



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):

10X331

School Name:

THE BRONX SCHOOL OF YOUNG LEADERS

Principal:

SERAPHA CRUZ

Renewal School Comprehensive Educational Plan (RSCEP) Outline

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Section 1: School Information Page

School Information

School Name: The Bronx School of Young Leaders School Number (DBN): 10X331
Grades Served: 6 -8
School Address: 40 West Tremont Avenue, Bronx, NY 10453
Phone Number: 718-583-4146 Fax: 718-583-4292
School Contact Person: Serapha Cruz Email Address: Scruz3@schools.nyc.gov
Principal: Serapha Cruz
UFT Chapter Leader: Aurekis Jaar
Parents' Association President: Margaret Johnson
SLT Chairperson: Rod Rodriguez
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Alicia Sanchez
Student Representative(s): Marquez Turner, Alba Martinez, Dorian Holingsworth

CBO Representative: Nancy Rosario Rodriguez

District Information

District: 10 Superintendent: Melodie Mashel
Superintendent's Office Address: 1 Fordham Plaza, Bronx, NY 10458
Superintendent's Email Address: mmashel@schools.nyc.gov
Phone Number: 718-329-8000 Fax: 718-741-7098

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
1230 Zerega Avenue, Bronx, NY 10462/One Fordham Plaza, Bronx,
Director's Office Address: NY 10458
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: 718-828-7776/(718) 741-8895 Fax: (718) 828-6280

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)
X	Serapha Cruz	*Principal or Designee	
X	Aurekis Jaar	*UFT Chapter Leader or Designee	
X	Margaret Johnson	*PA/PTA President or Designated Co-President	
	N/A	DC 37 Representative (staff), if applicable	
	Alicia Sanchez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Nancy Rosario Rodriguez	Community School Director (staff)	
	Alba Martinez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Marquez Turner	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Jolane Toro	Parent coordinator	
X	Alex Corbitt	Staff-Teacher	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Rod Rodriguez	Staff-Teacher	
X	Martha Vicuana	Staff- Teacher	
	Stephen Monaco	Staff- AP	
	Matt Lewis	Staff- AP	
X	Diana Ellington	Parent	
X	Alicia Sanchez	Parent	
X	Delfina Arias	Parent	
X	Daisy Nunez	Parent	
X	Yovanni Garcia	Staff	
		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.

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

When we changed our name to "Young Leaders," we created partnerships to help provide opportunities for leadership, in addition to changes we made in classroom instruction that would allow classrooms to be more "student-led". We have a strong partnership with Latham & Watkins, through PENCIL. They have assisted us with creating a Community Board, which helps students to make decisions and put on events at the school. They have also assisted us with "Networking Nights" where students have the opportunity to practice Networking and learn about various professions. They also do practice interviews with students who are applying to specialized programs. Another student decision-making body in the school is our Student Council. They meet regularly with our Youth Services Team to plan events and make decisions for the school. Some of their members are also serving on our School Leadership Team (SLT).

Another strong partnership we have is with Fordham University. Five years ago, we began working with Fordham as part of a long-term recruitment plan. They send student teachers and we pair them up with some of our most effective teachers for training. We spend a lot of time and effort on their development while they are here with us student teaching and we have been able to hire some incredible teachers through this plan. Now, Fordham student teachers teach our summer school program and our staff members serve as collaborative coaches. Our Assistant Principal co-teaches with a Fordham professor in the Spring and their students develop the unit plan and the lesson plans for the entire summer program. We are excited about the opportunity to partner with Fordham University further as our new Renewal Schools partner.

Another partnership we have is with CUNY-NYSEIB . Our leadership team spent a year working in collaboration with key researchers and writers of translanguaging programs to write an action plan specific to the needs of our emerging

bilingual population. Now, we have developed an “Emerging Bilingual Team”, consisting of teachers , CUNY staff, and administrators, that focuses on instructional development and emerging bilingual students’ academic achievement and social emotional development.

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

Based upon our School Quality Guide, our school’s strengths and accomplishments are many and achievement is our strongest area for focus. Our student attendance rate is 94% and our staff attendance rate is 96%. We have 23% English Language Learners and 23% Students with Disabilities. Our Students with Special Needs scored in the ‘excellent’ category for both ELA and Math regarding their progress on the state tests. We also received an ‘excellent’ for moving students with special needs to the least restrictive environment. Progress on state tests is an area we performed well on in general. ‘All students’ received a ‘good’ for ELA and ‘fair’ for math. Our “lowest performing students” scored ‘good’ for both math and ELA. 82% of students are passing their classes and 81% of our former 8th graders are earning enough high school credit in 9th grade to be on track for high school graduation. However, only 6% of our students met State standards (level 3 or 4) on their ELA and Math State tests. Our school environment is very positive as indicated on our Learning Environment Survey results. “90% of students feel that (our) school offers enough variety of programs, classes and activities to keep them interested in school. 97% of parents are satisfied with the education that their child has received. 82% of students feel safe in the hallways, bathrooms, locker rooms, and cafeteria. 86% of teachers would recommend this school to parents. 70% of students say that most students at the school treat each other with respect (City Average :57%, District Average: 54%).”

Our most recent, Quality Review was in March of 2015. We received a ‘well developed’ in 1.1 Curriculum, 3.4 School Culture and 4.2 Systems for Improvement. We received ‘proficient’ in 1.2 Pedagogy, and 2.2 Assessment. The area of celebration was curriculum. The findings indicated, “The school's well-aligned curricula are designed to engage all learners in cognitively challenging academic tasks and reflect the Common Core Learning Standards. Across all content areas, tasks emphasize rigorous habits and higher order thinking.” The area of focus was pedagogy. The findings said, “Across classrooms, teaching practices aligned to the Danielson Framework, reflect the school's beliefs that the ones doing the reading and writing are doing the learning. Teachers implement strategies that provide access to cognitively engaging tasks and ensure supports for diverse learners.” A recommendation was, “Teachers use a variety of questioning and discussion strategies to ensure that multiple entry points are built into lessons and provide opportunities for writing and student-to-student discussion. In some lessons, the emphasis on pacing and completing all the components of the lesson sometimes limits the extent to which discussions promote student ownership of the learning.” Therefore, in terms of the Framework for Great Schools we have decided a focus area is “Rigorous Instruction”.

The school offers a broad array of Expanded Learning Time (ELT) opportunities to students. Currently there is homework help before and after school targeted to our EBL and SWD, three math honors programs for sixth grade before and after school, 8th Grade Social Studies Regents class before school, Saturday remedial reading program, remedial math programs before and after school, book clubs for students just under grade level reading, creative writing class after school, music, visual art, dance, theater, choir, varsity and junior varsity boys and girls basketball, flag football, baseball, and girls volleyball.

10X331 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	396	SIG Recipient	N/A
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	22	# SETSS	N/A	# Integrated Collaborative Teaching	8
Types and Number of Special Classes (2014-15)					
# Visual Arts	3	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	89.6%	% Attendance Rate			93.8%
% Free Lunch	80.8%	% Reduced Lunch			N/A
% Limited English Proficient	23.1%	% Students with Disabilities			26.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American			23.1%
% Hispanic or Latino	74.9%	% Asian or Native Hawaiian/Pacific Islander			1.3%
% White	0.5%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	6.18	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			21.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			6.61
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	5.5%	Mathematics Performance at levels 3 & 4			6.3%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			20.3%
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			X
Priority School					
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			YES
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 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	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
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.	E
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.	E
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.	E
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>Upon reviewing Tenet 3, we look to further our growth in practice 3.5, with a particular focus on the use of assessments and analysis to more strategically meet the needs of students. A review of our feedback from several sources, including the Quality Review, PPR, and consultations with staff, indicates the following strengths and needs.</p> <ul style="list-style-type: none"> Strength: The school has a well-developed curriculum in place (SQR March 2015) that is strongly aligned to the CCLS, according to the Survey of Enacted Curriculum (SEC) conducted in Spring of 2015. The school also received a ‘Proficient’ during the most recent SQR in March of 2015 for Pedagogy. Needs: Common assessments to inform instruction and regularly scheduled data meeting with teachers to determine and address interventions required. Priority Need: Develop and implement benchmark assessments, aligned to the CCLS that will allow the school to strategically plan short and long-term goals, track progress, make instructional and curricular adaptations, and plan small group and/or individual interventions. 		

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)

Our teachers develop their instruction based on CCLS using our curricula resources during full-day PD sessions which take place every week. Each department is assigned a full day to plan during a five week cycle, therefore teachers in the same department have an opportunity to collaborate and develop units together and receive feedback from their department supervisor. Lessons are created using Universal Design for Learning. Scaffolds in each content area include adapting text as needed, providing small group and individual interventions, and providing multiple entry points, particularly visual representations to assist our English Language Learners. Teachers who teach Emerging Bilingual Learners (EBL) use ‘translanguaging’ to design their units and lessons. Translanguaging, in short, is a design that ensures students have informational inputs in their home languages and English and are given supports so that they can produce outputs/products in English, in addition to their home language.

This intense work is evidenced by a concentrated effort to meet the needs of each student in the classroom including students with disabilities, English Language Learners, and other high-need sub groups. Students will receive targeted intervention instruction during expanded learning time, including academic enrichment

Our curricula resources are as follows:

ELA - Two blocks per day: one block uses Expeditionary Learning and the other Junior Great Books.

Math – Combination of CMP3 and EngageNY

Social Studies - National Geographic’s World Geography and Culture.

Science – Uses the New York City Scope and Sequence/Core Curriculum with the Glencoe New York Science textbook.

