system allows us to provide targeted, individualized next steps for each student. We will use SchoolPace to determine AIS and differentiate Expanded Learning Time. We will also deepen our use of myON during independent reading time.

Science and social studies teachers will continue to implement the CCLS writing standards within their content areas. There will be a minimum of one CCLS aligned writing assignment per unit of study in science and social studies.

The social studies department follows the Scope and Sequence provided by the City of New York. It aligns to both the CCLS and the State Education Department's new Framework for Social Studies. The curriculum is supplemented with

materials from History Alive, American History Douglas and Holt, and selected content rich text. Using Key themes teachers create writing prompts to assess student's performance on writing tasks.

The science department will use various resources to develop its curriculum, including the City of New York's Scope & Sequence, core curriculum materials, Next Generation science standards.

All core classes will have the following structure:

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

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

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

Resources for ELT:

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

- myON, a digital independent reading program that measures student reading level progress ongoing.
- DreamYard (Studio Art, Poetry, Chorus, Theater, Step), an arts enrichment CBO with whom the school has partnered for the past nine years.
- Teachers & Writers Collaborative, a CBO comprised of successfully published writers who team teach with our certified ELA teachers.
- Book Club
- Community Service Projects (NJHS), through their participation in the national Junior Honor Society, students will engage in three-four community service learning activities.

- Journalism Club, select student government students will write and publish a monthly school newsletter.
- Mock Trial, select students will practice and compete in the annual Borough-wide mock trial competitions.
- Achieve HighPoints, a digitally-based math intervention program
- TAI, a math intervention program

Part 3 – Annual Goal

Indicate your school’s 2015-16 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. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, teacher teams will collaborate to design at least four rigorous CCLS-aligned writing tasks in all content areas. Student performance will be measured by a 30% increase of students in each class scoring a holistic ‘3’ or higher on end of unit benchmarks. Teacher teams will create rubrics based on the NYS Expository Rubric and content specific standards in mathematics, social studies, and science.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> • Provide and protect Content area team based structure that allows teachers time to unpack NYCDOE Curricula • Provide and protect mathematics team structure that allows teachers time to plan and revise mathematics units of study and daily lessons. • Provide teachers with school wide data that demonstrates the progress needed to be made to meet AYP targets and school wide goals. 	<p>All Pedagogical staff</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant principal, Lead mathematics and ELA teacher, Educational consultants.</p>

<ul style="list-style-type: none"> • Meet with instructional staff at least once per quarter to review actual student work and student assessment data to ensure that students are on track to make progress during the 2015-16 school year. • Educational consultants to provide technical support to school leadership team and core content area teams as they work to develop engaging, coherent, and rigorous curriculum. • Provide ESL and SETSS teacher time to push into class rooms to support students during ELA and math instruction. 			
<ul style="list-style-type: none"> • Teachers will continuously analyze student work using structured protocols to assess student progress with CCLS standards, essential understandings, and identify what skills students have attained in order to make strategic instructional decisions. • Develop and implement on-going benchmarks with performance based tasks in ELA, mathematics, social studies, and science. Assessments will provide attention to multiple entry points for ALL learners and identified student subgroups (i.e., ELLs, SWDs, and targeted student groups). • Provide independent reading and coach support via the 100 Book Challenge program and monitor student progress weekly. 	All Pedagogical staff		Principal, Assistant principal, Lead mathematics and ELA teacher, Educational consultant, all pedagogical staff.

Part 5 – Budget and Resource Alignment

<p>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.</p>
<p>The school will leverage the following already existing resources, increasing funding in order to expand their services:</p> <ol style="list-style-type: none"> 1. Increase funding funding for Aussie Consultant. We will increase our funding for this service up to from \$25,000 to \$35,000 in order to provide additional service hours for the Aussie consultant to work with teacher teams to improve rigor in all content area classes. 2. We will increase the capacity of our partnership with Achievement Highpoints from servicing 40 students to now servicing the entire school population. Achieve Highpoints will also provide digital tablets for each student in the school and allow us to also add MYon to the devices for students use. In this way, all students will have access to two online, researched based enrichment tools for mathematics and independent reading. At the end of the year, our graduating students will be allowed to keep the tablets after successfully completing at least 40 hours of additional instruction in ELA and Math.

3. The school will continue Skedula to set up systems for monitoring student achievement through the use of common baseline and interim assessments in the four major content areas. Teachers will also use a common grade book systems provided through skedula. This program allows teachers to communicate with parents regularly (*in real time) about their child’s progress, including immediate text message alerts whenever a student is missing an assignment.

4. Procure support from CEI-PEA data specialist in order to set up school structures for progress-monitoring . 8 days at a cost of \$1,000 per day.

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

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

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.

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

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

September – October

- Reading leveling (ELA only) –September -- October
- Baseline assessments: (math, ELA, social studies, and science) – September – October
- Midline (1): December, 2015
- Midline (2): February, 2016
- Midline (3) April, 2016
- Endline: June 2016

Teacher Development:

The school will carefully monitor teacher professional development beginning with teacher goal-setting conferences in September. Teachers will review their MOTP progress from the previous year, set new goals and timelines for completion. Teacher progress toward their goals will be monitored through through regular observation and feedback aligned to the Danielson Framework, mid-year goal-monitoring conferences, and end of year summative

reviews. Teachers will be provided weekly ongoing professional development support through our already-existing structures for PD: We will continue to devote the bulk of our learning time together to collaborative lesson studies – a process that includes lesson planning together, intervisitation and providing low-stakes feedback and support to one another’s instructional practices and impact as measured through deep analysis of student work outcomes.

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

Supports & Checks:

- Peer Collaborative teachers
- Weekly professional development
- Lesson studies and classroom intervisitations
- Data-monitoring meetings September, December, February, April, June.
- Grade level team meetings --September2015—June, 2016
- Content-area team meetings, September2015—June, 2016
- Teacher Goal setting conferences, including Teacher Improvement Plans (TIP) – September – October, 2015
- Classrooms observations –September – June
- Teacher mid-point checks – February – March, 2016
- Teacher End-Of-Year-Conferences – June, 2016

Part 6b. In **February 2016**, 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>All school stakeholders will work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision that is focused on attention to whole child. As a small learning community, the school prides itself on knowing every child extremely well, including sometimes personal family information. The fact that the schools was rated developing in all sub-tenets, is an indication that the work that school does must become more transparent. Therefore, during the the 2015-16 school year the school will focus it’s work to establish clear structures to support the following:</p> <ul style="list-style-type: none"> The school will continue to build upon systems and structures to address the needs of the whole child including building upon local partnerships to provide guidance and intervention programs onsite (5.2) Because 100 percent of our students qualify for free\reduced lunch and approximately 20 percent of the school’s population resides in temporary housing, the school will continue to provide health support services for students to recive eye and dental screenings at least once annually onsite(5.2) 		

- Through a partnership with the Center for Supportive Schools (CSS) the school will provide ongoing peer-student mentorship around school culture principles/expectations in order to foster a supportive learning environment (5.3)
- The school will continue to refine it's PBIS structures in order to ensure student ownership and full participation in a positive school culture (5.4, 5.5)
-

Part 2 – Summative Vision for Supportive Environment

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How would you want school stakeholders to describe the school?
2. What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?
3. How is student voice and leadership supported?
4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

By the end of the Renewal school process, New Millennium Business Academy will be a school that fully demonstrates a passion for academic excellence as demonstrated by student attention to positive citizenship values and achievement. In order to accomplish this goal, MS 328 will rely on support from multiple CBO partnerships including the following:

- Leadership Program: Identifies student who are recognized as at risk of failing based on chronic absenteeism. Students who are selected will receive soft touch and intensive mentoring by MS 328 staff and Leadership Program support staff, including two social work interns.
- Claremont Village: Continue to provide weekly instruction with a focus on teen social development and teen health issues including sex education.
- Hip Hop for Life: Continue to build upon 2014-15 program with an emphasis on positive self-image and academic goal setting.
- Project Boost Urban Male Leadership Program: In partnership with Lehman College's Urban Male Leadership Program, continue to provide mentoring to young men as well as enriching college and career readiness fieldtrips to local NY colleges including Lehman College, Monroe College, Mercy College Columbia University and the Harvard Business School.
- Project Dream Yard. Continue to provide teaching artists residency programs through which artists and teachers collaborate to provide instruction in spoken word\expressive poetry, visual and performance arts.

The school will continue to build upon it's guidance and intervention programs from the 2014-15 school year where overall 100% of students have participated in at least one advisory course, received free eye screening from the Heller Keller Foundation, and offered dental screening and free mental service referral as needed.

Students who attend MS 328 will be active participant's in a school culture that they feel is democratic and fair. Each week students will attend grade level town hall meetings lead by the school's Dean and teacher teams. At these meetings students will be provided with weekly opportunities to be active stakeholders in the learning environment by:

- Publically discussing current issues and concerns
- Taking surveys about school culture
- Participating in focused discussions based upon the values and expectations of our P.B.I.S. structure.
- Communicating important upcoming events

The data from the surveys will impact school procedures and future town hall topics. For example, in the past students expressed concerns over cyber bullying. As a reaction the NYPD Community Outreach Program was brought in to hold several engaging mini assembly programs based on this topic.

