

2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	14K050
School Name	J.H.S. 050 John D. Wells
Principal	Benjamin Honoroff

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

TABLE OF CONTENTS

MAIN SECTIONS (CUSTOMIZED BASED ON SCHOOL ACCOUNTABILITY STATUS):

- SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING
- SECTION 2: SCHOOL INFORMATION
- SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE
- SECTION 4: SCHOOL SUMMARY
- SECTION 5: CONTINUOUS IMPROVEMENT PLANNING (GOALS, PROGRESS MEASURES, ACTION PLANS)
- SECTION 6: MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)
- SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

APPENDICES (REFLECTING ADDITIONAL REQUIREMENTS FOR SPECIFIC GROUPS OF SCHOOLS):

- APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)
- APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN
- APPENDIX 3: TITLE III (LEP) APPLICATION
- APPENDIX 4: TITLE I PROGRAM INFORMATION
- APPENDIX 5: COMMUNITY SCHOOLS
- APPENDIX 6: SUBMISSION ASSURANCES

SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

Overview of Comprehensive Education Planning

This section provides an overview of the education planning process, inclusive of guidance on conducting a comprehensive needs assessment. The Comprehensive Education Plan (CEP) satisfies all regulatory requirements set forth by the New York State Department of Education (NYSED) under the Every Student Succeeds Act (ESSA) and aligns with the Chancellor's **Four Pillars for Building Trust in NYC Public Schools**: 1) Reimagining the Student Experience; 2) Scaling, Sustaining and Restoring What Works; 3) Prioritizing Wellness and its Link to Student Success; 4) Engaging Families as True Partners.

The Education Planning Process



The CEP is a document that engages stakeholders in continuous improvement practices through an equity lens. The School Leadership Team (SLT) follows these steps to develop the CEP.

The CEP development process begins with the identification of Areas of Concentration (AOCs), followed by a comprehensive needs assessment informed by an analysis of the school’s most current data to identify inequities. Once the SLT clearly understands school needs, priorities and root causes, the team uses this data analysis to set specific, measurable, attainable, relevant and timely—SMART goal(s) for AOCs. Next, the SLT determines targets to measure progress toward meeting the annual goals. The SLT, in collaboration with other instructional leaders, creates progressive action steps including professional learning and identifies strategies to support parent, family and community empowerment to support the achievement of CEP goals. The SLT aligns the school-based budget with human and instructional resources to support implementation of the action plan and achievement of annual goals.

As schools set goals and plan action steps, they provide opportunities for all children to meet NYSED’s proficient and advanced levels of student academic achievement. These include evidence based instructional strategies that address the educational needs of historically underserved populations and tackle structural inequities. Schools indicate how the plan addresses the needs of Multilingual/English Language Learners (ML/ELL) through development of the school’s Language Allocation Policy (LAP) & Title III Application (if applicable) and the Language Translation and Interpretation (LTI) Plan, that are required as part of the Comprehensive Education Plan. Schools also address the needs of Students with Disabilities (SWD) through the Quality Individualized Education Program (IEP) Area of Concentration.

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

Directions: Conduct a comprehensive needs assessment for each Area of Concentration (AOC). The information below provides guidance for reviewing and analyzing student and school performance trends to uncover root causes for low student achievement.

- **Review Multiple Data Sources:** Use the most current and available information including, but not limited to, the following sources of formative and summative data:
 - Qualitative and quantitative data, including pre-COVID-19 learning data
 - Potential ESSA Accountability Indicator Goal Sheet.
 - Instructional Leadership Framework (ILF), Supportive Environment Framework (SEF) Inventories, and NYC School Survey results should be considered when developing a SMART Goal for the Supportive Environment (SE) AOC.
- Quality Review Reports, NYSED and NYCDOE CSI/TSI Support Visits, Receivership Quarterly Reports (as applicable), and **Diagnostic Tool for School and District Effectiveness Framework (DTSDE)**
 - NYSED School Report Card, NYC School Quality Guide, NYC School Performance Dashboard, New Visions, NWEA MAP and/or other formative assessment data, and **NYCDOE’s State Accountability Resource Tool (StART)**, for specific NYSED accountability student subgroup information.
- **Analyze Data Trend(s) to Identify Areas of Strength and Need:** Identify data trends by grade, cohort, and content area(s) to surface gaps and inequities. Compare data sets to identify instructional and school practices that are impacting student performance. Guiding questions to consider:
 - *What does the data reveal about improving and declining student performance trends within grades, cohorts, and student subgroups?*
 - *What inequities are evident between highest and lowest performing student subgroups? Which subgroup(s) scored at Level 1 based on NYSED ESSA accountability requirements?*
 - *What does the data suggest regarding the effectiveness (or ineffectiveness) of current school programs, practices, and/or strategies/initiatives? What areas may need to be strengthened?*
 - *Are there any differences in student performance between program delivery models for ML/ELL and SWD? (e.g., for special education: self-contained vs. ICT; for ML/ELL: Transitional Bilingual Education (TBE) vs. Dual Language)*

- *How does delivery of instruction factor into data trends? What are the implications for teacher quality and professional learning?*
- **Identify Root Cause(s):** After analyzing the data, engage in a process for uncovering root causes or contributing factors for low student and school performance. Develop theories or hypotheses to explain why these needs exist and why your school is getting its current outcomes. Root causes could be related to gaps and inequities in areas such as curriculum & instruction, school systems & structures, student support services, school climate & safety, and family & community engagement. Focus on the causes, rather than the symptoms. Use the **5 Whys Method** or other methods for identifying root causes. Consider the questions below and additional questions and resources linked **here**:
 - *What theories or hypotheses explain the current student and school outcomes?*
 - *Are there root causes specific to certain subgroups, grades, cohorts, or content area(s)?*

Additional resources and supports are available below.