Classes are designed to promote a student outcome that can be measured. The format of a lesson may vary according to the purpose outlined in the GANAG (Goal, Access Prior Knowledge, New Information, Application, and Generalized) model. In all cases, student engagement is the school’s instructional focus: " If teachers organize their classrooms so that the majority of class time students are on-task and engaged in authentic reading, writing and discussion tasks then students will have greater academic endurance and more independence increasing their performance in all subject areas as evidenced by report card grades." The instructional focus also drives the extended learning session and our school faculty will collaborate with the community educators to ensure the focus stays on student achievement.

We are investigating several choices for our master assessments including SchoolNet, iReady or Mastery Connect. Department supervisors will review these assessments along with 4-6 week period unit assessments with teachers in their departments. “Data action plans” will be outlined for instructional adjustments and targeted student support. Supervisors will visit classrooms and provide support and feedback on the instructional adjustments. We expect to be ‘meeting the target’ for student progress on the School Quality Guide for ELA and Math.

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.

During the 2015-2016 School year, X331 will engage in refining instruction, informed by summative and formative assessments, aligned to the CCLS, which will result in a raise of our average Math Proficiency Rating to 2.14 and average ELA Proficiency Rating to 2.16, as evidenced by our 2015-16 ELA and Math state test scores.

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) 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>Design and implement assessments during instruction (e.g., pre/post chapter assessment, exit tickets, quizzes, exams, etc) to assure that students are meeting instructional objectives. Teachers and Administrators conduct at least 6 data conferences in the year in order to plan re-teaching, enrichment, and targeted interventions.</p>	<p>All content area teachers</p>	<p>September – June 2015-2016</p>	<p>Principal, assistant principals, and math and literacy coaches, teachers</p>
<p>Students are re-organized for enrichment and intervention groups throughout the year according to the benchmark data.</p>	<p>All Students</p>	<p>September- June 2015-2016</p>	<p>Principal, assistant principals, and math and literacy coaches</p>
<p>Teachers will collect assessment data on weekly learning targets and turn in weekly assessment data to department supervisors. Teachers will upgrade our school on-line grading program, three times per week.</p>	<p>All content area teachers, APs</p>	<p>September- June 2015-2016</p>	<p>Principal, assistant principals</p>
<p>Teacher Teams (grade and department) will use a “Looking at Student Work” protocol at professional development sessions in order to norm alignment around Common Core Learning Standards (CCLS) and assessment practices</p>	<p>All teachers, administrators</p>	<p>September- June 2015-2016</p>	<p>Supervisors</p>

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.

Human Resources: Teachers, Teacher Leaders/Coaches, Supervisors
 Instructional Resources: ATLAS on-line platform for tracking standards taught in the curriculum, benchmark assessments, on-line grading system, learning target assessment form
 Schedule adjustments: Every week a different department is scheduled for all day planning, we use our part-time arts instructors to cover these classes (this program is paid for by Middle School Arts initiative). PD time

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

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

We will assess our instructional program during Instructional Rounds in October, December, February and May . We are also monitoring class passing rates every quarter and expect an 80% passing rate in all classes, and track the decisions made from the data teacher conferences. We will facilitate the three Benchmark assessments in ELA and Math and hold data meetings to make programmatic and instructional changes based upon the data. Our mid-point benchmark data will be 2.14 average proficiency in math and 2.16 average proficiency in ELA, so that we can meet our end of the year average proficiency goals.

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.	E
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.	E
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.	E
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>Based upon our Middle School Quality Snapshot:</p> <ul style="list-style-type: none"> 90% of students feel we offer variety in classes and programs in school and afterschool 82% of students report feeling safe at school 97% of parents are satisfied with the education that their child has received 86% of teachers would recommend this school to parents and 70% of students say that most students at the school treat each other with respect which is 13% higher than the NYC average. <p>According to our Learning Environment Survey:</p> <ul style="list-style-type: none"> Parents are 95% satisfied with school culture, while teachers are 90%, and students reported 85%. <p>Our attendance rate for the 2013 – 2014 school year was 94% while teacher attendance was 96%.</p> <p>We have many community partners at this school including:</p> <ul style="list-style-type: none"> 46th Precinct Youth Division Dreamyard Latham and Watkins Linked-In St. Judes Children Hospital 		

- Jeans for Troops
- Wheelchairs Against Guns
- Fordham University
- Morris Heights Health Center

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

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

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

There are several extracurricular activities taking place before and after school as well as on Saturdays. There are opportunities for visual arts, acting, dance, technology, and music during the school day as well as in after-school. Our school teaches and reinforces core character values called PRIDE: Professionalism, Respectful, Integrity, Determination and Empathy. We have daily goals aligned to PRIDE and our mornings announcers discuss PRIDE each day. Daily, a section sheet will travel with a class in order to notice who is showing, or not showing PRIDE in their classes. This provides data collection informing appropriate follow up action.

NEEDS

In our efforts to consistently align our character education program across the school both from 6th to 8th grade as well as across a grade team, it is necessary for us to be explicit in what PRIDE looks like in the classroom, throughout a lesson, and in other areas and capacities within the school. The goal is to reinforce these characteristics so that students internalize them and generalize these abilities into other areas of their life outside and beyond schooling. A committee began meeting in the Spring of 2015 to develop curriculum for "The First 30 days of school". This curriculum includes specific goals and lesson plans that will be taught to all students regarding common character traits we want to teach as well as our norms of operation in the school. The language of PRIDE will be aligned to our progressive discipline system. Additionally, it is necessary to consistently teach and model these values while reinforcing them using PBIS methods. Teachers need further professional development on social emotional learning, character education, and the hidden curriculum in their classrooms. We have student intervention protocols in place on a weekly basis and it is our goal to be clear and consistent in our communication in how all stakeholders can intervene. The goal is to ensure that all interventions take on a positive light. We will use dedicated PD time to teach teachers strategies, tools, context, and implementation of character education in support of social emotional developmental and academic success. Teacher teams will hold each other accountable to these initiatives through formalized inter-visitations and team protocols to monitor their own progress. We must utilize data in a systematic way to establish overarching systems that promote a vision for social and emotional developmental health that is aligned to a curriculum, as well as to develop a common understanding of the importance of the contributions of all stakeholders in creating a school community that is safe and supportive. We will work together to establish structures to support the use of data to respond to student social and emotional developmental health needs. We will do this by developing a communication tool for staff to align interventions across the school community. Data will be collected and analyzed in order to monitor school's progress in continuing to make The Bronx School of Young Leaders a safe and supportive environment.

Priority Need: Upon reviewing Tenet 5.5, we will work to develop a common social-emotional curriculum and systems that support data collection on student progress on this curriculum so that we can positively reinforce behaviors with a school-wide PBIS system.

Part 2 – Summative Vision for Supportive Environment

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?

We want everyone visiting to continue to comment on the ‘joy’ that is felt and the alignment of the culture of the school to our mission, “Educating people to enjoy and improve the world.” Our vision is that they will also be able to say that we have an environment that supports ‘high achievement’ even if we are in a ‘high poverty’ area and that all stakeholders care so much that we have overcome external obstacles. We are excited about the resources our CBO, Fordham University, are bringing to support the environment of our school. We will have a part-time social worker or psychologist to assist our guidance department with addressing the many social and emotional needs of our students. We will also have a SAPIS worker assigned through Central. We plan to continue to keep structures, such as our Student Intervention Team, in place so that we can bring all of the key staff members who service students who are most at-risk together each week. We are still investigating the framework we will use to address the needs of our teachers in supporting their students. We believe that we have to build the capacity of our teachers to respond to the needs of the students because in two years we won’t have the same amount of Renewal support and we must be able to continue to provide the same level of service to students. The program we are thinking of adopting is Therapeutic Crisis Intervention System (TCIS) and we are also planning to incorporate PBIS strategies. Specifically, we plan to create a team-building atmosphere for each homeroom by having students earn “Pride dollars” for their homeroom and having incentives aligned to the ‘dollars’.

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.

During the 2015-2016 School Year, MS 331 will develop and teach a common social and emotional curriculum which will be monitored through data and reinforced in a school-wide PBIS system, which will result in less than 45 removals from class over the course of the school year.

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>
<p>The PRIDE Committee will develop lesson plans related to social emotional learning to be taught in homeroom each day.</p> <p>Have two teachers assigned to each homeroom.</p>	<p>Student, Admin, Teachers</p>	<p>September 2015-June 2016</p>	<p>Administrators and PRIDE Committee</p>
<p>Decide upon a research method for addressing student social and emotional needs in Middle School and use cycles of PD to train the staff. The first cycle of PD on Mondays will be on “Teaching with Love and Logic”. PBIS system will be put in place at the beginning of the year.</p>	<p>Admin, Teachers, Deans,</p>	<p>September 2015- June 2016</p>	<p>Admin and PRIDE Committee</p>
<p>Use Functional Behavior Assessments to develop Behavior Intervention Plans that are used consistently across the grade with students who have this need on their IEP.</p>	<p>Students, Admin, Teachers, Deans, Parent Coordinator</p>	<p>September 2015- June 2016</p>	<p>Special Education Coordinator</p>
<p>Send home a PRIDE newsletter biweekly. The letter will indicate strengths and needs related to each of the PRIDE values. Tips will be provided for how to reinforce PRIDE values in the home.</p>	<p>All families and students, teachers, Parent Coordinator</p>	<p>September 2015- June 2016</p>	<p>Grade team leaders ensure news letters are sent</p>
<p>Regular communication with parents to lead to development of trust and acknowledgement that we are working together to assist with the transitional age group of Middle School. In addition, Principal and CBO meetings with parents will focus on specific parenting skills for this age group. Students will feel a bond with their homeroom and their homeroom teachers (similar to advisory) and trust that adults in the building care for them and are concerned with their complete development, not just academics.</p>	<p>Parents</p>	<p>September 2015-2016</p>	<p>Principal, CBO, Parent Coordinator</p>