MS 328 will continue to build upon its Student Government Association structure where students are selected to represent the voices of their homerooms through student held elections. Representatives will be advised and mentored by the school's dean and trained to facilitate regularly scheduled student council meetings with the Dean and school administration. Through this venue students will be provided the opportunity to provide input on school-based decisions and shine a light on any pressing student concerns, thereby teaching them the real-world value of responsible citizenship. During the 2015-16 school year, the school will be more proactive in promoting improved student social and emotional skills by better utilizing the student government. The SGA members will become ambassadors of the school's social and emotional message. In the future the SGA will select and carry out theme-based weeks that address issues like bullying, peer influence, drug prevention, academic pressure, etc. Beyond creating posters the SGA will create PSA announcements that are played at morning assemblies and highlight the message they are trying to send out to the student body. These look like student act outs, or multi-media projects that carry a positive social message. By having students who are selected and respected by their peers communicate expectations and values, we expect that the message will more impactful coming from their peers.

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

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

Working in concert with our CBO the school's Guidance Councilor and Dean will receive training in over seeing a peer-mentoring program between 8th grade students and students in the sixth grade. Selected 8th grade students will receive training in mentoring and be matched with an incoming 6th grade students to teach and instill values for academic excellence and positive citizenship.

Part 3 – Annual Goal

Indicate your school's 2015-16 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. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016 our school will work in tandem with community-based partners to increase self-monitoring of their attendance as measured by a 2% increase in our annual attendance.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engage families and expand their understanding of a supportive environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<ul style="list-style-type: none"> • Utilize school Guidance Counselor to support social and emotional development of students and address absence and lateness • Utilize attendance teacher to make home visits when needed • Provide parents with progress reports detail academic and social growth • Continue to utilize data to monitor student attendance • Utilize community partners to provide regular onsite mentoring for students at risk 	<p>Students at risk due to poor attendance</p>	<p>September 2015 – June 2016</p>	<p>Attendance Team, AIS Team, CBO Partner</p>
<ul style="list-style-type: none"> • Utilize Parent Coordinator role to increase parent awareness of school expectations, student academic goals, achievement progress, key events dates and celebrations 	<p>parents</p>	<p>September 2015 – June 2016</p>	<p>Parent Coordinator, Parent’s Association, Principal, AP, Grade level team leaders</p>
<ul style="list-style-type: none"> • Grade Level Teams will continue to meet weekly to manage and plan PBIS events. In addition, they will focus on youth development and plan intervention strategies around social and emotional needs of ALL learners and conduct parent outreach. 	<p>Students, parents</p>	<p>September 2015 – June 2016</p>	<p>Grade Level Team Leaders, Principal, AP, Parent Coordinator</p>

<ul style="list-style-type: none"> • Celebrate attendand achievement monthly, recognizing students who have achieved 90 percent or higher attendance. • Closely monitor students who were chronically absent the previous school year, providing targeted students with attendance mentors the duration of the school year. • Closely monitor daily school attendance weekly along with school attendance team. School attendance team will include principal, assistant principal, guidance counselor, attendance teacher, parent coordinator and dean. 			
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Part 5 – Budget and Resource Alignment

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

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

- Continue partnersip with Leadership in order to provide attendance mentors for students who have been identified for chronic absenteeism (20 plus days of missed school days).
- Provide ongoing attendance mentoring for students identified as chronically absent during the the 2014-5 school year.
- Continue to fund a partial position of a school dean.
- Set aside a minimum of 5,000 in funding for attendance trips, awards and other student incentives

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

	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

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.

The School will continue to implement structures to monitor daily attendance toward it’s annual goal including:

- Identifying all chronically absent students and assigning a targeted group for mentorship by September 30
- Closely monitor student attendance and meet once weekly as an attendance team to discuss progress and needs of students identified for attendance monitoring and support.
- Carefully monitor monthly attendance data, organizing the data by class and communicating data in this format to encourage postive participaton and competition toward meeting our annual goal.

- Facilitate montly celebrations to recognize student achievement and encourage all learners to achieve near to perfect attendance.

Part 6b. In **February 2016**, 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
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.	D
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.	D
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.	D
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).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>During the 2015-16 school year, the school will focus it’s improvement on tenet 4.3: Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.</p> <p>The school has systems and structures in place to ensure teacher support and build capacity to provide coherent and appropriately aligned common core learning standards based instruction that leads to multiple points of access for all learners. One particular strength in this area is the work that the school completed during the 2014-15 school year through lesson studies.</p> <p>Through the Lesson Study process teachers prepared and shared lessons with the whole staff during our Monday PD before teaching the lesson. The lesson is planned using a uniform template that everyone agrees to use. In this way, we are able to examine the lesson moment by moment, from beginning to end. Later in the week, we all observe the lesson as it is taught. The following Monday, we debrief our observations as a whole staff, using protocol guidelines. Based upon our debrief of the lesson, as well as our analysis of student work produced from it, we make determinations to modify the lesson (or not) to ensure access for all learners. Later, the same lesson is taught to another cohort of students and the process repeats.</p> <p>Our work has not only sufficed to encourage careful lesson construction and reflective mindsets, it also provided teachers with support to revise lesson to ensure access for all learners. Above all, however, it has also encouraged collaboration and has built respect among colleagues who trust each other to be honest and supportive.</p>		

The school's challenges include:

- That 26% of students are ELLs
- 25% of students are SWDs
- Almost 20 percent of families reside in temporary housing shelters
- Steep in enrollment changes between September and June.

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

⊞ Weekly professional development focused around the lesson study process.

⊞ Extend the work from the 2014-15 school year to include explicit strategies for engaging all learners in the school's instructional focus – Quality interactions . For us this is defined by positive cooperation between learners, accountable talk and full student engagement that leads to greater access for all learners to meet and exceed standards-based instruction

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

Part 2 – Summative Vision for Collaborative Teachers

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Questions to consider:

1. How is the school organized to promote teacher collaboration?
2. What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams?
3. How are teachers providing opportunities for to deepen learning for higher achieving students?
4. What system do teachers use to ensure that every child is safe in their class?
5. What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?
6. How do you intend to use community educators / partners to support a collaborative teaching approach?

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

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

Our Professional Learning Community time will allow teachers from the same discipline to analyze student work using common protocols, create unit and lesson plans, analyze student assessment data in relation to specific learning targets, set next steps for students at all levels and use these data to inform and assess effectiveness of instruction.

Our Critical support structure will allow teachers to partake in several lesson studies during the course of the school year. It also will allow teachers to work in tandem with colleagues to study researched-based teaching strategies,

practice implementation, observe one another teach and provide critical and supportive feedback to one another through a process called lesson studies. The team will also customize and craft lessons using Bloom’s Higher Levels of Taxonomy to engage higher achieving students and strategies to ensure access for all learners.

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

Our community partners will help bring in professional development workshops that are rooted in research-based instructional practices that call for all students to construct meaning by interacting with authentic content, the teacher, and with other students.

Part 3 – Annual Goal

Indicate your school’s 2015-16 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. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016 teachers will utilize the Japanese lesson study model and participate in lesson studies in order to strengthen school wide practices aligned to our instructional focus. This will result in a minimum increase from 22% of teachers rated effective or highly effective in Domain 3B (as measured by MOTP scores in the 2014-2015 school year) up to 44% of teachers rated effective or highly effective in Domain 3B (as measured by MOTP scores in the 2015-2016 school year). Students will engage in discussion, questioning and critical thinking as measured by classrooms observations, and student work products.

Part 4 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)
Further develop ELA, SETTS and ESL teachers to conduct reading conferences and maintain reading	All pedagogical staff	September 2014- Through June, 2015	Principal and assistant principal, school support network, Educational consultant (Generation Ready), Peer

running records resulting in at least one academic year reading growth for all students.

⌘ Teachers will collaborate in writing and revising lesson plans, observing instruction, providing low-inference feedback aligned to our instructional focus resulting in an increase on the schools overall average proficiency rating of 2.12 in ELA and 2.08 in math by June, 2016.

⌘ Provide ongoing teacher professional development that is aligned to our instructional focus

⌘ Core Content Area Teams will utilize a structured protocol to Analyze student work (i.e., Santa Cruz Model) monitoring progress throughout the school year.

⌘ Core Content Area Teams will analyze student data obtained from formative and summative unit assessments, baselines and midlines to asses progress students are making in CCLS and to identify students growth targets.

⌘ Develop and implement on-going benchmarks with performance based tasks in ELA, mathematics, social studies, and science. Assessments will focus on student writing as measurement for instructional impact. Provide attention to multiple entry points for ALL learners and identified student subgroups (i.e., ELLs, SWDs, and targeted student groups).

⌘ Core Content Area Teams will consistently engage in designing and implementing curriculum that is aligned to the CCLS

⌘ Provide and protect ELA team based structure that allows teachers time to unpack NYCDOE ELA Expeditionary Curriculum

⌘ Provide and protect mathematics team structure that allows teachers time to unpack curriculum and plan rigorous lessons

⌘ Core Content Area Teams will complete action plans to ensure focus on CCLS and NYCDOE Instructional Expecations

⌘ Instructional team will analyze a triangulation of data including State Exams, report cards grades and student attendance data in order to determine students who will be targeted for participation in National Junior Honor Society and advance placement course work.