- Use this **CEP Needs Assessment Worksheet** to help your SLT and stakeholders identify appropriate data sources, data trends, priority needs and root causes.
- For guidance and best practices on engaging stakeholders in a comprehensive needs assessment and root cause analysis, see this **deck**.
- A current list of all CEP/Title I resources can be found on this **CEP/Title I Resource Directory**.

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	John D. Wells
District Borough Number (DBN):	14K050
Grades Served:	6-8
School Address:	183 South 3rd Street Brooklyn NY 11211
Phone Number:	718-387-4184
Fax:	7183022320
School Contact Person:	Ben Honoroff
School Contact Person Email Address:	BHonor@schools.nyc.gov
Principal:	Ben Honoroff
United Federation of Teachers (UFT) Chapter Leader:	Lynn Hazen

Parents' Association President:	Nydia Southerland
SLT Chairperson:	Nydia Southerland
Title I Parent Advisory Council Chairperson (PAC):	Emily Middleton
Student Representative(s) Middle /High School:	Skyla Llanos
Student Representative(s) Middle /High School:	Lola Suarez-Lopez
Community Based Organization (CBO) Representative:	Anelin Flete
School-Based Students in Temporary Housing (STH) Liaison:	Marilyn Sostre

District Information

Geographic District:	14
Superintendent:	Dr. Nyree Dixon
Superintendent's Office Address:	215 Heyward Street, Brooklyn NY 11206
Superintendent's Email Address:	ndixon3@schools.nyc.gov
Phone Number:	7183027600
Fax:	7183022320

SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE

School Leadership Team (SLT) Signature Page

All School Leadership Team (SLT) members are expected to sign this page to confirm their participation in the development of this Comprehensive Education Plan (CEP) and that they have been consulted regarding the alignment of the school-based budget to support this school's educational program, which includes annual goals and action plans, Multi-Tiered Systems of Support (MTSS), Supportive Environment Framework, Parent and Family Engagement Policy, and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with **Chancellor's Regulation A-655**. The SLT also serves as the Core Community Engagement Team (CET) for Receivership Schools. Go to the **School Leadership Team Resources** page to learn more information. Under the Federal Every Student Succeeds Act (ESSA), NYS Education Law and Commissioner's Regulations, stakeholder

participation in the development of the CEP must include multiple constituencies who represent the school community. Note: Stakeholders participating in the development of the CEP who are not listed on the SLT page sign the section below entitled *Additional Stakeholder Participation on CEP Development*.

Directions: List the names of each SLT member in the first column on the chart below.

- Specify the constituent group represented, e.g., parent, staff, student. Note: Two student minimum required for high schools; SED requires CSI/TSI Middle Schools to have student representation.
- Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*. Note: The Core SLT members also serve as the CET for Receivership schools.
- SLT members should review this document and sign in the Signature column. If an SLT member does not wish to sign this plan, the member must check the box under the column “Opt Out of Signing, if applicable” and may provide the principal with a written explanation in lieu of a signature, which must be maintained on file at the school and uploaded in **iPlan** with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
- The original signed copy, along with any written/electronic communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
- Schools may modify their SLT bylaws as needed to address additional school and/or ESSA requirements for stakeholder engagement.

SLT Member Name	Position and Constituent Group Represented	Signature	
Benjamin Honoroff	Principal or Designee*		
Lynn Hazen	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Nydia Southerland	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
	District Council 37 (DC 37) Representative (staff), if applicable		
Emily Middleton	Title I Parent Advisory Council Chairperson (or alternate)		
Skylla Llanos	Student Representative (Required for middle and high schools)		
Lola Suarez-Lopez	Student Representative (Required for middle and high schools)		
Anelin Flete	CBO Representative, if applicable		
Nydia Souterland	Member/Parent		
Jason Warren	Member/Teacher		
Matthew Mason	Member/Teacher		
Stephanie Batt	Member/Teacher		
Catherine Morales	Member/Parent		
Crismilda Fabian	Member/Parent		
Teresa Lopez	Member/Parent		
	Member/		
	Member/		

Additional Stakeholder Signature Page

Directions: Stakeholders participating in the development of the CEP who are not listed on the SLT page may sign below. Additional stakeholders may include, but not be limited to, school and district leaders, school staff, parents/families/guardians, students, community organizations, additional Core Community Engagement Team (CET) members (if applicable), members of the **School Implementation Team (SIT)**, and/or school-based staff development committee that serves as the Instructional Leadership Team (ILT) tasked to improve instructional practice across the school. Go to NYSED’s guidance on **Requirements for Meaningful Stakeholder Participation** to learn more.

- List the names of additional stakeholders in the first column on the chart below.
- Specify the constituent group represented.
- Stakeholders should review this document and sign in the Signature column. If the stakeholder does not wish to sign this plan, the member must check the box under the column “Opt Out of Signing, if applicable” and may provide the principal with a written explanation in lieu of a signature, which must be maintained on file at the school and uploaded in **iPlan** with the original SLT signature page. Note: Signature of the additional stakeholders indicates participation in the development of the CEP, not approval.
- The original signed copy, along with any written/electronic communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Nydia Southerland	PA President	
Lynn Hazen	UFT Chapter Chair	
Anelin Flete	El Puente Community School Director	