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.											
<p>Human Resources : Fordham University, Deans, Guidance counselors, School based support team, Morris Heights Clinicians, Administrators, Teachers, PRIDE sub-committee, grade team leaders</p> <p>Instructional Resources : PRIDE lessons and slides, Social/Emotional Framework Resources, On-line Occurrence reporting (OORS) system</p> <p>Scheduling: Professional Development time on Mondays, Parent Engagement time, including Tuesdays, , PRIDE sub-committee,</p>											
Part 5b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st 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.											
By January of 2016, there will be less than 25 removals from the classroom. We have gone from 97 in 2012 to 47 in 2014/2015.											
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.	E
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.	E
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).	E
<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>According to the 2014-2015 Quality Review – “Teachers align their finding from review of student work to curricular and instructional planning documents and develop supports for students that result in mastery of goals for groups of students that they share.” Next steps are to incorporate student teams on departmental and grade teams. This will allow teachers and students to work together in aligning culturally relevant curriculum to students varied lived experiences tailored to students’ strengths and needs.</p> <p>Parents are invited to the school every Tuesday to hear from one of the content area teachers and learn more about the current unit of study. At this meeting, the other teachers on the team and the parents are learning about the unit simultaneously and therefore, a culture of collaboration is reinforced. The school has held Student Led Conferences for five years and will continue to do so this year. At Student Led Conferences, students inform their parents about their progress toward mastering the learning goals and engage their families as partners in assisting them with success in school.</p> <p>Priority Need: Now that we are incorporating Instructional Shifts from Instructional Rounds, departments and grade teams are focusing on ensuring that all students are engaged in appropriately challenging tasks during their lessons which allows for high levels of student engagement and inquiry. While there is a school-wide policy on standards based grading and a common on-line platform (Engrade) for assessment data, as we review Tenet 4.4, we see that we need to still work on how to utilize the data available to impact instruction and student self-efficacy.</p>		

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?

Teachers “are committed to the success and improvement of their classrooms and the school. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.” Teachers work on grade teams on Mondays and Tuesdays as well as during the extra prep periods they are given each day (30 minutes of collaboration time). Teachers also work in department meetings, every other Monday and every 5 weeks for a full day. During these department meetings teachers review each other’s units, use protocols for looking at student work and performance tasks, engage in discourse around current pedagogical practices, and debrief inter-visitations. Many teachers have opportunities for leadership through positions as grade team leaders, facilitators of team meetings regarding IEPs and in their departments. Teachers and students are very comfortable with administrators, coaches and peers visiting their classrooms regularly.

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

Teachers are providing opportunities to deepen learning for higher achieving students by offering Regents Level United States History and Honors Mathematics. Teachers also in their daily lesson plans allow for extension activities that promote deeper understanding of common core standards.

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

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

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.

During the School Year 2015-2016, MS 331 teachers will engage in teacher department teams, using assessment data and student work to evaluate student progress toward the CCLS and make instructional adjustments which will result in meeting the Performance Index Benchmark for ELA (62) and math (56).

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 teacher-parent collaborations to improve student achievement. 	<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>
<p>.A common protocol is taught, and then utilized, at all departments for looking at student work and using assessment data in order to evaluate progress toward the CCLS and also make instructional adjustments.</p>	<p>Admin, Coaches, Teachers,</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant Principals, Coaches, Teachers,</p>
<p>The input of Students with Disabilities and English Language Learners will be crucial ensuring that the academic, social, and emotional needs of our vulnerable populations are met. Students will give teacher teams direct input as to their learning styles, IEP goal attainment, transitional information, strengths, and interests. Teachers will track the assessment data of these sub-groups. Teachers and administrators will discuss their progress and unit reviews and data meetings.</p>	<p>Teachers of EBL and SWD. General Ed Teachers, EBL students and SWD students</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant Principals, Coaches, Teachers, and Students</p>
<p>Department Meetings and Grade Team meetings will set time in their agendas for the direct input of students. This input can be direct from the students or through various methods, such as, reports, newsletters, or through teacher liaisons.</p>	<p>Admin, Coaches, Teachers, Students</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant Principals, Coaches, Teachers, and Students</p>
<p>Unit plans will be written using the ATLAS platform, allowing for teachers to indicate which CCLS are incorporated. Supervisors will hold “Unit Reviews” with the teachers in their departments in order to analyze the CCLS being taught and also the other elements of the unit plan. Unit plans will be revised according to the feedback from these meetings.</p>	<p>Admin, Teachers</p>	<p>September 2015-June 2016</p>	<p>Admin, Teachers,</p>
<p>The input of Students with Disabilities and English Language Learners will be crucial ensuring that the academic, social, and emotional needs of our vulnerable populations are met. Students will give teacher teams direct input as to their learning styles, IEP goal attainment, transitional information, strengths, and interests.</p>	<p>Teachers of EBL and SWD. General Ed Teachers, EBL students and SWD students</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Coaches, Teachers, and Students</p>

Collaboration is the key element in building a trusting community. We have to recognize that we are all responsible to and accountable to the community. Through the use of protocols, town halls, organized time for problem-solving, observations, and sharing of curriculum and instructional techniques we will build a trusting school culture that emphasizes collaboration.	All Stake holders	September 2015-June 2016	Admin, Principals, Teachers, Parents, Staff, Students
Parents are invited to Tuesday Curriculum Shares led by one or two content area teachers of the grade team. Grade teams create monthly newsletters of the topics and standards for the current unit of study as well as ways that parents can help their child at home. Weekly phone calls are made indicating the progress of specific students. Students and parents will attend Student Led Conferences twice per year. The school will respond to parent concerns and ideas through PA, SLT and walk-in feedback.	Admin, teachers, parents, students	September 2015-June 2016	Admin, Teachers, Parents, Students

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.											
<p>Human Resources: Staff and parents, students, Coaches Instructional Resources : ATLAS on-line planning platform, on-line assessment system, Scheduling: weekly grade and departmental planning time, unit review and data meetings between supervisors and teachers</p>											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
X	Title I 1003(a)	X	Title III	X	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.
Monthly reports will be run on ATLAS to determine how aligned our curriculum is with the CCLS. The Math and ELA Benchmark Assessments will result in 60% of students achieving or exceeding standards.
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.	HE
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.	HE
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).	E
<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 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 leadership has articulated a mission, vision and instructional focus. There is a sense of urgency around our academic achievement data and the need for instructional shifts to help us improve this data. The system of Instructional Rounds allows the leadership team to monitor the school’s progress toward the instructional focus. There is also an understanding of the school’s strengths as articulated by leadership. The Danielson Framework for Teaching has been utilized for formative and summative purposes over the last six years. This has created a culture of improvement and allowed for the development of consistent pedagogical practices. Strategic decisions have been made to build a positive school culture, including fiscal, human resources and development of structures/systems. The needs of sub-groups have been identified and systems have been created to address these needs. Success is contingent on the work of all. Therefore, administrators have developed many structures for distributed leadership. Grade team leaders, who meet weekly with one supervisor, lead weekly grade team meetings. One coach, who is also a teacher has been developed to lead the Math department. Three teachers have been members of city-wide leadership programs and have gone on to lead schools in the city. Mentor teachers are key to developing new teachers and recruiting for vacancies at our school as well as ‘sister’ schools. School leaders use a system of ‘mini-observations’ that occur frequently to provide teachers with formative feedback. As well, the leaders make frequent summative assessments in teacher classrooms.</p> <p>Priority Need: This year we are working on using quarterly “data action plans”. Teachers use their quarterly report card data to determine strategies for students falling below 70% and also for students above 90% and to help us make improvements on student academic achievement. We are also working to use our unit curriculum data to ensure that we are teaching a balanced CCLS curriculum. Next year we will use our new Benchmark data to make programmatic and</p>		

instructional changes during the school year. Finally, we are targeting our 6th, 7th, and 8th grade, top 30%, with enrichment programs, similar to the manner in which we have created AIS programming. In reviewing Tenet 2.2 we realize we need to make sure that these goals are very clear to everyone on the staff and to families and students.

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?

School leaders will launch the school year clearly articulating the school’s vision, mission and goals for the SY 2015-2016, including the benchmarks established for the Renewal program, with all stakeholders. In addition to engaging constituents in workshops and problem-solving conversations, written communication will archive the short-term and long-term goals and plans. The CBO/Fordham has already been introduced to the school community and began working on co-constructing our Renewal plans for the next two school years. Many structures will be in place to ensure that our partnership with Fordham is strong and moving us toward our goals. Each week a cabinet meeting, including the Fordham team and the school-based instructional team, will be held to ensure that we are planning, implementing, monitoring our academic progress throughout the year, and making revisions when necessary. Members of Fordham’s team will also be on our Student Intervention Team (SIT), which meets weekly to discuss the social and emotional needs of the school body and individual students. School leaders and the CBO/Fordham will perform four Instructional Rounds throughout the year to ensure that the school is improving and making progress on our Instructional Focus. In addition to the weekly cabinet and SIT, a weekly budget meeting is held with our budget manager, to ensure that we are utilizing all resources in a strategic manner. The Principal, APs, School Director and Instructional Coaches (both school-based and Fordham) will perform daily ‘mini-observations’ of staff assigned to them. These mini-observations will be between 10 -15 minutes in length and will be followed by a verbal debrief within 24 hours and a quick written summary of the contents of the debrief conversation. This will ensure that teachers are receiving timely and actionable feedback which is on-going and formative. The cabinet meeting will always include an agenda item which allows each member to share what they have seen in observations, so that school leaders can follow up with the feedback in their evaluative observations. We will continue to have our Attendance and Youth Service Committees. The Attendance Committee plans incentives, addresses chronic absenteeism by assigning students Success Mentors, and other attendance issues, and has been largely responsible for the school’s current 93.8% attendance rating. The Youth Services Team ensures that there are on-going school wide events that create a sense of community, avail students of resources for their social emotional needs and provide students a voice in school decision making.