Collaborative Teachers, District 9
NTC montor training initiative

<p>ELL and SETSS teachers push into classroom to assist with their students during ELA and mathematics instruction.</p> <p>By December 2015, all staff will be retrained on Datacat and use the system to score exam and provide immediate student progress data that will be analyzed by teacher teams, juxtaposed with benchmark goals</p>			

Part 5 – Budget and Resource Alignment

<p>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.</p> <p>In order to accomplish this school the school will leverage the following resources:</p> <ul style="list-style-type: none"> • Provide funding for two peer collaborative teachers who will lead the inquiry work and play an integral support role in teacher development • Provide teacher sub coverages to help support school instruction when teachers are scheduled to participate in lesson studies • Allot funds for collaborative teacher lesson planning and data analysis • Dedicate professional development and per session funds for staff development in SIOP • Dedicate professional development funding for QTEL training, “Building The Base” training for new staff. 											
<p>Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

<p>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.</p> <p>In order to monitor the successful achievement of this goal, the School will closely monitor teacher development and team work providing the following supports and interim checks, beginning with teacher goal setting conferences:</p> <ul style="list-style-type: none"> • Annual goal-setting conferences and interim checks • Peer Collaborative teachers • Structured grade level team meetings • Structured content area team meetings 										
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- Weekly professional development
- Lesson studies and classroom intervisitations
- Data-monitoring meetings September, December, February, April, June.
- Grade level team meetings --Weekly
- Content-area team meetings, Weekly
- Teacher Goal setting conferences, including Teacher Improvement Plans (TIP) – September – October, 2015
- Classrooms observations –September – June
- Teacher mid-point checks – February – March, 2016
- Teacher End-Of-Year goal-monitoring conferences – June, 2016

Part 6b. In **February 2016**, 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
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).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
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.	E
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).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The school has fully functional systems and structures in place to examine and improve critical individual and school-wide practices. During the 2015-16 school year, the school leadership will focus on developing its practices in tenet 2.5 in order to make these structures and expectations more transparent for all stakeholders. The school will continue to provide specific and time-bound action plans\ expectations for improvement by:</p> <ol style="list-style-type: none"> Conducting targeted and frequent observations timely and accordant with DOE expectations and maintain accurate records in <i>Advance</i> as well as signed teacher copies on file in the principal's office. Monitoring and tracking teacher progress and practices through deep analysis of student performance data using researched-based protocols for analyzing student work Monitoring teacher feedback and professional development opportunities through annual teacher goal setting and a minimum of two interim progress monitoring teacher meetings. Holding administrators and staff accountable for continuous improvement by clearly aligning professional learning activities with instructional expectations as formally observed using the Danielson framework and observed through formal interim checks for student progress. 		

Part 2 – Summative Vision for Effective School Leadership

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students’ academic and social-emotional needs are being met?
2. 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? What would those collaborations look like?
3. How would the leader organize student and teacher programs to ensure students’ needs are met? Fiscal capital?
4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?
5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

During the 2015-16 school year, the school will engage the Center for Supportive Schools as an overarching renewal school community partner to support the school leadership with effectively using evidence-based systems and structures to examine and improve critical individual and school-wide practices defined in the RSCEP . Working in Tandem with the school’s leadership team, and campus administrators, the CSS will engage in a strong partnership to help promote every aspect of the renewal community school plan including:

- ⊞ Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians
- ⊞ Supporting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing ongoing learning opportunities and community celebrations.
- ⊞ Building sustainable student and peer mentoring services within the school to tackle chronic absenteeism
- ⊞ Collaborating with school staff to ensure that students’ academic and social-emotional needs are being met through the development of an extended learning program that includes art and music enrichment.
- ⊞ Working in tandem with school’s attendance tracking and monitoring team who will track and share student attendance data and celebrate achievement school-wide
- ⊞ Working in tandem with school’s guidance counselor and dean to track and celebrate outstanding student achievement as measured by students grade point averages and citizenship
- ⊞ Maintaining excellent communication with all members of the school community to organize community and school programmed events.

All of the above will be closely monitored by the careful watch of the principal, School Leadership Team and Renewal school CBO for quality control as measured by results-oriented data gathering and monitoring on a monthly basis. For example, the school’s attendance team will meet monthly (as we did during the 2014-15 school year) to track the progress and impact of mentoring for students who were identified for chronic absenteeism. The school leadership will meet monthly to review the schools systems and structures (identified above) for quality and modify structures that are either ineffective or have low-impact.

Part 3 – Annual Goal

Indicate your school's 2015-16 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. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 26, 2016 at least 80 percent of teachers will move at least one rating level in Danielson's framework for teaching rubric in component 3B, 3C and 3D as measured by a minimum of four teacher observations.

☞

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>By June 2015, the principal and assistant principal will conduct a minimum of 6 informal or 1 formal/3 observations and provide teachers with formative feedback and professional development to support improved practices in the Danielson framework.</p> <p>By June 2015, teachers will participate in at least five lesson studies.</p> <p>By June 2016 100 percent of teachers will:</p> <ul style="list-style-type: none"> ☞ have had goal-setting and progress monitoring conferences with administration. ☞ participate in at least 2 book study groups that focus on school's instructional focus, Quality Interactions. 	<p>Pedagogical staff</p>	<p>September, 2015 through June, 2016</p>	<p>Principal and assistant principal, educational consultant, lead teachers, school support network, District 9 NTC initiative</p>

<ul style="list-style-type: none"> ⌘ Set instructional goals and attend a minimum of two (2) interim admin-teacher progress monitoring conferences ⌘ Receive regular instructional feedback, including a minimum of four (4) observations completed by a licensed administrator ⌘ Closely monitor their students' learning progress through and measured by ongoing formative and summative assessments. 			
Monitor and track student attendance, with particular attention to students who were identified for chronic absenteeism the previous school year.	Attendance Team	September 2015- June 2016	Principal Assistant principal Guidance counselor School Dean CBO partner representative.
Monitor and track students who are in danger of failing and match to academic intervention services Celebrate Student achievement monthly: Principals's Honor Roll, Honor Roll and Rising Stars (C+).	Academic Intervention Team	September 2015- June 2016	ESL Teacher SETTs Teacher Principal Guidance counselor AP, Dean, Teacher Team Leaders.
Monitor and track student growth using baseline, midline and end line assessments. Deeply analyze student writing across content areas using common rubrics and protocol for analyzing student work	Pedagogical staff	September 2015- June 2016	All Pedagogical staff

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Highly Qualified core content area teachers, school network support, ELA and Math Lead teacher, educational consultant											
Part 5b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

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.

Part 6b. In **February 2016**, 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	I
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.	D
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.	I
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.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The school’s strength in this area is that the school has systems and structures in place to ensure that regular communication with students and families fosters high expectations for student academic achievement. These include:</p> <ul style="list-style-type: none"> Monthly parent newsletter, translated in English and Spanish Student progress reports, Weekly parent outreach time built into teacher schedules weekly. Regular parent workshops provided by parent coordinator Parent Saturday ESL classes 28% of parents surveyed said they have never been invited to an event at the school. 51% of parents surveyed indicated that they have been invited to a school event at MS 328. <p>Annual Parent survey which reflects that parents are satisfied with most aspects of the school.</p>		

Part 2 – Summative Vision for Strong Family and Community Ties

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?
2. How does the school provide support to families so that they understand and can take an active role in what their child is learning?
3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?
4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

Within your community School model how will families be welcomed into the school and made apart of the school community?

- A parent support center will be set up at the entrance to the school where our parent support team can greet and assess needs of individual parents
- Welcome signs and directions will be placed on main floor to direct parents to the family support center.
- Security will be trained and informed of all activities as to better direct parents upon entering the school.
- Security will contact someone from the support team to come down, greet and escort parents.
- Interpretation services will be available for all parent workshops, conferences and meetings.

How will the School engage the community and families?

- Through our partnership and CBO we will provide a greater range of services to our families, community and students.
- Provide and communicate weekly structured time for teachers to meet one on one with parents
- Develop and expand parent leadership through programs like Learning Leaders.
- Development of the schools website and face book like page to help communicate through social media w/ parents. All postings will be in Bi-lingual
- Monthly Parent Newsletter and calendar will be sent home monthly
- Development of an email & text blast list.
- Parent Cohort groups to help better manage events and resources to parent needs and availability.
- Parent Buddy System – Parents can share news, resources, events, and activities
- Parent Support Team – weekly Peer support meetings w/ parents
- Our school will host monthly themed collaborative cultural and community events in the year to help build community and family engagement – Some examples are:

1. Community Health Fair – (Sep)
 2. Family Night – (Sep)
 3. Open School Week – Where Parents can visit classrooms and sit through lessons.
 4. Breast Cancer Awareness (Oct)
 5. Cultural Night/Days (Nov),
 6. Talent Night, Holiday Celebration Pot Luck (Dec.)
- Utilize SurveyMonkey quarterly at four Parent Nights to gather parent feedback

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

- Parent College readiness trips and conferences (Lehman College, Hostos Community College and Monroe College).
- Through our partnerships provide GED, ESL and Immigration services for families in need of those services.
- The development of a Parent Saturday Academy to address social and educational needs of parents through workshops, conferences and trainings.
- Job readiness training – Resume Prep etc.
- Housing support /(Bronx Defenders, Bronx Works)
- Family Job Fair – Work with local businesses and corporations to open more job opportunities for families
- Family College Fair
- Community service partnerships to help expose students and families to the needs and resources in their community.