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	Good Standing
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Provide your school’s mission statement:	<p>MS 50 MISSION Our mission is to promote youth leadership through academics, arts, athletics, and activism and to empower student voice by providing opportunities for students to engage in inquiry-based and project-based learning. 2022-23 INSTRUCTIONAL FOCUS In all content areas, in both in-person and remote instruction, we will teach students to make evidenced based arguments and to justify their opinions using persuasive academic language. We will also provide our students with opportunities to make their thinking visible on a daily basis, both in-person and remotely, and integrate research proven culturally responsive and sustaining education (CRSE) practices into daily in-person and remote lesson plans. 2022-23 SOCIAL EMOTIONAL LEARNING FOCUS In all classrooms (both in-person and remote), hallways and common areas, we will provide high expectations, consistent routines and procedures, and build positive rapport and trust with students. We will think deeply about how to create remote community on our zooms, utilizing “one zoom” and “remote coach” strategies.</p>
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<p>Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:</p> <p>Include demographic information about your school's student population.</p>	<p>Middle School 50 is located in the Southside of the Williamsburg section of Brooklyn. Our school community is 65% Latinx, 26% African American and 3% Asian American, 3% white, and 3% other/not specified. 90% of our students receive free or reduced lunch. 14% of our students live in temporary housing. We have a community school partnership with with El Puente, a nationally-renowned community human rights organization, to create a new community school. Debate is central to our instructional focus and integrated across content areas through both weekly interdisciplinary debates and through development of content specific discourse strategies and assessment rubrics. We have a debate elective on every grade level and we have five experienced and trained debate teachers. We have a Spanish language debate curriculum that we use in our bilingual classes and we started the first Spanish language debate team in the city. Because of our advocacy, the New York City Urban Debate League opened a Spanish language debate division in their Middle School Quality Initiative tournaments. We are proud to have the biggest middle school debate team in NYC with over 60 students who compete at Saturday tournaments including students from all subgroups. We have taken first place in 14 out of the last 15 citywide MS tournaments, including 3 city-championships. In June 2019, we made it to the highest levels of middle school debate in the country, finishing in the top four at the National Speech and Debate Tournament National Championships in Dallas, Texas. MS 50 students debated in both Spanish and English, challenging the English-only norms of the National Speech and Debate Association (NSDA) in both the content and the delivery of their arguments. We argued that bilingual pedagogy is key to dismantling the legal/illegal construct that lies beneath immigration policy and to disrupting the metaphorical borders that govern the competitive debate space. We teach students that debate is about more than wins and losses - it is about empowering their voice and making change in their communities and the world. We are currently preparing to compete in 2020 national championships which was moved online during the Coronavirus pandemic. We also have a strong foundation in developing student leadership through student government, arts, athletics, STEM and debate. We have a thriving student government with over 40 members that meets weekly, developing student leadership and promoting civic engagement. Our youth leaders in student government lead social campaigns (Anti-gun Violence, Black Lives Matter, Kindness Challenge), organize schoolwide assemblies (Black History, Women's History, Latinx History) create and run their own business, and reimagined the election process by creating blind elections to separate service from popularity. Together with our Community School CBO, El Puente, we developed an Integrated Arts Program (IAP), which pairs MS 50 content area teachers with El Puente teaching artists to integrate arts into the curriculum. We have regular student led musical performances and art shows that provide students with the opportunities to build leadership skills through the arts. In the last five years, we have more than tripled our competitive sports teams, giving students the opportunities to develop as leaders on the court, in the diamond and on the pitch. We also use technology to build student leadership. Our 3-D printing club, for example, has created their own business model and organized to support healthcare workers on the frontlines of the Coronavirus crisis by printing and donating personal protective face visors. We also utilize debate to build student leadership. We started an elementary school debate league in our district and hold two tournaments per year where our debaters act as judges and debate mentor/coaches. Our debaters travel to local elementary schools to teach debate to 3rd, 4th and 5th grade, leveraging their debate skills to provide a valued service to the community.</p>
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What are the primary digital and/or print curricula/programs used for ELA and Math:

Indicate the content area, grade band and any adaptations made.

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA	6-8	Expeditionary Learning	We engaged in a PD with Disrupt Text to conduct an equity audit and re-imagine our EL units and accompanying independent reading text libraries.
Math	6-8	Illustrative Math	Algebra For All - We have integrated A4A discourse/debate strategies and algebraic thinking strategies into the Big Ideas curriculum.

SECTION 5: CONTINUOUS IMPROVEMENT PLANNING (GOALS, PROGRESS MEASURES, ACTION PLANS)

DIRECTIONS: IN COMPLETING THIS SECTION, YOUR SLT WILL ENGAGE IN THE STEPS LISTED BELOW TO INFORM THE DEVELOPMENT OF SCHOOL GOALS AND ACTION PLANS.

- REVIEW MULTIPLE SOURCES OF FEEDBACK REGARDING DATA, PRACTICES, AND RESOURCES TO IDENTIFY INEQUITIES, NEEDS AND ROOT CAUSES. REFER TO THE GUIDANCE FOR DEVELOPING A COMPREHENSIVE NEEDS ASSESSMENT ON THE FOLLOWING PAGE.
- DETERMINE PRIORITY NEEDS, ROOT CAUSES, AND GOALS BASED ON THE NEEDS IDENTIFIED.
- SHARE THE CEP GOALS AND ACTION PLANS WITH THE FULL SCHOOL COMMUNITY AND ENGAGE ALL STAKEHOLDERS IN IMPLEMENTING THE PLAN.

NOTE: YOUR SCHOOL MUST COMPLETE ONE (1) GOAL FOR EACH REQUIRED AREA OF CONCENTRATION (AOC). IN THE IPLAN PORTAL, YOUR SCHOOL CAN IDENTIFY MORE THAN ONE GOAL FOR EACH AOC, IF DESIRED, AND YOU CAN ALSO IDENTIFY GOALS FOR OPTIONAL AOCs.

AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL ELA

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
ELA proficiency	37% of our students were proficient in ELA as measured by 2019 NYS ELA Exam (last pre-pandemic NYS ELA Exam)	We have a wide spectrum of incoming proficiency and literacy levels. We hypothesize that grade level literacy gaps negatively impact the NYS ELA pass rate

Elementary/Middle School ELA SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED’s Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED’s guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	37%	By June, 2023, Elementary/Middle School ELA for All Students will Increase 2%, from 37% to 39, as measured by NYS ELA Exam.