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.

During the 2015-2016 School Year, supervisors will clearly articulate the school goals and engage in regular mini-observations and evaluative observations, and mentors will be assigned to all new teachers, which will result in sixty-five percent of all teachers rated Effective in Domain 3.

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) <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>
<p>Hold Standard Operating Procedures (SOP) meetings with CBO and ensure that there are members present on all teams addressed in the Vision above.</p>	<p>Admin, CBO</p>	<p>Aug 2015</p>	<p>Admin, CBO</p>
<p>Continue to offer AIS programs for SWDs and EBL students, including Saturday reading program for 2nd and 3rd grade reading level, after school book club for 4th grade reading level, Do the Math Fractions, 6th grade morning group, homework help for SWD and EBL students each morning, Advanced EBL morning class and AIS reading during the school day. Add programs, specifically for the top 30% of 6th – 8th grade.</p>	<p>All students during ELT and the top 1/3 and bottom 1/3 during before school and Saturday school</p>	<p>August 2015 – June 2016</p>	<p>Admin, Fordham Expanded Learning Time Coordinator</p>
<p>Ensure that all stakeholders are clear about the vision, mission and goals for the school for the 2015-2016 SY and understand the Professional Learning Plan that is differentiated and aligned to our Instructional Focus.</p>	<p>All Stakeholders</p>	<p>Aug 2015- June 2016</p>	<p>Admin</p>
<p>Use three academic benchmark assessments during the year to evaluate our progress toward the CCLS and to make instructional and programmatic adjustments as necessary.</p>	<p>All Students, teachers, admin</p>	<p>September 2015 – June 2016</p>	<p>Principal, School Director, School Leadership Team</p>
<p>Supervisors will continue to perform ‘mini-observations’ to provide on-going developmental feedback for teachers in addition to following a</p>	<p>Administrators</p>	<p>August 2015- June 2016</p>	<p>Admin</p>

thoughtful cycle of observations for evaluative feedback			
Instructional Rounds will be held four times per year to evaluate how well our school is implementing our Instructional Focus. We will hold Town Halls following Instructional Rounds and discuss our next level of work as well as get ideas from the staff on the improvement process.	Teachers	October 2015 – May 2016	Administrators, Consultants, CBO members

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<p>Human Resources: Administrators, Fordham Staff, Coaches, Teachers, parents, students, Instructional Resources : Newsletter, benchmark assessments, resources for enrichment and for intervention in math and ELA Scheduling: Full-Day Instructional Rounds visits, Town Hall Fridays and Café con Cruz with families, parent award ceremonies, before school, after school and Saturday classes , Reading Intervention teacher, Math Enrichment program</p>											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
X	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.
<i>Advance</i> data indicate in January that 65% of teachers are scoring ‘effective’ in observations. Teachers who are not at “effective” have action plans in place to meet the goal by the end of the school year
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.	HE
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.	E
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.	D
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.	HE
<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>Our campus is a very welcoming environment. When you walk in the front door, you will see the flags of the many countries that our families and staff are from. The building is well maintained and teachers and students create beautiful displays. At MS 331 we have many family-oriented events. In addition to holding the four mandatory school-wide meetings with families. In October, we have our annual Pink Day Fashion Show, where our entire community is invited to attend and support the Making Strides campaign and everyone is wearing “Pink” and we release “Pink” balloons into the air in honor of those who have passed away. We have an annual “Turkey Bowl” the day before Thanksgiving vacation, a Talent Show the day before Winter Vacation, two ‘Arts Showcases’, a Sports Awards Banquet and quarterly celebrations of academic achievement. Staff is utilizing the Tuesday Parent Engagement time to create relationships with the families of their homeroom students. They are called each week and invited to participate in our weekly curriculum shares. At the curriculum share, a teacher informs the parents and other teachers on the grade about their current unit of study and how everyone can assist the student to learn the material. Every week we send home a “Project PRIDE” letter, informing the parents/guardians of how their child is doing on all of our character values as well as any additional comments. We hold Student Led Conferences, rather than traditional Parent Teacher Conferences, so that students can conference with their parent/guardian and inform them of how well they are mastering the content. Each month our Parent Coordinator sends home a mailing, including a calendar of all of the events for the month and any other important information. The Principal holds regular, “Café con Cruz” breakfast sessions. At these meetings parents are informed about specific topics and have a chance to ask questions and comment on anything at the school. They also visit classrooms during these sessions. The parents/guardians provide ideas for future sessions. We hold two Open Houses for incoming students and their families. One in the Fall when 5th grade students are completing their Middle School Enrollment Applications and one in June to provide students and families information for the upcoming</p>		

school year. The school uses Engrade, which is an on-line platform for grades. We can also put assignments and videos on this site. Parents can look at a student's grades at any point and they can also download course material. This site has links to other school-wide important items, such as Accelerated Reader. We work in collaboration with Morris Heights Medical and Mental Health Clinic (housed in our building) to provide resources for families. Every Saturday, we hold ESL classes for parents from our school and the elementary school in our building. Our students assist the parents with the computer-based portion of the class.

Priority Need: After reviewing Tenet 6.4, we believe we need to partner with families and community agencies to develop our families' capacity to assist their children with academic and social emotional development.

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?

Welcome Back to School Event in September (introduction to teachers and staff at the school; curriculum night)

-Provide School Safety with information about all upcoming events at the school (calendar, date, time and location)

-Teachers reaching out to families to discuss the curriculum and upcoming units

-Engage parents through workshops, outings and other things that they are interested in (create a survey, creating "Getting To Know You" event/mixer)

-Dedicate space in the Parent Association Room (office hours and someone always present) and the Parent Coordinator's Office

-Outreach from the school to the parents connecting them to CBO's

-Computer classes (different levels); Adult Education classes; Resume building; Networking events; Job fairs (using our resources from Fordham University)

-Engrade and the NYC School Account (training required for both programs, especially for incoming families)

- Offer a two day institute to orient incoming 5th grade students and their parents to life in Middle School

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.

During the 2015-2016 School Year, The MS 331 School Leadership Team and CBO will work together to increase by 50% the number of parents/family members attending events and on-going classes at the school.

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) <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>
<p>We need to reach out to Community Based Organizations, Colleges and Individuals who can offer classes for parents/guardians. We need to survey the parents and see which courses they would like to see offered. Fordham can help us with their resources to help parents network and become partners in the school.</p>	<p>CBOs, Parents, Staff</p>	<p>September 2015-June 2016</p>	<p>Principal, CBO Director, Renewal School District parent support, Parent Coordinator, Community Assistant</p>
<p>Work with RCSN to host specific workshops and classes for parents of students with disabilities. Continue our ESL classes for EBL parents. Offer specific workshops on citizenship and legal issues EBL parents. Work with our parents in temporary housing to make sure that they have resources for support.</p>	<p>Parents of SWD, Parents who are learning English and/or are new to the country</p>	<p>Parents of SWD, Parents who are learning English and/or are new to the country</p>	<p>Principal, Parent Coordinator, CBO Director, Community Assistant</p>
<p>Offer courses that parents/families have deemed important. Regular communication through School Messenger and mail.</p>	<p>Parents, Staff</p>	<p>September 2015-June 2016</p>	<p>Principal, Parent Coordinator, CBO Director, Community Assistant</p>
<p>Attend the Dr. Mapp training to create our Community School Team, with UFT representative, teacher representative, parent coordinator, principal, CBO school director and parent members.</p>	<p>Parents, Staff</p>	<p>September 2015-June 2016</p>	<p>All stakeholders</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>Human Resources : Staff, CBO/Fordham, Parents, students, Community Based Partners, Instructional Resources: Engrade, School Messenger, parent materials Scheduling: On-going meetings with CBO/Fordham and parents/guardians, Parent Engagement Time on Tuesdays</p>

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		21 st Century		C4E
	Title I 1003(a)		Title III	X	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.

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

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.
During the 2015-2016 School Year, The Administration and CBO/Fordham of MS 331 will offer several academic and enriching programs to all of our students and we will ensure that there are programs focused to support our students, with a strong focus on math. We will meet our math benchmark of 2.14 proficiency average.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?	<input type="checkbox"/>	Voluntary	<input checked="" type="checkbox"/>	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.				
Initially we were given this template to elect to have a voluntary or compulsory program. It is now our understanding that this is mandatory for all students for 5 hours per week. MS 331 currently has a robust after-school program. We have had great success in keeping strong attendance throughout the year. Part of our design of the ELT, is to have our academic piece directly after dismissal and only the students who attend the academics will be eligible for the “clubs” portion of the afternoon. In addition, we will be offering several Saturday incentives to support our student engagement.				

Part 3 – ELT Program Description

Target Population: The ELT program for a Renewal School will be offered to all students in the school.
Describe how the school will meet the following SED requirements for an ELT program: How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging? How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?
<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?

Currently, we have a strong partnership with Fordham. As our CBO Partner, we plan on using their undergraduate and graduate students as afternoon tutors. They will be co-teaching last period classes with licensed teachers. This collaboration will keep everyone informed on what the students are learning on a daily basis. This information will help support the Fordham teachers as they support our students as they break off into smaller groups.

In addition, we will create academic intervention services for our lowest performing third of students that focuses on reading. As enrichment opportunities, we will continue our Regents courses, honors math, book clubs, chess, and computer programming. Students will be programmed for after school or before school and will receive a grade for the program on their report card.