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

- Workshops and trainings for parents to learn how they can access and use Schedules to track student data and progress.
- Parent workshops on common core and understanding state standards /Making sure parents understand state scores and how they can contribute to helping their child succeed.
- Class Dojo – Telephone App That Teachers can use to communicate directly with parents.
- Parent engagement time – Every Tuesday Teacher’s will open up their classes to parents to meet and discuss student’s academic progress.

Part 3 – Annual Goal

Indicate your school’s 2015-16 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. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016 the school will develop collaborative partnerships with families and community based organizations resulting in up to 50% increase in parent attendance at school events (workshops, conferences, orientations, special events, etc.) and a change in parent perception as measured by students and parent responses to a school survey aligned to the NYC School Environment Survey.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<ul style="list-style-type: none"> • Provide montly parent newsletter • Continue College tours that engage students, parents, teachers, support staff, and school administrators • Provide montly parent workshops on various topics including how to access and interpret Aris parent Link, school and student Progress Reports, etc • Continue to provide translation services for parents who nee particularly during scheduled Parent teacher conference and Parent Night(s) to build communication between home and school • Guidance counselor will continue to provide ongoing support for transtion from middle school to high school • Provide structured time for all teachers to engage parents weekly regarding their child’s progress. • Interim parents surveys that mimic the NYC School Environment Survey, administered by a 	<p>Parents</p>	<p>September, 2014 through June, 2015</p>	<p>Parent coordinator, principal and assistant principal, all teachers</p>

Parent Involvement Team (comprised of the the PA, Parent Coordinator, and the school administration).			
<ul style="list-style-type: none"> • Create an MS 328 PTA Facebook page to communicate regularly with parents about school and community events 			
<ul style="list-style-type: none"> ⌘ Increase in parent leadership development, including an active Parent’s Association ⌘ An increase in active parent participation at monthly school\home celebration events ex. Community talent shows, monthly cultural events and community service outreach 			

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
In order to achieve this goal the school will leverage the following fiscal and personnel resources											
<ul style="list-style-type: none"> • Maintain the position of a full-time parent coordinator • Dedicate title I parent involvement funds to parent communication and outreach efforts • Provide space and per session funding to facilitate parent ESL courses • Set aside funding to facilitate school-wide community celebrations such as talent shows show-casing arts-enrichment, cultural celebrations that support positive school culture, and academic achievement recognition events. 											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

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.
Progress monitoring will be tracked through close evaluation of the following:
<ul style="list-style-type: none"> • Interim parent satisfaction survey (at least 3) aligned to the annual NYC parent survey. • Parent sign-in logs to workshops, conferences and special events • Program evaluation and feedback forms
Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Expanded Learning Time (ELT) Program Description

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

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.

By June 2016, students participating in Expanded Learning will demonstrate improvement, as measured by an increase to 2.13 and 2.11 average proficiency rating on the 2016 NYS ELA and math exams, respectively.
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Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?		Voluntary		Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
The ELT program will be twofold: Part voluntary and part mandated.				
Mandated Program: All students will be required to stay for an additional hour of instruction, Monday through Friday. This time will be rolled into their day and included in their schedule. This hour of instruction will be provided by classroom teachers, working in tandem with our school community partner organizations.				
Voluntary: Saturday and Holiday Academy will be offered to all students for instruction and arts and sports enrichment. Students will be incentivized to attend through monthly experiential learning trips, linked to the core curriculum. Students will also be offered additional reward trips for attendance, including but not limited to Dave & Busters, Broadway plays, and movie trips.				
All students will have the opportunity to attend Saturday School, which runs for three hours. Each student will receive one hour of Math Instruction, one hour of ELA instruction, and one hour of arts and sports enrichment. Math Instruction from Saturday school will use EngageNY as a resource, while the ELA Instruction will be adapted from the Teacher’s College and/or Expeditionary Learning units.				

Part 3 – ELT Program Description

Target Population: The ELT program for a Renewal School will be offered to all students in the school.
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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?
<ul style="list-style-type: none"> • 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?
- 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?
- How will outreach be made to families?

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

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

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

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

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

- Group 1 – students reading at or above grade level
- Group 2 – students one year below grade level
- Group 3 – two or more years below grade level
- Group 4 – two or more years below grade level – ELL

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

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

- ELL Saturday Academy

- Math Support Academy
- Reading Book Clubs
- Saturday basketball league (girls and boys)
- Volley-ball
- Gaming competitions
- Dance
- Choir

Additional Information:

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

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

How will outreach be made to families?

Families will receive ongoing, clear communication from the school about academic and social clubs afterschool programs offered at the school beginning Summer, 2015.

A parent community meeting will be held in June, 2015 followed by Parent- student orientation sessions in August and September to inform parents of the extended learning time program that the school will offer the upcoming school year as well as our Saturday and Holiday programs.

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

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

Part 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

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

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

The ELT will begin the first week of school, September, 2015 and end June 2016.

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.

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

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

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

	21st Century		Tax Levy		Title I SWP		Title I TA		P/F Set-aside		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – ELT Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The ELT program will use two major data-driven software programs (myON and Achieve Highpoints) that both generate student progress data. Teacher teams and school administration will review student progress data formally

once per quarter in addition to reviewing baseline data that will be gathered early in September to develop student goals and program students based upon needed academic intervention, including exceleration.

Part 6b. In **February 2016**, 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 2015-16 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2016, student leadership and parent engagement will increase by 20%.

Part 2 – Community School Program Description

Part 2a. Identify the target population(s) to be served by the Community School program and the scope of the services provided.

All incoming 6th grade students and a selected group of 8th grade students will be targeted for participation in a peer leadership and mentoring program, Peer Group Connection (PGC). Those students who are chronically absent and whose absence is trending towards chronic absenteeism, will be paired with a mentor to provide regular one-on-one and/or small group support and connect with families on a regular basis to identify needs and connect both students and families to support services in the school and within the community. Additionally, ELL students, students in temporary housing, students transitioning from the juvenile justice system, Special Education students, and other student populations and their parents with unique needs will be matched with services according to their needs. Additional leadership opportunities will be offered to parents through workshops, employment opportunities, community engagement opportunities, and opportunities to support their children’s academic progress in partnership with teachers and school administrators.

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 pair 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 needs and asset assessment, 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 needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. 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, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging families and community stakeholders will be a critical part of this parent 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 and training will be available for schools to use. Indicate how you will implement this aspect of the work.

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

- Build and maintain relationships with administration, faculty, staff, students, parents, and community partners
- Organize and expand upon the membership of the Community School Team (CST) to include diverse school community stakeholders and CBOs
- Conduct a needs assessment process, including: reviewing school and student-level data; conducting focus groups with parents, students, faculty, staff, administrators, and community partners; and reviewing and/or conducting school climate and culture survey
- Conduct a community asset assessment to identify viable partnerships that can meet the needs of students and families of the school community, including developing metrics for partnership evaluation
- Recruit and develop partnership agreements with people and community organizations willing to offer programs and services for students and families at the school in accordance with identified needs
- Identify evidence and research-based practices and/or partnerships that address priority areas for the community school strategy, which may include but are not limited to: Parent/Family Engagement; Community Engagement; Youth Development; Academic Rigor and Instructional Practices; Health and Mental Health; Tutoring; After school programming; Mentoring; and Early Childhood
- Develop, maintain, and publicize a schedule of programs and activities offered at the school
- Implement and maintain a process that encourages referrals to programs and services offered at the school
- Identify needs of chronically absent students, apply interventions, and track and monitor impact of interventions on weekly basis, as part of weekly Student Success Summit
- Collect and monitor program implementation data and student data for each partnership that allow easy data analysis and interaction by the SLT and other school stakeholders

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

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

- an evidence-based intervention that supports school transitions by leveraging older students as leaders and mentors for new and incoming students (Peer Group Connection);
- an evidence-based targeted intervention for high needs students that pairs adult school staff with students in one-to-one mentoring relationships proven to reduce problem behaviors and improve academics (Achievement Mentoring).

Working with the principal, SLT, and CST, CSS will identify specialist partnerships to provide comprehensive expanded learning and enrichment opportunities, and mental health services to meet the needs of all students. The school's current partnerships with CBOs such as Dreamyard and Pathways to Leadership will be expanded to supplement ELT provided by teachers for academic support. In addition, CSS and the school will identify and implement additional partnerships to provide ELT academic support in math, science, and ELA that create additional opportunities for students to engage in content and support teachers in developing project-based, engaging instructional practices that

can be integrated into curriculum. A mental health partner will be identified in partnership with the assigned Mental Health Manager to provide Social Worker(s) and additional mental health resources for students and families.