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June, 2022			
1. DRP 2. LightSail - Ongoing cloze reading question on every page of high interest independent reading books updates student Lexile level in real time.	Percentage of students reading at or above grade level as measured by DRP and Lexile Level	Percentage of students reading at or above grade level as measured by DRP and Lexile Level	Increase by 4 percent students reading at or above grade level as measured by DRP/Lexile level	Increase by 4 percent students reading at or above grade level as measured by DRP/Lexile level	Increase by 4 percent students reading at or above grade level as measured by DRP/Lexile level

Action Planning - August to January

Directions: Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/08/2022	01/29/2023	Utilize DRP as a baseline assessment in reading comprehension. Teachers confer one on one with each student to review student DRP level and plan ways to increase reading comprehension, find "just right" independent reading books and increase time on text.

10/01/2022	05/28/2023	Youth Participatory Action Research PD Series. We will partner with Rutgers professor, Dr. Nicole Mirra, who specializes in Youth Participatory Action Research. She will conduct an 8-week PD series with staff on using the pandemic as a portal to critical thinking. YPAR is an approach to education that challenges traditional understandings of who has power to produce knowledge, what counts as facts, and how inquiry can challenge inequality. Participants agree to integrate YPAR strategies into their remote/blended instruction, and one participant/group of participants will work closely with Dr. Mirra in the Spring on an in-depth remote YPAR project with students.
09/08/2022	06/27/2023	Debate - Instructional focus centered around debate/evidenced based argumentation leads to integration of debate strategies across content areas. Debate elective offered on each grade level during strategic reading period in both English and Spanish. Resulting in one of the largest and most successful middle school debate programs in the nation, and the founding of the first nationally competitive Spanish language debate team in the country. We will host a remote elementary school debate tournament for elementary schools in Brooklyn North. MS 50 students will run the entire tournament, serving as judges, coaches and mentors.
07/01/2022	06/27/2023	LightSail - Online reading platform with page by page progress monitoring and digital teacher conferencing used for progress monitoring student lexile level throughout remote/blended instruction. Utilize in every ELA class and fund teacher to facilitate "SummerSail" program to monitor students to LightSail reading and respond to student reading thoughts. Summer Sail goal to increase summer time on text and reduce summer reading comprehension slide.
09/08/2022	06/27/2023	Culturally Responsive PD Cycle - Partner with CRSE PD provider, Fiorella Guevara, to develop a yearlong CRSE PD cycle designed to unpack Dr. Muhammad's four layered approach to the Historically Responsive Literacy Framework for Teaching and Learning (identity development, skills development, intellectual development and criticality). Teachers will practice writing lesson plans using Dr. Muhammad's four-layered approach, and engage in inter-visitations, artifact shares, and analysis of student work to measure the impact of the work.
09/08/2022	06/27/2023	Develop a tiered assessment strategy using LightSail/Lexile Level and monthly state exam/Regents aligned periodic assessments.
09/08/2022	06/27/2023	Ensure all students have working school-issued chromebooks and access to wifi. Implement both device pick up days and device deliveries. Help families secure DOE issued wi-fi enabled ipads, and fundraise for school purchased hotspots for families with wifi-needs. Pay special close attention to students in temporary housing (STH) to ensure that their individual device/wifi issues are supported.
09/08/2022	06/27/2023	Provide Technology Supplies to students in temporary housing (STH) including devices/hotspots, noise-cancelling headphones, mice, web-cams, microphones, school supplies, whiteboards, and independent reading texts.
07/05/2022	09/17/2023	Build on PD series with Disrupt Text facilitators to do an equity audit of and re-imagine current ELA curriculum and independent reading libraries. Identify and equity/justice theme for each grade, three whole class novels and 45 leveled independent reading books (15 paired with each whole class novel). Purchase all texts prior to start of school year. Set up leveled independent reading libraries in each ELA classroom.
09/08/2022	06/27/2023	Dedicate at least 2 periods per week to independent reading. Ensure that every student walks daily with a "just right" independent reading text. Use MSQI resources to track student IR. Set goal of 100 minutes of Independent Reading at home per week. Goal of 1/2 million pages of IR read in the school year. Take a survey in June 2022 of how much IR students do nightly at home. Use data to plan for increasing to 100 minutes per week per child.
09/08/2022	06/27/2023	Strategic Reading Period - Schedule all students for a strategic reading period called RIT (Reading is Transformational) based on student need and student choice. There will be a debate class, a STAR1 class, and a phonemic awareness class on all grade levels. Use creative approach to RIT class creation including graphic novel class, reading and STEM class, theater class and musical literacy class.
07/01/2022	06/27/2023	Partner with Billion Oyster Project to integrate hands-on inter-disciplinary sustainability/environmental justice project into the 6th grade science, math and ELA curricula. Students will take regular field trips to Domino Park to take data samples from their class oyster cage, contributing to a city-wide sustainability study. Each 6th grade science teacher will house a tank of oysters in their classroom for further observation and study. We will organize our Summer Rising program fully around the Billion Oysters Project with weekly trips to Domino Park, and inter-disciplinary units built around sustainability/environmental justice, ecosystem analysis, and oyster data collection.
07/01/2022	06/27/2023	Create a Spanish language social studies curriculum to be taught to all three DL classes. Work with central Social Studies team to create a three year sequence using both Passport and Civics For All. Year 1 - geography and culture of Latin America with case studies of Mexico, Brazil, and Dominican Republic. Year 2 - foundations of government with focus on US representative democracy/constitutional rights, and comparison to other forms of government around the world. Year 3 - Movements/Revolutions - with focus on Civil Rights movement in America, and independence movements in Latin America. .
07/01/2022	06/27/2023	Support two ELA teachers in attaining ENL certification to deepen support for ENL and former ENL students.
09/08/2022	06/27/2023	Partner with Urban Word to integrate spoken word into ELA curriculum. Artist will push into 7th grade ELA classes once per week.