After the academic portion of the extended time, students will have an opportunity to participate in several clubs, the traditional seasonal sports as well as several of the activities outlined in Fordham’s Community Schools Program such as Capoeira and Mentoring Medicine (through Einstein Hospital). The Junior Achievement program supports students’ math skills as they learn about college financial plans and business design. We are also continuing our partnership with ARTS-XL. This three year grant (we just completed year 1) will continue to offer opportunities in visual arts, digital literacy, theater, dance and acting.

Parents/guardians are invited to a session before school showcasing these programs. Teachers, students and the office staff will continue to inform the parents and encourage enrollment. Students receive a grade for auxiliary programs.

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.

As a Renewal School we are fortunate to have received funds that will afford us to have our ELT partners in our building each week. They, along with their staff will have their own space for planning as well as collaborating with MS 331. We plan on having at least one supervisor “on duty” each afternoon to insure the integrity of the program. This Supervisor will work in tandem with the Fordham Supervisor. As stated earlier, the academic portion of the afternoon will follow the regular instructional day and the “Clubs” portion will follow the academic piece. We will evaluate the program based upon attendance levels and also how well students are doing in their classes based upon report card grades.

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

As with our current After-school program, we will showcase the ELT to the students and parents, and let students choose which clubs they want to join. The MS 331 Supervisors will determine which students are assigned to academic classes based on our data. This program will start during the second week of school and continue through the last week in May.

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.

As a renewal school, a budget has been predetermined. The majority of the costs will be to pay for the Fordham Partner Teachers as well as the MS 331 teaching staff. The day will begin for some students at 7am, as it has for the last two years, and the day will end at 5 pm for students in the afternoon program.

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

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

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

70% of students will attain proficiency on the math fluency assessment after participating in the Do the Math! Program.

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.

The goal of the Community School Program at the Bronx School of Young Leaders, MS 331 is to: (1) provide students with rigorous learning opportunities aligned to the Common Core Learning Standards (2) support continual development and refinement of teacher practices, and (3) provide a widened array of mental health and enrichment opportunities for students and families through an extended and expanded school schedule. Currently, 5.5% of the students are meeting the standards in ELA and 6.3% are meeting the standards in Math. By the end of the academic school year 2015-16, the school will demonstrate progress in meeting the ELA/Math benchmarks moving a greater percentage of students into levels 3 and 4 on standardized exams in ELA and Math.

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.

The proposed CSP will operate from the Bronx School of Young Leaders (MS 331), a 6-8 grade school located at 40 West Tremont Avenue, Bronx N.Y. 10453. The Bronx School of Young Leaders (MS 331) operates under the administrative auspices of Community School District (CSD) 10. The school has a current enrollment of 394 students of which 54% percent are in general education, 23% are English Language Learners, and 23% are Students With Disabilities. The ethnic composition of the school consists of 74% Hispanic, 24% black, 1% Asian, and 1% Caucasian. The number of students who are free lunch eligible is 80.8%. In a concerted effort to move the school forward the schools commitment rests on the fact that schools student attendance rate is 94% and the staff attendance is 96%.

Based upon the Center for Educational Partnerships at Fordham’s nine year history of building capacity in schools by providing embedded, on-site support to over 100 public schools in New York City, the University is eminently qualified and well-positioned to serve as a lead organization on the proposed Community Schools Program. Over the past five years, the Graduate School of Education has cultivated an excellent working relationship with the school by placing teacher interns through both our Curriculum and Teaching Division and Clinically Rich Teacher Preparation Program, which goal is to increase the pool of certified/highly qualified teachers available to fill hard to staff shortage areas in NYC schools. Fordham University is extremely familiar with the Bronx School of Young Leaders (MS 331), its students, parents, faculty, leadership and surrounding community.

Consequently, the School Leadership Team (SLT) and Fordham University Partners have begun to forge a strong collaborative relationship. Both parties have met on several occasions to deconstruct the school data with a focus on strategic planning linked to student achievement, teacher performance, expanded learning time, parental engagement/support, and mental health initiatives. This work will serve as a laser focus to expedite the front-end, three-and-a-half month planning period and will be of great benefit over the duration of the entire CSP contract. The CSP at the Bronx School of Young Leaders (MS 331) will provide additional time to the school day by modifying the students’ lunch periods, after-school/Saturday programs and have them participate in one or more of the activities/initiatives offered by our linkages and subcontractors which include:

- Mentoring in Medicine (MIM): prepares students and underrepresented minorities to pursue healthcare related careers; as well as STEM/Regents Sequence and coursework enrichment through a Lunch and Learn, series provided by medical students from the Albert Einstein School of Medicine.
- Tutoring Program supports struggling students in ELA/Math. Instructional supports are aligned to the school curricula/STEM and is provided by Fordham undergraduate pre-med students;
- Footprintz Basketball: is an intense program that combines sport specific skill development with basketball related strength and conditioning techniques;

- Dance Brazil: offers a unique fusion of Afro-Brazilian artistic movement, contemporary dance and Capoeira (the traditional dance\martial arts form that originated in Africa and evolved in colonial Brazil as a means of fighting enslavement);

In addition to the aforementioned initiatives, the Fordham partners have secured linkages tailored to provide students and their families with immediate support and intervention in the following areas: housing, adult education, job readiness, individual and family counseling, health referrals, domestic violence intervention, immigration services, family justice, food pantries, clothing and shelter services, and college and career readiness. The Parent Coordinator will be instrumental in expanding the current parent outreach system.

These programs will be implemented and supervised by the Community School Director, Extended Day Coordinator, Educational Specialist, and Mental Health Service Provider. This team will work in collaboration with the Principal and the school's leadership and professional development teams to target the delivery of professional development to the individual needs of the staff at large.

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.

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

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

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

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

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

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

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.

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

As mentioned, parents and guardians play an important role in the success of the partnership in the CSP. To that end, adult utilization of program services and level of involvement in the host school will be closely

tracked by CSP staff. Registration forms, attendance sheets and feedback will be maintained for each activity, e.g., parent workshops/conferences, adult education programs, trips and other volunteer activity, etc., for which parents and guardians choose to enroll. Fordham University will look very closely at the periodic customer satisfaction surveys administered by the program. The input yielded by these documents will be used to drive the CSP's quality assurance and continuous program improvement activities. Anecdotal feedback provided by the Bronx School of Young Leaders (MS 331) Parent Association and Parent Coordinator will also figure prominently in the project evaluation process. Student participation in all expanded learning and enrichment activities will be reviewed, on a bi-weekly basis, to track utilization of these services. The CSP's Expanded Learning Coordinator and Educational Specialist will take an active role in this portion of the project review process. These staff will meet with the Bronx School of Young Leaders (MS 331) teachers on a weekly basis to determine if student performance has improved for youth who participate in ELT activities. The progress reports, report card grades and standardized assessment scores of these students will also be reviewed regularly by project staff.

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

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

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

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

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

Fordham University firmly believes that the process of asset building (i.e., a methodology for sustainable development of communities based on their strengths and potential) plays a crucial role in reforming multi-problem schools. In the operation of current school-based programs such as its PSO Network and R-BERN, Fordham staff is deployed in the capacity of in-house resource specialists responsible for developing the strategies needed to improve teaching and learning in some of NYC's most challenging schools. In a similar fashion, the CSC will be responsible for identifying and leveraging resources (both inside and outside of the

target neighborhood) which meet the needs of the entire school community. The full resources of Fordham's GSE will be utilized, in an in-kind fashion, to achieve that objective. For example, in the operation of its UFT Saturday Academy, the Center for Educational Partnerships has gained considerable experience in recruiting, training and supervising highly- qualified tutors capable of working with students in danger of academic failure; this expertise will be shared with the CSC and his/her staff. Over the years Fordham has been successful in marshaling and coalescing the talents and expertise of various school community constituents (including parents) to meet outstanding needs in schools served. The Center's expertise in that regard, as channeled through the Associate Dean/CEO, will be used to support the CSC.

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

Community School Programs will begin in September 2015 and run through June 2017. The following is an initial timeline which we will continue to develop throughout the summer.

DATE(S)	DESCRIPTION OF TASK OR ACTIVITY	STAFF RESPONSIBLE	END RESULT
05/15/15	Staff from the Center for Educational Partnerships and the Community Schools Program (CSP) review the approved contract, in addition to the planning and assessment timeline. Specific tasks are assigned to CSP staff.	<ul style="list-style-type: none"> • Associate Dean/CEO • Community Schools Coordinator 	All activities leading to program implementation commence.
05/18/15 - 05/19/15	CSP staff meet with the Principal, School Leadership Team (SLT) and other key stakeholders to discuss School Renewal Plan. INITIAL MEETING WITH THE SCHOOL RENEWAL TEAM.	<ul style="list-style-type: none"> • Associate Dean/CEO • Community Schools Coordinator 	Second intensive CSP planning phase begins.
05/19/15 - 05/27/15	Recruitment of the Community Schools Team (CST). The CST's membership is finalized. Orientation and training for CST members commences.	<ul style="list-style-type: none"> • Associate Dean/CEO • Community Schools Coordinator 	DOE-mandated stakeholder team is identified and assembled.
05/19/15 - 08/31/15	Needs assessment and asset building activities commence. CSP staff hold a pair of strategic planning events with Teachers, Parent Coordinator, Parent Association, Community Planning Board members and other neighborhood constituents.	<ul style="list-style-type: none"> • Community Schools Coordinator • Expanded Learning Director • Education Specialist 	A survey of school and neighborhood assets is conducted. The assets are then catalogued for future use.
05/20/15 - 05/29/15	Engagement of the program's sub-contractors and linked organizations begin. These partners are oriented to the CSP. The process of completely integrating these groups into the host school begins.	<ul style="list-style-type: none"> • Community Schools Coordinator • Expanded Learning Director • Education Specialist 	The program ensures that all planned services are seamlessly embedded into the host school.
06/01/15 - 06/10/15	Media outreach and public engagement activities begin. A formal press release announcing the program is sent out.	<ul style="list-style-type: none"> • Community Schools Coordinator 	The program's promotional activities begin.
06/01/15 – 06/10/15	Select Director Review budget and finalize	<ul style="list-style-type: none"> • Fordham - GSE 	Program staff and budget will be in place.
06/11/15 - 07/19/15	The mental health needs of the host school and surrounding community are assessed. Preliminary service plans are prepared. These	<ul style="list-style-type: none"> • Fordham-GSE • DOE • DOHMH 	Service infrastructure is developed for the CSP's mental health interventions.