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

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

Part 3 – Community School Program Implementation and Oversight

Part 3a. Who will implement the Community School program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the Community School 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 with the Community Based Organization (CBO).
3. Explain how you will evaluate the program to assess its impact on student achievement.

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

- Community School Director (CSD) will drive the day-to-day implementation of the Community School program, as described above.
- Mr. Bastian, Principal, will provide general oversight and will participate in all SLT and CST meetings.
- Ms. Nanton, Assistant Principal, will provide general oversight and will participate in all SLT and CST meetings. In addition, she will support the implementation of Peer Group Connection (PGC) and work with CSS to ensure that ELT partnerships are serving and meeting the needs of targeted students.
- Our Parent Coordinator will be a leader in outreaching and engaging parents in monthly forums, supporting parents in leveraging our Parent Center, engaging them in workshops and leadership opportunities in the school community, and matching families to community services to meet their needs.
- Representatives from partners such as The DreamYard Project, GlobalWrites, Project Boost, Hip-Hop 4 Life, St. Barnabas Hospital, Lehman College, Monroe, Pathways to Leadership, and other identified partners will provide monthly reports on progress and challenges to the CST in accordance with their service agreements where applicable.

The joint ELT program will be structured as follows:

- Teachers will have the opportunity to propose and implement ELT opportunities for students throughout the school year in response to student needs. Teachers will work with CSS and school leadership to access appropriate resources and curricula to support their ELT work.

- Partners will be engaged to provide ELT beyond that which is provided by teachers and to supplement teacher-led ELT in targeted areas. For instance, a partnership with Salvadori Center could focus on additional math and science support during ELT and a partnership with LEAP could focus on additional ELA support for students.

- Teaching artists through organizations including but not limited to DreamYard, will be engaged to provide engaging ELA and social studies content through projects-based learning opportunities during ELT.

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

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

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

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

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

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

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

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

- A Community School Director will be hired by CSS.

- Teachers will be requested to provide support for ELT.

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

- The school schedule will remain on the same schedule as SY2014-15 with at least one additional hour (the Renewal Hour) added to the schedule for each student.
- To implement Peer Group Connection (PGC), selected 8th grade students will participate in a daily peer leadership course. Two to three times per month for 45 minutes, 8th grade peer leaders will “push-in” to all 6th grade classes to conduct activity-based sessions that support 6th grade students’ social and emotional development and help them to positively transition into our school. A full curriculum will be provided by CSS.
- Teachers professional time will partly be used to support students in dedicated mentoring through the evidence-based Achievement Mentoring program provided through CSS. A full curriculum will be provided by CSS.
- Additional mental health support providers will be contracted to meet our students’ needs.
- Additional professional development for teachers will be provided through CSS and other identified partners, such as Teachers College at Columbia University based on areas of teacher need.

Part 3c. Timeline for implementation and completion, including start and end dates.

A needs and asset assessment will be completed July through December 2015.

Partnerships and an effective ELT structure will be in place and communicated with teachers by August 2015.

Peer Group Connection (PGC) will be implemented beginning in September 2015 through June 2016.

Monthly Community School Team meeting engaging parents and community partners will begin no later than October 2015 and will continue through June 2016.

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 at 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Student subgroups including ELLs and former ELLS Evaluation of student summative assessment data	Title III Saturday Academy for ELLS Saturday Academy for Student Academic Intervention in math and ELA	Small group instruction	- Saturday Academy - -small group during the day
Mathematics	student summative assessment performance data	Saturday Academy for Student Academic Intervention in math and ELA	Small group instruction	-Saturday academy -small group instruction during the day
Science	student summative assessment performance data	Saturday Academy for Student Academic Intervention in math and ELA	Emphasis on reading non-fiction reading materials	Saturday Academy After school Academy
Social Studies	student summative assessment performance data	Saturday Academy for Student Academic Intervention in math and ELA	Emphasis on reading non-fiction reading materials	Saturday Academy After school Academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Attendance data Discipline referral data	ADIP attendance mentoring	One-on-one and small group counseling	During the school day

Section 9: 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 where the response can be found [for example, Section 5A-Part 4]
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Work closely with Borough Human Resources Liaison to set up interviews with teacher candidates who have been vetted into the NYC "New Teacher Finder" system. • Partner with Central Administration, and the New York City Teaching Fellows programs to select highly qualified probationary teachers.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • District 9 New Teacher Center Initiative • Weekly teacher professional development workshops focused around school's instructional focus • Lesson studies • Attend network monthly special education and ELL liaison meetings provided by CFN 534 <p>Attend monthly principal's and assistant principals leadership support PD</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).
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Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
<ul style="list-style-type: none"> • Continue to protect and provide structures for teacher collaboration and participation in school leadership including MOSL team which selects City-wide assessments annually as well as school level baseline and midline assessments. • Continue to protect structures for school-level professional development team to meet in order to determine professional development activities and also create and modify when necessary school professional development plan.

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 codes¹. 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 consolidated². **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.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	128,154.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,552,423.00		

¹Explanation/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. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/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 Involvement 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 or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 10: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP 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 PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current RSCEP 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 Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **MS 328X** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **MS 328X** will support parents and families of Title I students by:

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

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., NCLB/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 No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

MS 328 in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, 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

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 No Child Left Behind (NCLB) Act;

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;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) 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:

- 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 2014-15 and 2015-16 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 OTSPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>New Millenium Business Academy</u>	DBN: <u>09X328</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>45</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>1</u>

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: _

Our Title III Enrichment Program will enhance students daily academic program. It will consist of a Saturday Academy, two certified ESL Teachers, 45 students. 7 beginners will receive instruction from a certified ESL teacher to build their language skills in the four language modalities: Speaking, Listening, writing, and reading. 30 Intermediate and Advance students will receive instruction using the Readers and Writers Workshop Model as well as 6 scaffolding strategies: modeling, bridging, schema building, contextualization, text re-presentation, metacognition, including activities which integrate these strategies within their lesson to ensure comprehension of select literary pieces. Students will produce products, including a theater performance of a shared text, West Side Story. Students in both groups will receive NYSESLAT prep for 60 minutes during the the ELL Saturday Academy to build student capacity in the four language modalities: Speaking, listening, writing, and reading.

The program will culminate with students performing selected scenes from the musical play, West Side Story. Our Saturday academy program will target all 45 ELL students and include our former ELL's. Emphasis is on making content comprehensible, vocabulary development, reading, interacting with text, writing and most important understanding hidden nuances of figurative linguistic structures.

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Part C: Professional Development

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

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

Begin description here: _

Our staff development consists of all content area teachers receiving Professional Development on a weekly basis for 2 hours beginning in October and ongoing: Making Content Comprehensible for ELLs. Staff includes 2 certified ESL teachers, Special Ed teachers and content area teachers in all disciplines. Our school wide staff development focus this year as well as the following year will be building reading comprehension and writing skills through accountable talk utilizing strategies via Readers' and Writers' Workshops, as determined by students' strengths and needs evidenced by the results on the NYSESLAT and/or NYSITELL as well as results on the 2014 ELA exam. The program will include weekly professional development sessions with content area teachers, and other staff members who will provide a spectrum of academic interventions and strategies in comprehension, fluency, and writing skills. We plan to secure that those concepts are made comprehensible for ELL students while enhancing teacher practice. The Title III funds will be used to provide specific professional development for two ESL teachers who will provide instruction during Saturday Academy. Teachers will be trained by the American Reading Company to effectively conduct reading conferences during the independent reading block of our ELL Saturday academy program. Additional professional development training will include SIOP training provided by Pearson Education. The ESL teacher will continue to attend ongoing Monthly Network ELL Liaison PD's and turn key ESL strategies to the staff during weekly grade/subject meetings.

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: _

All parents of ELLs will be invited to participate in Saturday Parent beginner ESL course. A certified ESL teacher will provide instruction weekly for 3 hours 12 weeks, beginning November through May. Topics to be covered include: Employment seeking, writing a resume, completing an application and filling out government service forms. Additionally, all parents of ELLS will be invited to attend two enrichment activities that will culminate our program this year. Specifically, attending the musical production of WEST SIDE STORY. Parents will be notified ongoing by parent coordinator via mail and phone. Parents will receive monthly updates in our monthly parent news letter, flyers and letters that will be mailed home and backpacked with students. To date, 20 parents are regularly attending this course.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing 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 serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 9	Borough Bronx	School Number 328
School Name New Millenium Business Academy		

B. Language Allocation Policy Team Composition

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

Principal Dorald Bastian	Assistant Principal Willet Nanton
Coach Laura Weiss,PCT	Coach Shanieka Muniz,PCT
ENL (English as a New Language)/Bilingual Teacher Zef Bushi	School Counselor Doreta Cole
Teacher/Subject Area Laura Weiss	Parent Gloria Alfinez
Teacher/Subject Area Frances Aufiero	Parent Coordinator Jose Cruz
Related-Service Provider Carleen Richards	Borough Field Support Center Staff Member n/a
Superintendent Leticia Rosario	Other (Name and Title) n/a