09/08/2022	05/27/2023	Word Generation - Implement the Word Generation curriculum across grades, content areas, and subgroups in both English and Spanish. Word Generation is an academic language acquisition program rooted in a high interest debate topic with five weekly academic language focus words. Students read about the topic in ELA and learn the five focus words on Monday, complete a math word problem about the debate topic integrating the five focus words in Math on Tuesday, do a paper/pencil science experiment about the debate topic integrating the five words in science on Wednesday, debate the topic in social studies and integrate the five words on Thursday and write an opinion essay about the debate integrating the five words on Friday. We will do one unit every two weeks. We will create a teacher's guide and pacing calendar over the summer aligned to MSQI debate tournament resolutions and distribute during the first two days of PD.
07/15/2022	08/15/2023	Summer Bridge - Conduct weeklong summer bridge program for incoming 6th graders focusing on reading and math skills. Taught by 6th grade team, Mon-Thursday remote followed by in-person team building day at Domino on Friday.
07/01/2022	09/13/2023	Distribute summer independent reading packet to all MS 50 students, including incoming 6th graders. Goal to increase summer time on text and to reduce summer reading comprehension learning slide.
07/01/2022	06/27/2023	Partner with New York City Urban Debate League to send six MS 50 debaters to 2021 remote summer public forum debate camp and to provide debate expert to push into grade level public forum debate classes.
07/01/2022	06/27/2023	Hire policy debate instructor to host an in-person policy debate summer camp for MS 50 Nationals travel team.
09/13/2022	02/01/2023	Partner with Teaching Matters to provide bilingual special education (BSE) coaches to all three BSE teachers with the goal of creating, implementing, and monitoring a model, inter-disciplinary, project based BSE curriculum. Curriculum will be centered around monthly high interest projects and all four content areas will build from the theme (ie science, math, reading, and social studies of gardening). Curriculum will build on student lived experience, cultural practices, and prior knowledge. All three BSE teachers will co-develop the curriculum and all three classes will follow the curriculum
11/15/2022	06/20/2023	Partner with Practice Makes Perfect Tutoring company to provide individual tutoring to students in temporary housing, either in person or virtually, depending on family need/choice.
11/01/2022	06/20/2023	Host two District wide debate tournaments, where MS 50 debaters serve as coaches and judges. Send MS 50 debaters to local elementary schools to help elementary school debaters prepare for district wide tournaments.
09/08/2022	01/31/2023	Implement Civics For All Soapbox curriculum in every social studies class (in both English and Spanish) with the goal of every student at MS 50 writing and delivering a speech about an issue that is important to them. Submit top speeches to Soapbox competition.
07/01/2022	08/31/2022	Send Social Studies teachers to Passport and Civics For All summer professional development.
07/01/2022	08/31/2022	Train two teachers in MSQI Strategic Reading curriculum with a focus on bookclubs and "reading for liberation".
07/01/2022	08/31/2022	Train two teachers in STARI reading comprehension strategic reading program.
07/01/2022	08/31/2022	Train two special education teachers in phonemic awareness programs (Wilson, Rewards).
08/29/2022	06/27/2023	Hire an instructional coach to work with our Bilingual Special Education and Dual Language Teams to provide instructional and SEL support specifically around newly arrived students seeking asylum.
09/08/2022	06/27/2023	Music as resistance and liberation - Work with Brooklyn Conservatory of Music to partner a vocal teaching artist with 8th grade social studies teacher to develop a curriculum analyzing music as a form of resistance and liberation in American history with a specific focus on spirituals and Civil Rights freedom songs.
09/08/2022	06/27/2023	Dancing Classroom Residency Program - Partner with Dancing Classrooms to create a dance residency, partnering a dance teaching artist with our Dual Language social studies classes, focusing specifically on Latin Dance styles bachata, merengue, salsa, samba, rumba and tango.
09/08/2022	01/31/2023	Integrated Arts Project - El Puente teaching artists partner with ELA teachers to integrate arts (visual, theater, music) into ELA curriculum. Teachers and teaching artists co-plan regularly and partners hips results in an end of year Showcase. Partner with El Puente to split funding of theater artist.
10/12/2022	12/31/2022	In-school academic support for STH - We will hire a Spanish speaking teaching assistant through Practice Makes Perfect to support students from families seeking asylum living in temporary shelters as part of Project Open Arms.

Action Planning - February to June

Directions: Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. **Note:** Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2022	06/27/2023	Integrated Arts Project - El Puente teaching artists partner with ELA teachers to integrate arts (visual, theater, music) into ELA curriculum. Teachers and teaching artists co-plan regularly and partners hips results in an end of year Showcase. Partner with El Puente to split funding of theater artist.
10/04/2022	05/27/2023	ELT Enrichment - Design classes based on student interest and teacher passion that support student literacy development. For example - newspaper, digital journalism, debate, reading with friends, dissecting Disney, athletics, spoken word, robotics, 3d printing, poetry and more.
02/01/2022	06/27/2023	SS focus on evaluating arguments in informational texts. Based on data from our June Instructional Report, one growth area for all of our students .10 behind city average, is student evaluating arguments in informational texts. Social studies teachers will design, implement and analyze one short essay focused on evaluating arguments in multiple texts to each unit.
02/01/2022	06/27/2023	Saturday School - We will target students based on DRP scores and periodic assessments for small group ELA tutoring on Saturdays from February to May.
02/01/2022	06/27/2023	ELT Reading Intervention – Targeted small-group reading intervention for students with decoding and comprehension struggles.
02/04/2022	06/27/2023	Read excerpts from Grading for Equity by Joe Feldman with Literacy department to study mastery grading and develop ideas for roundtable exit projects.
02/01/2023	06/15/2023	Partnered with tutoring company Practice to hire 3 Spanish bilingual ENL tutors to travel with each Dual Language class (6th, 7th, and 8th grade). The goal of the program is to support entering ENL students, with a focus on students living in temporary housing as part of the Project Open Arms initiative. We collaborated with Practice to design a PD around an article in Colorin Colorado for both ENL tutors and MS 50 staff to deepen skillsets of both in second language acquisition strategies.