	needs are re-assessed and service plans are refined over the duration of this contract.		
	Systems for internal and external online communication are put into place. These include a Fordham University Community Schools Program website, and a listserv for internal e-mail correspondence in addition to tele-conferencing technology.	<ul style="list-style-type: none"> • Community Schools Coordinator • IT Consultants (TBA) 	Online systems are created to ensure that stakeholders are able to communicate with each other and the general public.
6/19/15	Renewal School CEP due	<ul style="list-style-type: none"> • Fordham GSE • Community Schools Coordinator • School Administration and Team 	Completion of first draft of RSCEP-O
07/07/15 - 08/03/15	Formal training for all CSP sub-contractors and linked organizations.	<ul style="list-style-type: none"> • Community Schools Coordinator • Expanded Learning Director • Education Specialist 	Key stakeholders are prepared to deliver services which “wrap around” the entire school community.
08/03/15 - 08/31/15	Recruitment and training of the program’s Community Advisory Board.	<ul style="list-style-type: none"> • Community Schools Coordinator 	Key oversight and policy-making groups are assembled.
08/03/15 - 08/31/15	Strategic planning meetings to ensure alignment between the CSP the Bronx School of Young Leaders (MS 331) curriculum and comprehensive education plan (CEP). Meetings between Fordham University (GSE) and the Principal to discuss this school’s professional development needs as they relate to teachers and other educational practitioners in the building.	<ul style="list-style-type: none"> • Associate Dean/CEO • Community Schools Coordinator • Education Specialist • School Leadership Team 	The CSP offers extended learning time and other academic supports that augment the host school’s curricula.
08/03/15 - 08/31/15	Strategic planning for the CSP Inaugural Town Hall takes place.	<ul style="list-style-type: none"> • Associate Dean/CEO • Community Schools Coordinator 	Preparation for October 1, 2015 event.
08/03/15 - 08/31/15	Resource development activities designed to generate additional monetary and non-monetary resources for the CSP. Continues over the lifetime of this contract.	<ul style="list-style-type: none"> • Associate Dean/CEO • Community Schools Coordinator 	Annual fund-raising and resource development goals will be met.
09/01/15 - 12/23/15	Implementation of all program activities ongoing	<ul style="list-style-type: none"> • Fordham GSE • Community Schools Coordinator School Administration and Team	Key stakeholders are prepared to deliver services which “wrap around” the entire school community.

01/04/16 01/29/16	Implementation of all program activities Ongoing Mid-year evaluation of program SMART goals and effectiveness	<ul style="list-style-type: none"> • Fordham GSE • Community Schools Coordinator School Administration and Team	Key stakeholders are prepared to deliver services which “wrap around” the entire school community
01/04/16 06/30/16	Implementation of all program activities Ongoing Final evaluation of program goals and planning for academic year 2016-2017	<ul style="list-style-type: none"> • Associate Dean/CEO- Fordham GSE • Community Schools Coordinator School Administration and SLTeam	Key stakeholders

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)	Any student who is an Emerging Bilingual Student or who is two or more grade levels below in reading. To assess we use of performance series data to determine baseline reading levels. The use of NYSITEL to determine needs of Emerging Bilingual students. And the use of Running Records to determine specific needs of lower performing students.	Guided leveled reading groups, read alouds to model fluency and engage in critical thinking about text, broad range of reading to develop prerequisite understanding, writing prompts, use of organizers, repeated readings, reading and writing conferences, computer based programs for ESL,translanguaging	Small group, one-to-one, flexible grouping, tutoring, peer tutors	Before, during and after school
Mathematics	Students who are lacking foundational skills as determined by pre-assessments	Tactile and manipulatives to build conceptual understanding, peer and group work, focused discourse, inquiry/problem-based approach	Peer, small group, one-to-one, tutoring	Before, during and after school
Science	Students who are below 70% for progress reports	Re-teaching and pre-teaching	Small group and peer tutors	Before, during and after school
Social Studies	Students who are below 70% for progress reports	Re-teaching and pre-teaching	Small group and peer tutors	Before, during and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students who are referred to our Student Intervention Team, parent referral, student self-referral	Crisis intervention	Individual, small group	During and after school

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

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
Our Professional Learning Committee has designed several cycles of professional learning. Most cycles are 4-6 weeks and are based upon the needs of the school. Some cycles there will be more than one topic in order to differentiate for staff members. Each week a different department in the building has a full day to plan and look at assessment data/student work to revise their units of study.
Our paraprofessionals spend 10 minutes on Monday engaged in on-line learning. 
The principal is involved in district-wide PD and also Fordham University course work. The APs are part of weekly learning walks from the principal. All administrators are part of the school-wide professional learning cycles

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

In the Spring of 2015 a Measures of Student Learning (MOSL) committee was formed, with members from all departments and grade levels. The MOSL committee recommended the assessments that would be used at the school for SY 2015-2016. Each department keeps an assessment binder and regularly views school-wide and individual data to plan future instruction based upon the student results.

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	445,555.00	X	Pgs. 14, 19, 22, 30
Title I School Improvement 1003(a)	Federal	16,979	X	Pgs 14, 19, 22, 26
Title I Priority and Focus School Improvement Funds	Federal	88,733	X	Pgs. 14,22,30,33
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	Pgs 26, 33

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,697,778.00	X	Pgs. 14,19,22,26,30,33

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)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. MS 331, in compliance with the Section 1118 of Title I, Part A of the 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 331 will support parents and families of Title I students by:

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

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)

MS 331 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 OTPS.

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>Bronx School of Young Leaders</u>	DBN: <u>10X331</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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>68</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>1</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: Before school: Students who scored 'advanced' on the 2012-2013 NYSELAT exam will attend a morning session (6th & 7th Grade) or an afternoon session (8th grade), three days/week, from 7:00-8:00 am and 2:20 -3:20. The teacher will plan lessons using 'English 3-D' from Scholastic. This curriculum is aligned to the common core standards including; reading text closely, annotating text and writing arguments. Our ELA teacher will co-teach the course with our ESL teacher. We chose our ELA teacher to co-teach with our ESL teacher, because of his experience level. He has eleven years of teaching experience and our ESL teacher is in her third year. He will address the language proficiency needs of students by using language acquisition goals each day. He is using the English 3-D curriculum which is designed for Emerging Bilingual students and explicitly incorporates english language development support. We had this program last year and 10 of our advanced students became proficient on NYSELAT. Every morning from 7 - 8 am our Spanish speaking paraprofessionals offer 'homework help' to our Emerging Bilingual students on each grade level, at no cost of Title III. Students attend this session and have an opportunity to ask questions about any content they are having difficulty understanding.

We offer Saturday sessions for students, reading on a 2nd and 3rd grade reading level, from 9 -12. Two content area teachers and 1 ESL teacher work in our Saturday program. During our Saturday program we use authentic text from Amplify, which are high interest and low reading level texts.

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: Content and ESL teachers receive Professional Development on translanguaging and designing units in the Understanding by Design (UBD) format. Teachers build translanguaging strategies into their UbD units. Our newly formed, Emerging Bilingual Team, with membership of our Native Language Arts, ESL, Bilingual S.S./Science, and Bilingual Math teacher, meet weekly to share their UbD units and to create connections between their units. The team will meet every other Monday for 40 minutes and every Tuesday for 35 minutes. In house administrators, consultants from CUNY and instructional leads will facilitate the sessions. The PD will revolve around the resources in the translanguaging and language guides we have received from CUNY and Wiggins/McTige's UBD Workbook. These are free resources and you can find them at the following links: <http://www.nysieb.ws.gc.cuny.edu/files/2012/07/NYSLanguageProfiles.pdf> and <http://www.nysieb.ws.gc.cuny.edu/files/2012/07/NYSLanguageProfiles.pdf> We will hold sessions on the September, November and June full-day PD days. We will also incorporate translanguaging PD into our weekly departmental meetings. The Emerging Bilingual Team will also focus on outreach to families about students' academic and social-emotional needs as well as informing families of our instructional program. In addition, the team is having sessions regarding the

Part C: Professional Development

connections between the Danielson components and teaching EBL students. This document is on the [Advance website](#). This is at no cost to Title III.