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	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified 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)	188	Total number of ELLs	46	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)	16	ELL Students with Disabilities	9
SIFE	5	Developing ELLs (ELLs receiving service 4-6 years)	27	Long-Term (ELLs receiving service 7 or more years)	3

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	16	4	2	27	1	6	3		2	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							14	22	5					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2	3	2					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							2	2						0
Emerging (Low Intermediate)							0	3	0					0
Transitioning (High Intermediate)							2	4	1					0
Expanding (Advanced)							12	14	7					0
Commanding (Proficient)								3	3					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 At MS 328 we use ELL Periodic Assessment as an initial assessment. School leadership uses the results of the ELL Periodic Assessment to know performance levels of different classes in the school in reading, writing and listening. Knowledge of common strengths and weaknesses aids our administrators in planning curriculum and selecting leveled text for units of study. Through item analysis, the ESL teacher uses the results to plan lessons for whole classes and individual students. Teachers also ascertain which particular skill areas students are proficient in, as well as, where they are having difficulty. Based on the ELL Periodic Assessment data, we know that the ELLs can benefit from increased reading and writing practice. Through differentiated instruction, teachers use alternate text and varied writing activities to help students build literacy.
 We also use the NYSESLAT, NYSITELL, the ELA exam results, and teacher made tests/observations to learn which specific learning skills our ELLs are not meeting the standard on and based on these data, we make plans to target these skills in their instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The NYSESLAT report indicates that the ELLs data pattern across proficiency levels have increased based on the report from 2014 to 2015. Data shows that students in a three year span have increased from a beginners level to an advanced level of proficiency. Report also indicates students progressing with gains throughout the modalities even though very few are still at the same proficiency level. When students enter in September of the school year and take the NYSELAT in the spring, scores indicate a gain mostly jumping from a low score to an intermediate level score and from an intermediate score to an advanced or proficient one.
 For the 2015 year, one student was given the NYSITELL and the student scored as a beginner (Entering level). The 2015 NYSESLAT data reveals that the majority of the ELLs in our school are in the advanced level. However, while many of the ELLs scored proficient in the listening/speaking modality, most of them scored intermediate or advanced in the reading/writing modality.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Since the NYSESLAT data demonstrates that our ELLs need reinforcement in reading and writing, we will focus on creating lessons that will improve their reading and writing skills. Teachers look closely at the NYSESLAT modalities, which are aligned to state standards, and incorporate each modality according to student needs in the course of regular classroom instruction, as well as through targeted push-in and pull-out instruction. The push-in model allows our ESL teacher to work more closely with classroom teachers, and to provide targeted support for ELLs without depriving them of instructional time in the general classroom. Our ENL teacher has collaborated with general education teachers on the development of rigorous units of study for all students, with an emphasis on writing, our school wide content focus for the year.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

14a. In reference to the ELA and Math exams, most of the ESL students have scored level 1 and a few level 2.

Our data shows that the students who scored a 1 in the ELA exam scored mostly at the beginning or intermediate level on the NYSESLAT. In order to assist our students score higher in these exams, we will use different strategies and methodologies that focus on building their vocabulary and reading comprehension. The ESL teacher will also develop a series of lessons and activities to improve their writing skills including grammar, mechanics, and conventions. Through the use of ESL strategies, teachers provide well developed lessons and build academic skills based on New York State standards. In the ENL program, all instruction is delivered in English with native language support. Through differentiated instruction, all teachers will use ESL methodology and instructional strategies to make content accessible to ELLs. Additionally, language arts is taught using ESL and ELA methods according to the learning standards of New York State. These programs are staffed with quality certified teachers who are engaged in on going professional development to provide rigorous academic instruction to ELLs.

4b. The School Leadership and teachers are using the results of the Periodic Assessments to evaluate students' knowledge, to drive instruction, focus on students' weaknesses, conference with students, provide additional instruction during extended learning time, provide afterschool ELL program and Saturday ELL program, and to provide professional development to teachers so they can assist students in the subject area they are deficient in.

4c. Our School has learned through Periodic Assessment that our ELL population needs intensive support in vocabulary development through the content areas as well as reading and writing practice. We are also able to identify the students specific skills that show strengths and weaknesses. As a result we are able to differentiate instruction and focus on the students' weaknesses. The periodic assesment also gives us information of what level the student would be at if they took the state ELA test.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Not Applicable

6. How do you make sure that a student's new language development is considered in instructional decisions?

At MS 328, all content area teachers present their regular, grade- level subject curriculum to the students through modified instruction in English. They identify how language is used in their subjects and give students explicit instruction and practice with it. They modulate the level of English they use and the texts used with and among students. They make the content comprehensible through techniques such as the use of visuals, modeling, demonstrations, graphic organizers, vocabulary previews, adapted texts, cooperative learning, peer tutoring, and native language support. ESL teachers advance students' English language development with curricula addressing language proficiency standards but incorporating the types of texts, vocabulary, and tasks used in core subjects to prepare the students for success in the regular, English-medium classroom. They make specific connections between the content being taught and students' experiences and prior knowledge, and they focus on expanding the students' vocabulary base.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

Not Applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

The success of our program for ELLs is based on how much they have improved in a three year span. We hope to have them improve from an entering level to a commanding level on the NYSESLAT within three years .

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Upon registration to our school, ELLs are identified first by the Home Language Identification Survey (HLIS). Our pupil Accounting secretary contacts Mr. Bushi, ELL Teacher who holds a permanent ENL Certification, to administer the HILS and conducts an oral interview. Parent coordinator, and Ms. Santini, Pupil Accounting Secretary both assists as an interpreter for parents and students who predominantly speak Spanish. A student is considered to have a home language other than English when one questions in part one and two questions in part two of the HILS indicates that uses a language other than English. The Survey is used to determine whether a student will be given the NYSITELL. The NYSITELL is administered by the ESL teacher within the first ten (10) days of school. Also, students who speak Spanish and score below proficiency on the NYSITELL are administered a Spanish LAB to determine language dominance. The results of this exam determine ELL eligibility. Mandated instructional time of ENL is then based on the students’ scores in a proportionate rate with the NYSITELL scores and/or the proficiency levels as revealed by the NYSESLAT exam. Using our ATS RLER, RLAT RMNR reports we identify ELLs who must take the NYSESLAT exam each Spring.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

If a student is found to be potentially a SIFE, we administer the SIFE Oral Interview Questionnaire followed by the the Multilingual Literacy Diagnostic for SIFE to ascertain student's home language literacy level.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The ENL teacher and the Special Education teachers who are aware of the students' IEP's administer the screening and placement process together.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ENL teacher and the parent coordinator are in charge of distributing and collecting all forms. Parents receive Entitlement and Non-Entitlement letters, (where students have tested out of ESL) within 5 days of administering the NYSITELL. Mr. Bushi, and the Parent Coordinator make sure that these letters , both in English and the child's home language, are mailed to the parents and the parents are called by phone and told about their choices.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are made aware of their rights to appeal their child's ELL status during parent orientation as well as in the Entitlement and Placement letters. Communication is done in English and the parent's native language.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

In our school we ensure that parents are informed about the ELL programs that we provide. In order to ensure that parents are clear about their options we explain the three ELL models during parent orientations and during the first 10 days following a child’s registration to our school. The ESL teacher works closely with the parent coordinator and the assistant principals to reach out to parents/guardians through direct oral communication, the mailing of notification letters, and letters distributed to individual students for home delivery. Parent orientations are held several times during the month of September with notifications accompanying each parent orientation announcement. At our orientations, parents receive a copy of the NYC DOE Guide for Parents of English Language Learners in both English and their native language, and watch the NYC DOE parent orientation video in their home language. The video describes the three placement programs provided by the New York City Department of Education: Transitional Bilingual Education(TBE), Dual Language (DL), and Freestanding English as a New Language(ENL). The parents/guardians are encouraged to ask any questions they may have regarding their child's placement and program choice. If parents are unable to attend any of the scheduled parent orientations, they are invited and encouraged to make an appointment with the assistant principal, the ENL teacher, and/or the parent coordinator to address any concerns or questions they may have regarding their child's ELL identification and program placement. In addition, for those parents requiring information, forms, or contact with MS 328 in a language other than English or Spanish, we avail the services of the New York City Department of Education's Translation and Interpretation Unit, an internal resource for accessing written translation and oral interpretation services with which we may better communicate with and better engage the limited-English-proficient parents of our ELLs.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
 Parents are always informed that they have the right to choose any of the three program options, regardless of whether or not it is currently being offered in the school. Parents who choose Free-standing ENL can be accommodated immediately. Parents who request DL or TBE are informed of their rights to these programs in terms of 1) the number of students we would need at this school to open a program and 2) their right to transfer to another school in the city which offers the program they selected. After the Parent Selection form is completed, Mr. Bushi generates the placement letter in the parent's preferred language and delivers it by mail and by hand via students. Parents who do not want their child in Free Standing ENL are offered a list of schools where Bilingual Education is being offered. Parents are made aware that if a certain number of parents choose Bilingual education program or Dual Language program it will then be created at MS 328• The Parent Surveys and Program Selection forms most of the time are returned to school on time .If a form is not returned we inform the student and the parent by phone or in writing.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
 If a Parent Survey and a Program Selection is not completed and returned, we immediately contact the home by phone or in writing and explain the importance of completing and returning the form.
9. Describe how your school ensures that placement parent notification letters are distributed.
 The ESL teacher and the parent coordinator are in charge of distributing and collecting all forms. Parents receive Placement letters right after administering the NYSITELL and returning the parent choice survey and program selection. Mr. Bushi, and the Parent Coordinator make sure that these letters , both in English and the child's home language, are mailed to the parents and the parents are called by phone.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
 Our school keeps records of all these letters in the students' files.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
 The NYSESLAT is considered a NYS exam so we follow the same procedures as when we administer the NYS ELA and Math exams. Teachers receive a memorandum stating the testing procedures, conditions, modifications, if necessary, time and testing locations. We send home a letter prior to the exam to notify the parents of the importance and dates of the exam administration.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
 The ENL teacher and the parent coordinator are in charge of distributing and collecting all forms. Parents receive Entitlement letters, placement letters, and non-entitlement letters(where students have tested out of ESL). Mr. Bushi, and the Parent Coordinator make sure that these letters are read and understood by each parent during parent orientation, parent-teacher conferences and ongoing. Parent surveys and selection forms are collected from parents who attend the orientation and follow up calls are placed to each parent who does not attend either the orientation or a parent-teacher conference
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
 ALL ELLs are placed in a program accordant with parental selection made on parent survey during registration. Currently our school offers free-standing ENL only. If a parent has chosen a program that we do not offer we offer them assistance, providing them with a list of other school options. Every effort is made to honor parent request and to assist them with securing their first choice. It has been our trend that our parents have selected free-standing ENL programs. Nevertheless, we monitor the parent requests and the number of speakers of each language , at each grade level so that we would immediately become aware if we had a group of twenty or more speakers of the same language at the same grade level.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