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/20/2022	11/22/2023	Parent workshop on understanding DRP levels and supporting student Independent Reading	El Puente
02/07/2022	03/14/2023	Parent workshop on using LighSail	El Puente

Human Resources	ELA teachers programmed for strategic reading, Independent Reading Coordinator position.
Instructional Resources	Expeditionary Learning, Disrupt Text PD, YPAR PD
Schedule Adjustments	Strategic Reading Period for all students - Schedule all students for a strategic reading period called RIT (Reading is Transformational) based on student need and student choice. There will be a debate class, a STARI class, and a phonemic awareness class on all grade levels. Use creative approach to RIT class creation including graphic novel class, reading and STEM class, theater class and musical literacy class.
Other Resources Needed	n/a

AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL MATH

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.

- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
8th grade proficiency in Algebra	29% proficiency as measured by the June 2019 Algebra Regents (last pre-pandemic Algebra Regents)	We take the "All" in Algebra For All very seriously and provide an accelerated algebra Regents course to all of our 8th graders regardless of state exam proficiency, SWD status or ENL status. We have, however, a wide spectrum of incoming proficiency, numeracy levels and literacy levels. We hypothesize that grade level literacy/numeracy gaps negatively impact the Algebra pass rate.

Elementary/Middle School Math SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	29	By June, 2023, Elementary/Middle School Math for All Students will Increase 2%, from 29 to 31%, as measured by NYS Algebra Regents.

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
IXL	% of students scoring at or above grade level	IXL Baseline Assessment	4% increase in number of students performing at or above grade level IXL personalized assessment	4% increase in number of students performing at or above grade level IXL personalized assessment	4% increase in number of students performing at or above grade level IXL personalized assessment

Action Planning - August to January

Directions: Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
07/01/2022	06/27/2023	Implement Illustrative Math curriculum in all grades. Our team noticed that our students needed a stronger conceptual foundation in mathematics, and our research in to current curricula found that Illustrative focuses on conceptual understanding. We will send all math teachers to summer professional learning on Illustrative Math and we will dedicate summer planning time to creating pacing calendars for each grade and curriculum guides for teachers.
09/08/2022	01/04/2023	Create, implement, and analyze a series of monthly assessments aligned to state math exam instructional report/Regents exam analysis to track student skill development. Data tracking used to guide collaborative inquiry in four week cycles of assessing, identifying instructional implications, implementing instructional shifts, reassessing/analyzing
09/08/2022	01/04/2023	Algebra 4 All - Create a pathway for ALL students to take Algebra in the 8th grade by working backwards and adding algebraic thinking strategies into math instruction in all grade levels. Train all math teachers in Algebra For All. We served as Algebra For All Remote demonstration site in May, 2020, and plan to do so again this school year.
09/08/2022	01/04/2023	Develop a tiered assessment strategy using IXL and monthly state exam/Regents aligned periodic assessments.
09/08/2022	01/29/2023	Remote math Coaching through Teaching Matters aligned to Algebra For All.

09/08/2022	02/01/2023	Small Group Algebra Tutoring. For the past three years we have partnered with CUNY Tutor corps to provide in class small group tutoring. Tutors are matched with each Algebra teacher and provide push-in tutoring to small groups during class. Tutors s hare preps with teachers and co-plan to maximize effectiveness. We will also apply to get CUNY Tutor Corps tutors.
10/05/2022	12/31/2023	Youth Participatory Action Research PD Series. We will partner with Rutgers professor, Dr. Nicole Mirra, who specializes in Youth Participatory Action Research. She will conduct an 8-week PD series with staff on using the pandemic as a portal to critical thinking. YPAR is an approach to education that challenges traditional understandings of who has power to produce knowledge, what counts as facts, and how inquiry can challenge inequality. Participants agree to integrate YPAR strategies into their remote/blended instruction, and one participant/group of participants will work closely with Dr. Mirra in the Spring on an in-depth remote YPAR project with students.
09/08/2022	06/27/2023	Ensure all students have working school-issued chromebooks and access to wifi. Implement both device pick up days and device deliveries. Help families secure DOE issued wi-fi enabled ipads, and fundraise for school purchased hotspots for families with wifi-needs. Pay special close attention to students in temporary housing (STH) to ensure that their individual device/wifi issues are supported.
09/08/2022	06/27/2023	Provide Remote Learning Supplies to students in temporary housing (STH) including devices/hotspots, noise-cancelling headphones, mouses, web-cams, microphones, school supplies, whiteboards, and independent reading texts.
09/08/2022	01/04/2023	Create a 7th and 8th grade math intervention period. We have noticed a trend that our largest dip in proficiency and numeracy occurs in the 7th grade. We will assign a 7th grade math teacher an intervention period to work in small groups with 7th graders in need.
09/08/2022	01/04/2023	Provide all math teachers with the text Rethinking Mathematics and Radical Equations to inspire real-life applications with equity and justice lenses.
09/08/2021	01/04/2023	Give all students a numeracy baseline assessment using IXL. Math teachers confer with each student one on one to review baseline data and create a personalized numeracy plan to move students to grade level numeracy and/or to provide real-world application enrichment for students that reach grade level numeracy. Math teachers will dedicate 2 periods per week to personalized numeracy instruction via IXL and will assign one hour per week of personalized IXL numeracy homework.
07/01/2022	12/31/2023	Partner with Billion Oyster Project to integrate hands-on inter-disciplinary sustainability/environmental justice project into the 6th grade science, math and ELA curricula. Students will take regular field trips to Domino Park to take data samples from their class oyster cage, contributing to a city-wide sustainability study. Each 6th grade science teacher will house a tank of oysters in their classroom for further observation and study. We will organize our Summer Rising program fully around the Billion Oysters Project with weekly trips to Domino Park, and inter-disciplinary units built around sustainability/environmental justice, ecosystem analysis, and oyster data collection.
09/04/2022	06/27/2023	Schedule 2 periods of IXL personalized learning for all students. Ask students to create individual "numeracy goals". Develop a tracker to monitor student IXL progress toward their individual numeracy goals. Integrate critical thinking/algebraic thinking enrichment application lessons for students who reach grade level in numeracy as measured by IXL.
09/04/2022	05/27/2023	Word Generation - Implement the Word Generation curriculum across grades, content areas, and subgroups in both English and Spanish. Word Generation is an academic language acquisition program rooted in a high interest debate topic with five weekly academic language focus words. Students read about the topic in ELA and learn the five focus words on Monday, complete a math word problem about the debate topic integrating the five focus words in Math on Tuesday, do a paper/pencil science experiment about the debate topic integrating the five words in science on Wednesday, debate the topic in social studies and integrate the five words on Thursday and write an opinion essay about the debate integrating the five words on Friday. We will do one unit every two weeks. We will create a teacher's guide and pacing calendar over the summer aligned to MSQI debate tournament resolutions and distribute during the first two days of PD.
09/04/2022	06/27/2023	Utilize a three pronged goal for math lesson planning - building conceptual understanding, practicing procedural fluency, and making real world connections.
07/15/2022	08/15/2023	Summer Bridge - Conduct weeklong summer bridge program for incoming 6th graders focusing on reading and math skills. Taught by 6th grade team, Mon-Thursday remote followed by in-person team building day at Domino on Friday.
07/01/2022	02/01/2023	Partner with Teaching Matters to provide science coaching to 6th and 7th grade science teachers, supporting implementation of Billion Oyster Project and aligning science curriculum across grade levels to prepare students to be ready for 8th grade Living Environment across grade levels.
10/04/2022	05/27/2023	Partner with Brooklyn Boatworks to create STEM Boat Building ELT class.
07/01/2022	08/31/2023	Implement SCALE Science Curriculum. Send science teachers to SCALE Summer Professional Development.
09/08/2022	06/27/2023	Partner with CRSE PD provider, Fiorella Guevara, to develop a yearlong CRSE PD cycle designed to unpack Dr. Muhammad's four layered approach to the Historically Responsive Literacy Framework for Teaching and Learning (identity development, skills development, intellectual development and criticality). Teachers will practice writing lesson plans using Dr. Muhammad's four-layered approach, and engage in inter-visitations, artifact shares, and analysis of student work to measure the impact of the work.