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: _____ We will have a translation team, using resources we have on staff and bilingual parents, to translate curriculum materials, family letters, etc. Families are invited to specific high school orientation sessions with schools that serve EBL students, such as New World High School in the Bronx. During Parent Engagment time our new Emerging Bilingual Team will lead sessions with families. These sessions will cover topics such as; CCL standards, family fitness, high school orientations, etc. Parents receive monthly newsletters and calendars in multiple languages and written by our Parent Coordinator. Each month families are invited to "Café con Cruz" which is an open forum between families and the principal. This is at no cost to Title III. _____

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	_____	_____

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.
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 10	Borough Bronx	School Number 331
School Name Bronx School of Young Leaders		

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 Serapha Cruz	Assistant Principal Matt Lewis
Coach Adam Sarli	Coach type here
ENL (English as a New Language)/Bilingual Teacher Kristina Thomsen	School Counselor Angelica Ferreras
Teacher/Subject Area Noe Bautista/TBE Science &SS	Parent Delfina Arias
Teacher/Subject Area Charit Santana/NLA	Parent Coordinator Jolane Toro
Related-Service Provider Rivas, Moreno, Mejia	Borough Field Support Center Staff Member Wladimir Pierre
Superintendent Melodie Mashel	Other (Name and Title)

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 <u>not</u> 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	1	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 <u>not</u> 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)	401	Total number of ELLs	70	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"/> 12 <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): Spanish
Dual language program (DL)	Yes <input type="checkbox"/> No <input checked="" 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							1	1	1					0
Dual Language							0	0	0					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	70	Newcomers (ELLs receiving service 0-3 years)	50	ELL Students with Disabilities	18
SIFE	4	Developing ELLs (ELLs receiving service 4-6 years)	12	Long-Term (ELLs receiving service 7 or more years)	8

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	48	4	3	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	2	0	2	12	0	9	8	0	4	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 3

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							14	21	15					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							5	14	11					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								1						0
Haitian														0
French							1							0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														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)							9	11	12					0
Emerging (Low Intermediate)							1	3	8					0
Transitioning (High Intermediate)							0	1	3					0
Expanding (Advanced)							3	6	1					0
Commanding (Proficient)							8	5	0	0				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	1	0					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	0	0					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4	5	0	0	0
7	8	4	0	0	0
8	10	0	0	0	0
NYSAA	8				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	1	0	3	0	2	0	0	0	0
7	6	2	4	0	0	0	0	0	0
8	3	8	0	0	0	0	0	0	0
NYSAA	8								0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8	2	0	3	0	4	2	0	1	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	0	0	0	

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)	10	16	32	0				
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.

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

50% of our EBL students made progress in English Language Acquisition. This is below the target, which was 67.4%. 20.93% of EBL students achieved proficiency on the NYSELAT, which was above our target of 15%.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

We are beginning to become familiar with the AMAO tool. Our EBL team is using the predictors to put interventions in place for students who are either not making progress or not achieving proficiency. We are grouping students according to the at-risk factors

in the tool and for non-academic factors (such as attendance under 90%) we are having the Student Intervention Team identify, implement and monitor supports. For academic factors, the classroom teacher is providing instructional supports for the child.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - a. On the math test, the same number of students received a Level 1 in English as received a L1 in Spanish. No students who took the math test in Spanish received a L2 or above.
 - b. We use the results of the periodic assessment in a data meeting with the EBL team. We look at the item skills analysis and discuss the areas where students need the most support. Teachers write data plans to decide how to focus on the areas where students are behind. They decide if they should incorporate specific problems in the 'do-now' portion of their lesson, the mini-lesson/direct teaching, small group instruction or individual instruction.
 - c. We know that our students need the most support in 'listening' skills. Teachers are integrating active listening techniques/total participation techniques into their lessons. Our Native Language Arts teacher aligns the skills she is teaching in the home language with the skills the ENL teacher is teaching in English.
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](#).]
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?
Students who are learning English as a New Language are clustered together on a grade. They are in a class with students who are non-EBL students, so that it is not a homogeneous class. Teachers have learned translanguaging skills so that they can provide the students in the class with supports in their home language as they are learning English as a new language.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We evaluate academic success by evaluating how closely we are meeting AYP for ELLs and also by our targets in the AMAO.

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.

1. The Spanish speaking bi-lingual math teacher, Mr. Alvarez, does an initial screening of the family through an oral interview to identifying whether the student being admitted as a first time admit to New York City schools or whether the student is a transfer student from another NYC school. If the student is a transfer, the secretary (Shanika Cortez) checks ATS. If the home language survey is not identifiable in ATS or the student is new arrival to NYC, then the family will be given the HLIS. If ATS identifies that the student as entitled for English as a Second Language services, then the testing coordinator (Matthew Lewis) prepares for the students to take the NYSITELL and SpanishLAB (when applicable) within the mandated 10 days. Upon the completion of the assessments, the students are identified as an ELL or a non-ELL.

The Data specialist along with the principal, AP, and the ESL teacher hold several meetings to analyze the NYSESLAT results following the release of the results in NY Start and ATS. This review, reflection, and planning session take place in May/June and during the summer. Programmatic, curricular, and instructional decisions are made for this analysis. ELL students are then placed in an ESL class based on the level of achievement on the NYSESLAT.

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).

We use the SIFE questionnaire and the students report cards to identify SIFE status.

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).
Serapha Cruz/Principal, Rod Rodriguez/Spanish speaking Special Education Teacher and Megan O'Toole/Director of Special Education interview parents to determine if a student has had special education services and the parent also completes the HLIS. If the student requires further assessments their IEP accommodations are given to them for the assessment.
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 bilingual teacher/guidance counselor sends the letter home through out parent coordinator.
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).
This notification is attached to the entitlement/non-entitlement letter.
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.
Parents watch the video of the choices in the parent coordinators office with the bilingual teacher and guidance counselor.
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 complete the forms at registration with the support of the spanish speaking bilingual math teacher. The pupil personnel secretary is given the forms and she ensures that all forms are completed by running ATS reports each day of registration.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Parents complete the forms at registration.
9. Describe how your school ensures that placement parent notification letters are distributed.
The registration team which includes the bilingual math teacher ensures that the forms are distributed, with the support of the parent coordinator and the pupil personnel secretary. Each week the registration team reviews documentation that was collected during the registration process and also documents that need to be distributed. The registration team consists of the principal, pupil personnel secretary, director of special education, bilingual math teacher and the parent coordinator.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All documentation is kept in the students' cumulative record folder.
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 RLAT report is ran in ATS to see who is eligible to take the exam. The test is scheduled, and make-up dates, so that there are testing conditions for each part of the exam. A different portion of the exam is given each day, so that students have sufficient time to take each portion of the exam. Students with testing modifications are grouped separately.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
These are mailed home each year.
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).
The majority of parents have chosen TBE (15). This is the main program that we offer at the school. Five parents this year, chose dual language as their first choice, but we don't currently offer that program. Those parents were also satisfied with TBE. Only two - three incoming students' families have chosen ENL as the only option. We would like to offer a true dual language program, however we don't currently have enough non-Spanish speaking students who would be in the program.

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.
Students receive ENL class each day. Students are integrated with all students in the school, however they come out of their class to attend ENL calss for an hour each day.
 - b. TBE program. *If applicable.*
Students receive instruction in science and social studies from a bilingual teacher. They receive math from a teacher who speaks Spanish, but is not bilingually certified and they have ENL class and NLA daily for an hour each.
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Entering and Emerging students receive 300 minutes of stand alone ENL per week and also 300 minutes of integrated ENL per week. Transitioning and Expanding students receive 300 minutes of stand alone ENL per week and also 300 minutes of integrated ENL per week.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
All of our content area teachers have learned 'translanguaging' skills and these strategies are reinforced during grade and department meetings as well as during observations. For us, translanguaging menas allowing students to use all of the languages at their dispossal to receive information and organize their thinking and then producing products (often with peer and teacher support) in English. Content area teachers have received materials in the languages students speak and use these materials during their lessons, as well as translating other important informational text. Their goals are written in Spanish each day and they have cognate word walls as well as domain specific and academic vocabulary posted in Spanish and English. Assessments are in Spanish and students can write their answers in Spanish. Staff members help to translate these assessments for teachers who don't speak Spanish. Bilingual paraprofessionals are in math, science and social studies classrooms and help to translate whole-class questions and responses for students and teachers. Beginner level students attend math, science, and social studies bilingual teacher.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
As stated above, assessments are in Spanish, so that we can appropriately assess how well a student knows the content and not how well they speak English.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Teachers write performance tasks for each unit. These tasks incorporate all four modalities. For example, a student may have to create a speech for one class and one performance task and in another class they may have to write an argumentative essay. Teachers all keep a data binder and in the data binder is a datafolio for each EBL student. Teachers keep documentation and student work which demonstrates student progress in the 4 modalities.
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
 - a. We have a Saturday program for our SIFE students. The Saturday program has direct teaching from our bilingual teacher and also students work on Rossetta Stone and ST Math on the computer. These two programs allow us to differentiate for each individual student.
 - b. Our newcomers are in our ENL class and we developed the curriculum to meet their language needs and also their needs to become familiar with a new city and new country and plan for their future. The curriculum utilizes the 'photo-elicitation' strategy. All students have cameras and they create projects around the themes of 'Who am I?', "Our School Community", "Our Community", and "What is the purpose of school?" Our Newcomers also receive social studies, science and math instruction from a Spanish speaking teacher. If they speak a language other than Spanish, they are given a computer and a tutor who helps to translate material on the computer throughout the day. Students also receive testing accomodations, including materials in their home language (except for English exams) and extended time.
 - c/d. Most of our EBLs who have been receiving services for 4-6 years, and are general education students, are integrated into heterogeneous classes for the majority of the day and receive ENL support. When we look closely at the data long-term EBLs

Chart

and also students who have been receiving services 4-6 years and long-term EBLs, the majority are in the D75 hearing impaired classes that we host at our school and also our Intellectually Disabled self-contained special education class. They have not been able to pass the NYSELAT, and I wouldn't expect the ID students to be able to, and therefore show up on the report as needing to continue to receive services, which we do provide. Students receive testing modifications, including materials in their home language (except for English reading/writing exams) and extended time.

- 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.

We currently don't have any students in this category.