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

Paste response to questions here:
 - c. DL program. *If applicable.*

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

We make sure that the mandated instructional minutes are provided according to the proficiency levels. The ENL teacher is aware of the New York State mandated minutes of instruction for the ELLs. MS 328 is in compliance in regards to our programming and scheduling based upon these state mandates. ESL students identified as either Entering (E) or Emerging (E) receive 360 minutes of Stand Alone ENL /Integrated ENL instruction per week, ESL students identified as Transitioning (T) and Expanding (E) receive 180 minutes of Integrated ENL instruction per week. Commanding students (including the former ELLs) receive 90 minutes of Integrated ENL per week. The mainstream students are pulled out from ELA during Stand Alone ENL. When pulled out from ELA, we make sure that ESL strategies are used to understand the ELA requirements. We always make sure that NLA is used to expand our students' acquisition of the second language if necessary.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

area glossaries. Newcomer ESL students are provided with bilingual books and dictionaries to support learning, and special education ELLs are provided with bilingual paraprofessionals, when available.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

At MS 328, ENL instruction is delivered only in English with support in the native language. We have designed and implemented a clear and present focus on the diversified needs of all the ELL population with regard to their linguistic developmental requirements and their first language and culture. All students are instructed in all modalities in order to move them from the beginning level to the intermediate, from intermediate to advanced, and from advanced to proficient. All instruction is standards based and ESL methodologies and strategies such as scaffolding, TPR, CALLA, word wall, realia, visuals, graphic organizers, and QTEL are implemented in all lessons. Implementing such practices allows for the development of both basic and inter-personal communication skills (BICS) and cognitive academic language proficiency (CALP).

To promote higher-order thinking, a variety of questioning techniques is used that include Bloom's Taxonomy. All instruction is highly contextualized to encourage thinking, reading, writing, and speaking. Computers, Smart Board, and audio CD players are frequently utilized in lessons. All classrooms have a library composed of all the literary genres at diversified levels, including picture books. For those students who have been in this country for less than three years, books in their native languages are provided to supplement comprehension. Students experience literature through a variety of methods, including audio books, guided reading, partner reading, and read alouds.

In order to make content comprehensible and enrich language development, the ESL teacher presents an abundance of lessons and activities that encourage communication in the classroom and the use of academic vernacular. In addition, the ESL program provides content-based instruction that is aligned to the New York State standards. Throughout the various ESL instructional practices and activities, lessons are modeled, contextualized, and scaffolded to maximize learning.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

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

ELLs who have been receiving ENL instruction for no more than 3 years receive intensive targeted instruction in reading, writing, speaking, and listening in small group settings. There is a focus on using audio equipment to provide these students with more practice with conversation, listening skills, improve comprehension and develop fluency to improve literacy overall. ELLs receiving services 4 - 6 years are the largest number in our school. An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our plan with the 4-6 year group is to 1.) use collaborative strategies (e.g. QTEL) and plan activities that encourage higher-level thinking skills, 2.) explicitly teach academic vocabulary to enhance comprehensible input in the content areas, 3.) allow students to use technology such as Achieve High Points 2-4 times a week during class and after school, and 4.) help students to relate to information in a meaningful way through project-based learning, which concludes with a synthesis and application of what students have learned during a thematic unit. As abilities and skills in English vary greatly, many of the strategies used with newcomers and SIFE students can also be employed to the 4-6 year group.

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

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

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

All classroom teachers have laptops and smart boards that provide additional visual and technological support to our ELLs. MS 328 recognizes that ELLs require specialized materials. The ENL teacher uses books that are rich in content to promote

language and conceptual development, and they are made accessible through the pictures or the print so that students at all levels can benefit. The ENL teacher uses large visuals, graphic organizers, and other materials essential to making content comprehensible. To ensure the effectiveness of ESL instructional delivery, the ENL teacher administers periodic assessments in which the students' products are compared with the standards. This information is also shared with the classroom teachers in an effort to create a support team for effectively meeting the needs of ELLs.

Intervention Services are provided for all of our English Language Learners. The Extended Day/ After-School Program for Entering and Emerging ENL students takes place between 2:20 P.M. to 3:35 P.M. Tuesday-Friday. Here, these students receive additional support in the four modalities of reading, writing, listening, and speaking. We will also offer a Saturday Enrichment Program in which the ESL teacher will utilize a balanced literacy instructional approach. Students will participate in 90 minute literacy blocks which contain a reading and writing workshop. These reading and writing workshops are comprised of independent reading, a mini-lesson, an active engagement, a work period and a closing. The Expanding ELL students will work through author, genre, and thematic studies. The Entering, Emerging, and Transitioning ELL students will focus on the skills of reading, writing, listening, and speaking through the use of thematic units of study. In addition, all ELL students are offered after school and Saturday programs in ELA, Math, and other content area subjects. All ELL students will also be offered a NYSESLAT preparation course after school in the spring semester.

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
Our schools has not had any cases of re-identification appeals.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
The ESL program at MS 328 uses the Keys to Learning series. The series' levels range from A to E, and the students are leveled by their 2015 NYSESLAT or NYSITELL scores. The series provide standards- based instruction in reading, writing, listening, and speaking, and it is designed to accelerate the language and literacy growth of ELLs.
In order to differentiate instruction for the ELLs, our school has several programs in place that provide supplementary support. Achieve High Points is a program that assists our students strengthen their math skills and allows for differentiated instruction within the classroom. This program addresses the needs of all our ELL'S and is aligned with our school's vision of technology to foster learning. In addition, our school uses MyON, a personalized reading program for students of all literacy levels.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
Differentiated instructional methods include the use of small groups and cooperative learning (with occasional one-on-one instruction), both of which seem to enhance inclusion, peer acceptance, access to the general education curriculum, and improved student achievement based on classroom observation data. Additionally, teachers use guided reading and small-group instruction. They adapt instruction for ELL-SWD students. ELL-SWD students requiring accommodations (i.e. additional time for classroom tests/projects, etc) work directly with our IEP coordinator, who has a schedule which has been programmed to allow for flexibility to work with these students when needed. We have given the ENL teacher a flexible schedule so he is able to service all the ELL students and give the instructional time required for ELL-SWDs too. He works closely with other service providers also.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