11/15/2022	06/27/2023	Partner with Practice Makes Perfect Tutoring company to provide individual tutoring to students in temporary housing, either in person or virtually, depending on family need/choice.
09/08/2022	06/27/2023	Hire a bilingual common branch (math specialist) or bilingual math teacher to open a fifth 6th grade section to reduce class sizes for large incoming 6th grade class. Teacher will join dual language team.
08/29/2022	06/27/2023	Hire an instructional coach to work with our Bilingual Special Education and Dual Language Teams to provide instructional and SEL support specifically around newly arrived students seeking asylum.
09/08/2022	01/31/2023	Integrated Arts Project - El Puente teaching artists partner with ELA teachers to integrate arts (visual, theater, music) into ELA curriculum. Teachers and teaching artists co-plan regularly and partners hips results in an end of year Showcase. Partner with El Puente to split funding of theater artist.
10/12/2022	12/31/2022	In-school academic support for STH - We will hire a Spanish speaking teaching assistant through Practice Makes Perfect to support students from families seeking asylum living in temporary shelters as part of Project Open Arms.

Action Planning - February to June

Directions: Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. **Note:** Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/0023	06/27/0023	Develop a method, modeled after ELA department's CPEC, for teaching students to attack complex word problems.
02/01/0023	06/27/0023	Implement project based assessment in math classes using real world connections to issues of equity and justice. Utilize Rethinking Mathematics and Radical Equations as mentor texts.
10/04/2022	05/27/2023	ELT Math Tutoring - Small group tutoring targeting growth areas identified by periodic assessments
10/04/2022	05/27/2023	ELT Enrichment - Design classes based on student interest and teacher passion that support student numeracy and STEM development. For example - math team, GLAMAS (Girls Lea ding Advancement in Math and Science), chess, coding, robotics, video game design, and soap box derby engineering
02/01/2023	06/27/2023	Saturday Program - We will provide small group Math instruction to students on Saturdays from February - June, utilizing midyear periodic assessments to target specific student needs. We have set a goal of 150 students attending each Saturday session. We will also have a targeted Saturday program for ELL and SWD students with a focus on language acquisition, differentiation and multiple entry points. We will also coordinate with Success Mentors to support students with chronic absenteeism and to give special attention to students in temporary housing (STH).
02/01/2023	06/27/2023	Integrated Arts Project - El Puente teaching artists partner with Math teachers to integrate arts (visual, theater, music) into Math curriculum. For example, a stained glass window project is aligned with graphing linear equations unit. Teachers and teaching artists co-plan regularly and partners hips results in an end of year Showcase.
02/01/2023	06/27/2023	Small Group Algebra Tutoring. For the past two years we have partnered with CUNY Tutor corps to provide in class small group tutoring. Tutors are matched with each Algebra teacher and provide push-in tutoring to small groups during class. Tutors s hare preps with teachers and co-plan to maximize effectiveness. We will also apply to get CUNY Tutor Corps tutors.
02/01/2023	06/15/2023	Partnered with tutoring company Practice to hire 3 Spanish bilingual ENL tutors to travel with each Dual Language class (6th, 7th, and 8th grade). The goal of the program is to support entering ENL students, with a focus on students living in temporary housing as part of the Project Open Arms initiative. We collaborated with Practice to design a PD around an article in Colorin Colorado for both ENL tutors and MS 50 staff to deepen skillsets of both in second language acquisition strategies.