- What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

- How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

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 per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

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 <u>per week</u> (540 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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 <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

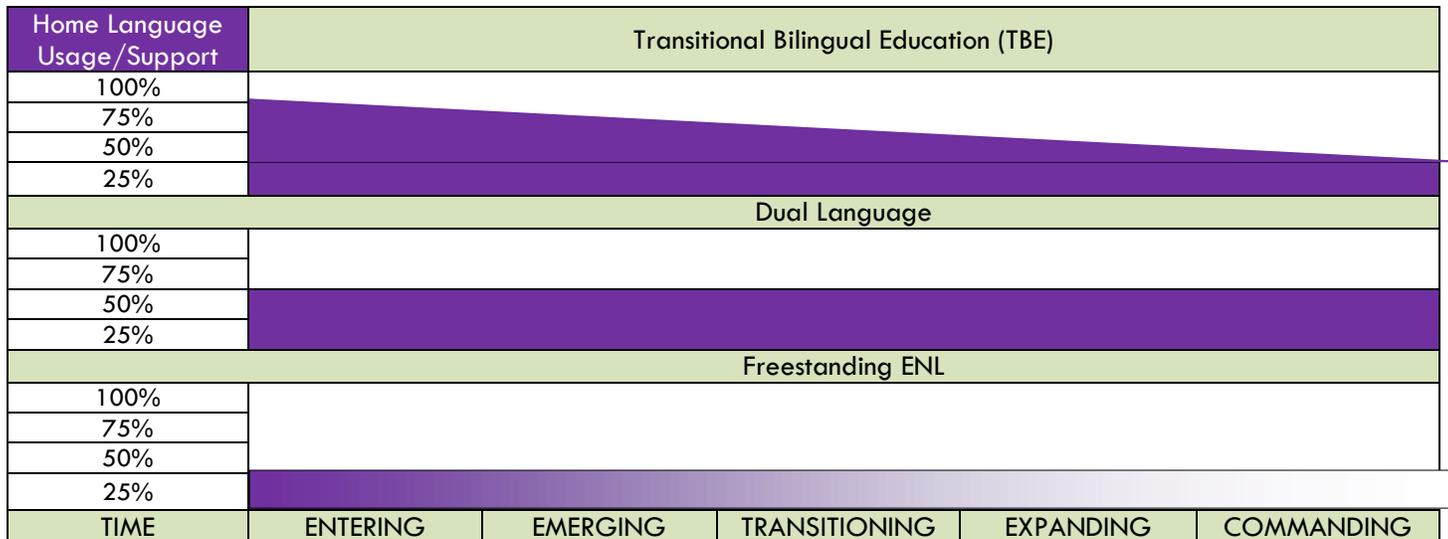


*Note: “other approved services” does not apply to New York City at this time.

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.
Transitioning, Expanding and Commanding students receive math and ELA intervention in an extra period two days per week for two hours each day. Our advanced EBL (Emerging Bilingual Learners) students receive an extra period of ELA three days per week. Our SIFE and Emerging/Entering students attend a Saturday program for ELA/Math and receive homework help four days per week for an hour.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
According to our AMAO we have made the benchmarks for proficiency. 20.93% of students made proficiency and our benchmark was 15%. However we did not meet the benchmark for progress. 50% of our students made progress however our target was 67.6%.
12. What new programs or improvements will be considered for the upcoming school year?
We have added a bilingual science and social studies teacher this year.
13. What programs/services for ELLs will be discontinued and why?
We have changed our AIS math program from iXL to ST Math. ST Math does not require language proficiency and is based upon brain research about visual, temporal teaching.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Our EBL students are already part of our after-school AIS reading and math programs. They are also able to sign up for any of our clubs and extracurricular activities. We offer a full sports program and an arts program, many of our EBLs take advantage of these programs.
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.
Some students receive an individual iPad or laptop to use Google translate throughout the day. We wrote a grant for every student who is an EBL to get their own iPad. Rosetta Stone is used by our beginner level students. ST Math is utilized in math classrooms (both bilingual and not). ST Math is a platform which allows students to work on grade level math concept, without words. We have MyOn reading, which is a digital reading platform which will read stories aloud to students, suggest books to students at their lexile level in English or in Spanish and students have the option to change the language to Spanish on the screen and work in Spanish. Our Advanced students use Scholastic's English 3D program in an additional literacy block, three days per week. Content area teachers utilize Spanish language textbooks, Google translate and in-house translated materials for their lessons.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
SL/TBE: Students have access to materials/curriculum in their home language in all content area classes. In ESL class there is an extensive library of Spanish books and some Bengali books. Students can check out books in those languages or English and count them toward our book requirement of reading three books per month. Bilingual paraprofessionals also provide home language support in content area classes. Our ESL teacher speaks many languages, including Spanish and can utilize Spanish to provide support during ESL. Three of our enrichment teachers speak Spanish and they provide support before and after school on the computer programs students use. We have a bilingual science, social studies and math teacher. We offer students NLA in Spanish to develop their home language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Our ESL curriculum was written to support students specifically during Middle School as they prepare for High School and begin thinking about life after High School. Students are immersed in a unit of study which assesses their future interests and teaches them about the importance of choosing high schools and having experiences which prepare them to build on those interests. Students also contribute to our school community through their photo essay projects and this aligns with the developmental level of middle school students and their want of service projects and doing positive projects. We have a vendor who helps us find materials/books in students' home language which are age appropriate.
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).
The principal meets with each new family as they enroll. We talk about where they are from and have a sense of the town and school system they were in. EBL students and their families from 5th grade participate in open houses, organized by our administration, parent coordinator and counselor, that take place during the year before they articulate to 6th grade as well as at the beginning of their 6th grade year. We have started a 'Newcomer Group' counseling group which is run by our bilingual guidance counselor.
19. What language electives are offered to ELLs?
Unfortunately, none at this time.

20. For schools with dual language programs:

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

N/A

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 staff participate in 100 minutes of PD on Mondays of each week. These weeks are designed in Professional Learning Cycles, of around 4 -6 weeks. Each cycle has a different theme and sometimes during the year there will be more than one topic of focus. These meetings are our key vehicle for providing staff development. All of the cycles involve looking at student work and EBL student work is integrated. We use the protocol to discuss the students strengths and also to provide feedback to the teacher on their instructional approach. Often this meeting entails discussing what language supports were provided to EBL students and what difference that made in the final product. Specific topics which will entail isolated focus on EBLs include: Using Assessment in Instruction and Vocabulary Instruction. i
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?
All teachers receive professional development on translanguaging: using home language supports to get English products. Teachers of ELLs are receiving training this year on the SIOP method.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
We provide "The First Thirty Days" lesson plans and smartboard slides which help teachers teach students how to be organized for success in middle school and also about the policies of the school.
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.
All teachers will be a part of six, 100 minute sessions, that focus on vocabulary acquisition. All teachers will be part of another six part series of 100 sessions on translanguaging. The bilingual education/ENL teachers will receive 40 weeks of one hour sessions specific to teaching EBL students through out EBL team. Agendas, attendance and minutes are kept digitally.

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?
As parents register they have an individual conference with the principal. The parent coordinator, principal and EBL team members will schedule 1:1 meetings with parents of EBL students to discuss progress and also resources available to them.
2. 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.
All parent meetings are logged in a school-wide Google doc.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Our EBL parents are very involved in our school. Several parents are part of weekly ESL classes. Each month parents attend a meeting with the principal called, "Café con Cruz" and discuss different topics they have expressed interest in having.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
We have a partnership with Fordham University and they have an office on-site. They provide bilingual workshops for all parents on many topics including "Getting your child into the right High School", "How to start a day care in your home". They made a connection with a local hospital to offer free mammograms. The van said it was the first time they had a line waiting. They are working to bring in extra tutors for our Expanded Learning Time and also to provide enrichment activities for students. So far, they have offered capoeira and basketball as well as an overnight camping experience for all students. We also have Morris Heights Health Center as a CBO in our building. They offer full medical services as well as two social workers for mental health services.
5. How do you evaluate the needs of the parents?
through mailings and at every event we survey parents. We try to find out what kinds of activities most interest them and to offer those at the school.
6. How do your parental involvement activities address the needs of the parents?
arents tell us what their needs are and we try to be very responsive. They have said they wanted ESL and fitness classes and we have offered them. We have offered programs that help their child instructionally, such as how to use our on-line grading system and how to help their child with the CCLS in math and ELA.

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.

N/A

Part VI: LAP Assurances

School Name: _		School DBN: _	
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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	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: **10X331** School Name: **The Bronx School of Young Leaders**
Superintendent: **Melodie Mashell**

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.learnndoe.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.

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

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

English, Spanish, Bengali, Fulani, American Sign Language

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.)

Parent Compact, monthly calendars, Student Led Conferences information, Expanded Learning Time (ELT) and clubs information, New York State testing information, how to use the on-line grading system (Engrade), grade-wide newsletters, General Response Protocols information, Back to School teacher and curriculum information, administrative letters,

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.

Back to School Night, Student Led Conferences , workshops on our on-line grading system (Engrade), workshops on topics that parents requested (nutrition, helping their child with homework, discipline in the home, teaching responsibility, understanding my middle schooler), meetings with chronically absent parents, student award ceremonies, regular informal meetings with grade teams, guidance counselors and office staff

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.

Our parent coordinator speaks Spanish so most documents she translates. We will have to send other documents for Fulani and Bengali to the translation unit. At parent events we will have one of our sign language interpreters at the event . Many templates for school holidays, parent-teacher conferences and other DOE notices are available in translation at the Translation and Interpretation Unit's intranet site: http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit..

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.

We have several staff members who can provide interpretation services for families.

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.)

Staff are informed in our Faculty Handbook. Staff are also reminded before Student Led Conferences (SLC). Staff are also regularly reminded in our morning announcements.

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

The LAC will ensure that all of these materials are posted and disseminated. All notification documents can be found at the Translation and Interpretation Unit's intranet site: http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit.

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)

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