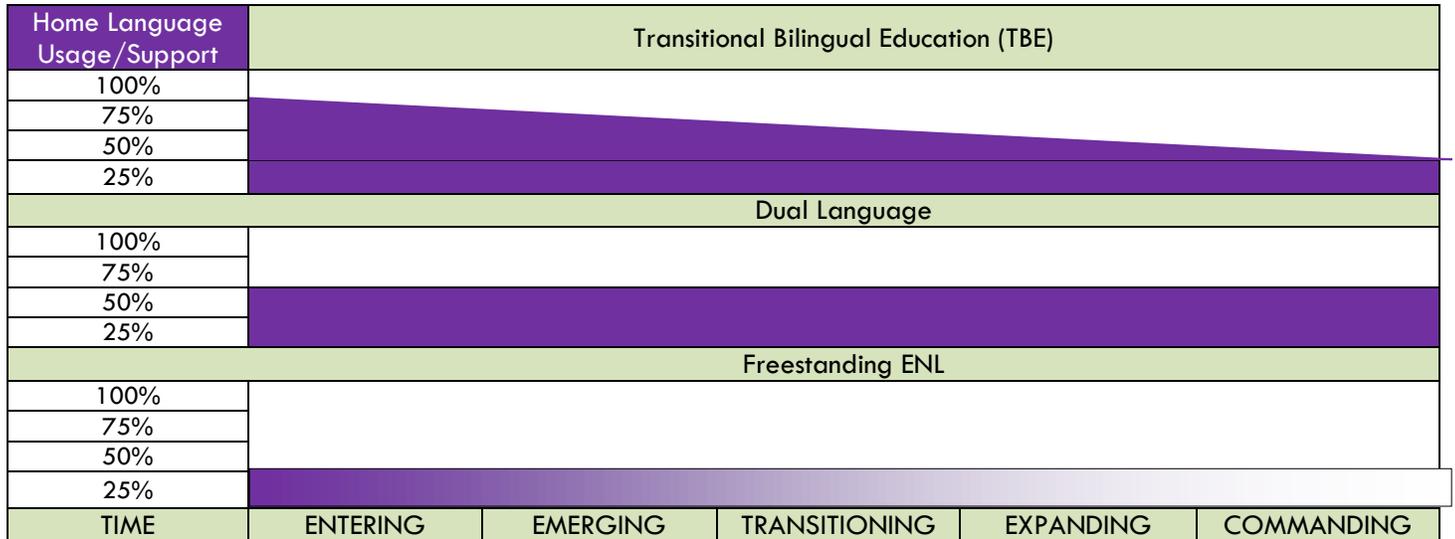


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. After school classes and tutoring in ESL, ELA, Math, Regents Preparation, Science and Social Studies are offered to support the transition of ELLs. Bilingual dictionaries and visuals are used in content area classes to support content comprehension and mastery. Intervention Services are provided for all of our English Language Learners. The Extended Day/ After-School Program for Beginners and Intermediate ENL students takes place between 2:20 P.M. to 3:35 P.M. Tuesday-Friday. Here, these students receive additional support in the four modalities of reading, writing, listening, and speaking. We also offer a Saturday Enrichment

Program in which the ESL teachers utilize a balanced literacy instructional approach. Students participate in 90 minute literacy blocks which contain a reading and writing workshop. These reading and writing workshops are comprised of independent reading, a mini-lesson, an active engagement, a work period and a closing. The Advanced ELL students work through author, genre, and thematic studies. The beginning and intermediate ELL students will focus on the skills of reading, writing, listening, and speaking through the use of thematic units of study. In addition, all ELL students are offered after school and Saturday programs in ELA, Math, and other content area subjects. All ELL students will also be offered a NYSESLAT preparation course after school in the spring semester.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here:
12. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here:
13. What programs/services for ELLs will be discontinued and why?
Paste response to question here:
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here:
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Paste response to question here:
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Paste response to question here:
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Paste response to question here:
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Paste response to question here:
19. What language electives are offered to ELLs?
Paste response to question here:
20. For schools with dual language programs:
- 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.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. 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.)

All of our ELL personnel and teacher of ELLs are highly encouraged to attend and participate in numerous professional development seminars intended to provide additional support and knowledge regarding the instruction of our ELL students, and all students throughout the academic school year. At MS 328, we hold weekly administration-initiated and/or teacher-initiated professional development workshops for all teachers. In addition, our ENL teacher frequently attends professional development seminars and workshops related to ENL curriculum and instruction throughout the academic year. This year we are focusing on Danielson and SIOP training in many of our professional development seminars.
2. 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?

Throughout the 2015 - 2016 school year, our ESI teacher will receive professional development in effective ESI instructional practices inhouse and outside the school building courtesy of our Borough Office. Similar PD opportunities will be accessible to general education teachers as well. Through horizontal and vertical lesson planning collaboration, teachers will have the opportunity to share best common practices-to best serve our ELL populations. The 7.5 hours of professional development offered to all staff include differentiated instruction, use of technology in the classroom, behavior management, SIOP and Q-TEL training, utilizing data sources effectively, and effective use of manipulatives in the classroom. Staff development began in September 2015. We will provide the training for all classroom and special education teachers. The topics to be covered are as follows:

 - a. ESL Methodologies and how to use them in mainstream classroom
 - b. Content Area Instruction and ELLs
 - c. LAP policy
 - d. ELL promotional criteria
 - e. SIOP model
 - f. ESL Standards and Language Allocation Policy
 - g. ELL students and testing accommodations
 - h. ESL teaching strategies for classroom teacher
 - i. Translation and Interpretation Services for parents of ELL students

The topics chosen will help classroom teachers address the needs of ELL students in their classrooms. In addition, the ESL teacher will continue to attend professional developments offered by the Office of Language Learners .
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The school administrators fully support the ELL teacher and all personnel that work with ELLs. They have made success for ELLs a central issue in school, and they have made sure that the ESL program is well understood by all the staff. They make sure ELLs have access to the full resources of the school. To accomplish this our school has created a cross-disciplinary schoolwide team that includes the ELL teacher, content-area teachers who teach English language learners, the guidance counselor who specializes in the needs of ELLs, key school administrators, parent coordinator, and other staff. Such team has a common planning period and meets regularly to align curriculum; plan integrated, cross-content projects; address student concerns; and monitor student progress. School support staff (the librarian, social worker, technology leader, and so on) attend some meetings to ensure that ELLs have access to an array of learning resources and services.
4. 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.

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

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

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

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

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
The ENL teacher and the parent coordinator work together in communicating with the parents of the ELL students.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
We offer ENL classes for the parents. We invite them during multicultural shows, celebrations
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
holidays etc. Paste response to question here:
5. How do you evaluate the needs of the parents?
6. How do your parental involvement activities address the needs of the parents?
Paste response to question here:

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: New Millenium Business Academy

School DBN: 09X328

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dorald Bastian	Principal		11/20/15
Willett Nanton	Assistant Principal		11/20/15
Jose Cruz	Parent Coordinator		11/20/15
Zef Bushi	ENL/Bilingual Teacher		11/20/15
Susana Arroyo	Parent		11/20/15
Frances Aufiero	Teacher/Subject Area		11/20/15
Laura Weiss	Teacher/Subject Area		11/20/15
Laura Weis	Coach		11/20/15
Shanieka Muniz	Coach		11/20/15
Doretta Cole	School Counselor		11/20/15
Leticia Rosario	Superintendent		11/20/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **09x328** School Name: **New Millennium Business Academy**
Superintendent: **Leticia Rosario**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnedoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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 who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

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), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

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

- a. Announcing important meeting dates (Open School Night, SLT meetings, Family Association meetings, etc.)
- b. Special events (Thanksgiving Feast, International Festival)
- c. Letters of concern about students' academic performance and behavior
- d. Letters of congratulations praising student performance and behavior
- e. Welcome packets for families explaining school rules, mission, necessary supplies, permission slips, and FAQs about school policy, which they receive upon admitting their child to our school .

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish
Fulani
Bengali
French
Haitian Creole
Twi
Mondarian

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

- a. Announcements for important meeting dates (Open School Night, SLT meetings, Parent Association meetings, etc.)
- b. Special events (Thanksgiving Feast, student performances and parent teacher conferences)
- c. Letters of concern about students' academic performance and behavior
- d. Letters of congratulations praising student performance and behavior
- e. Welcome packets for families explaining school rules, mission, necessary supplies, permission slips,
- f. FAQs about school policy, which they receive upon admitting their child to our school

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, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

We hold monthly PA meetings, as well as monthly SLT meetings. We additionally hold regular Parent Workshops. Additionally, our Parent Coordinator makes daily outreach to families in regards to communication about school events, individual student issues, etc. Our guidance counselor regularly reach out to families in regards to individual students' academic progress towards graduation. Our Dean and Social worker additionally make calls to families and meet face-to-face. Teachers are expected to maintain regular communication with families regarding students' progress. Our Community Assistant and Attendance Teacher make daily phone calls in regards to absence.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Because we have identified the need to have written services for students and their families based on the Home Language identification Survey, we have hired many bilingual and trilingual staff members to assist in translating documents for parents.

Our social-emotional support team also uses the NYCDOE internal translation and interpretation unit for three-way calling with students' families for conferencing when necessary.

Through the use of our School Messenger software, we pre-record important announcements in the students' native languages and then send these messages to families in the evenings, when they are most likely to be home.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Because we have identified the need to have interpretation services for students and their families based on the Home Language identification Survey, we have hired many bilingual and trilingual staff members to assist in interpreting for parents when they come to school for:

- a. Open School Night, Parent Association Meetings, SLT meetings and other evening school events
- b. Discipline meetings with the administration
- c. Meetings with teachers about their children's academic performance
- d. Enrollment of new students in our school

Our social-emotional support team also uses the NYCDOE internal interpretation unit for three-way calling with students' families for conferencing when necessary.

Through the use of our School Messenger software, we pre-record important announcements in the students' native languages and then send these messages to families in the evenings, when they are most likely to be home.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Our Social Emotional Learning Team, including our Parent Coordinator, will provide training for staff on the use of translation services.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor’s Regulation A-663. Note: The full text of Chancellor’s Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents’ Bill of Rights
- Parents’ Guide to Language Access
- Language ID Guide at security desk and main office

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

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

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

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

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