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/20/2022	11/17/2023	Family IXL Workshop	El Puente, CUNY Math Tutors
12/01/2022	03/10/2023	Family Algebra For All Workshop	El Puente, CUNY Math Tutors

Human Resources	7th and 8th grade math intervention period, CUNY Math tutors on each grade
Instructional Resources	Big Ideas curriculum/assessments/online resources, IXL, Integrated Arts Project to provide real-life applications, Rethinking Mathematics and Radical Equations as mentor texts for integrating equity and justice into math curriculum
Schedule Adjustments	7th grade math intervention period
Other Resources Needed	n/a

AREA OF CONCENTRATION SUPPORTIVE ENVIRONMENT FRAMEWORK (SEF) - REQUIRED

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Preventing bullying	All student's positive responses to preventing bullying questions on the NYC School Environment Survey	Post-pandemic social-emotional needs, social media, student low self-esteem, lack of sense of belonging, misunderstanding of the term "bullying", depression and anger, social intolerance, fears of inferiority, stress and trauma.

Supportive Environment Framework (SEF) - Required SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Safety & Restorative Approaches to Behavior	58	By June, 2023, positive responses to Preventing Bullying will improve 62%, from 58 to 4, as measured by positive NYC School Survey responses, resulting in improved social-emotional teaching/learning and restorative approaches to behavior management

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
Mood Meter (Part of Yale University's Ruler method)	Daily percentage of students in the yellow	58%	2% increase in daily percentage of students in the yellow	2% increase in daily percentage of students in the yellow	2% increase in daily percentage of students in the yellow

Action Planning - August to January

Directions: Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/08/2022	06/27/2023	Hire a restorative justice coordinator who will coordinate research based restorative justice approaches to student behavior management.
09/08/2022	06/27/2023	
07/01/2022	09/08/2023	New mural painted on the first floor entry dedicated to the MS 50 core P.R.I.D.E values of Peace and Justice and Innovation. The mural will be welcoming, inspiring and culturally affirming and will be based on input from students, families, staff and the community. The goal is for students to return to school walking through the doors and hallways of the main entrance surrounded by moving artwork that reflects their ideas and identities.
07/01/2022	06/27/2023	Create an F-status position for lead El Puente Muralistas artist to be muralist in resident to work on a new mural every two months with the goal of covering every wall in MS 50 with welcoming, inspiring and affirming artwork that reflects students' complex identities.
07/01/2022	06/27/2023	Partner with Billion Oyster Project to integrate hands-on inter-disciplinary sustainability/environmental justice project into the 6th grade science, math and ELA curricula. Students will take regular field trips to Domino Park to take data samples from their class oyster cage, contributing to a city-wide sustainability study. Each 6th grade science teacher will house a tank of oysters in their classroom for further observation and study. We will organize our Summer Rising program fully around the Billion Oysters Project with weekly trips to Domino Park, and inter-disciplinary units built around sustainability/environmental justice, ecosystem analysis, and oyster data collection.
09/08/2022	06/27/2023	Peace Warrior and Circle Keeper program - Deepen our existing Peace Warrior peer mediation program by pairing it with a Restorative Justice Circle Keeper team facilitated by Dean. We will apprentice with Harvest Collegiate High School's Circle Keepers to build our own student led restorative justice team.
09/08/2022	06/27/2023	Monthly CARE Team Meetings to develop and track action plans for individual students in need.
09/08/2022	06/27/2023	Monthly School Culture Team Meetings to plan schoolwide events and celebrations (BLM showcase, Woman's History Showcase, Latinx Heritage Showcase, Pride Showcase)
09/08/2022	06/27/2023	MS 50 Pride Alliance, MS 50's GSA- Focuses on gender identity LGBTQIA+ empowerment. Provides MS 50 students with a safe and supportive space, to increase self-esteem, feelings of belonging, personal empowerment, and decrease anxiety and depression. The goal of how the GSA will impact the school is an overall decrease in negative sentiments towards LGBTQIA+ individuals and a greater positive regard for LGBTQIA+ issues. The objective of this program is that, for the children attending the club, within one year of implementation, self-esteem, feelings of belonging and personal empowerment will increase while instances of anxiety and depression will decrease. For the larger school population, the objective of this club is that within one year of implementation rates of negative perceptions about LGBTQIA+ people and topics will decrease. Furthermore, another more specific objective of the GSA is that training provided to teachers will increase their feelings of competence when dealing with bullying behavior regarding LGBTQIA+ topics as well as a greater feeling of ease when discussing these topics.
09/08/2022	06/27/2023	Utilize what we learned during the pandemic about the power of music to unite, welcome, inspire and build community by purchasing and installing a DJ system in our cafeteria. We will teach students how to use the equipment in a DJ ELT and allow students to take turns serving as lunch DJ, spinning Dean approved music. We will use class chosen songs to call students to get lunch, and we will end each lunch period with our adopted school song - We Are Family
09/08/2022	06/27/2023	Hire a Youth Leadership Coordinator via Magnet Grant partnership with El Puente. Youth Leadership Coordinator will be trained by Community School Director and will be responsible for facilitating student government and Youth In Action program that takes youth leaders through a See, Analyze, Act social action protocol.

09/08/2022	06/27/2023	Purchase Cultivating Genius by Dr. Gholdy Muhammad for staff. Engage staff in book study accompanying year long Equity PD cycle designed by Equity Team.
09/08/2022	06/27/2023	Mood Meter - Create a mood meter app and qr code. Students will scan the code during AM homeroom before turning in their phones for the day. Students will complete the mood meter on the app. Students will place themselves on the mood meter, and choose an emotion vocabulary word to describe their emotion. The app will include a question asking if students need to speak to a counselor about their mood. Newly hired full time social worker will monitor mood meter data daily, checking to see if any student said they need to talk to a counselor, and looking for trends around student mood identification. We will paint a mural of the mood meter with associated academic language vocabulary words.
07/15/2022	08/15/2023	Summer Bridge - Conduct weeklong summer bridge program for incoming 6th graders focusing on reading and math skills. Taught by 6th grade team, Mon-Thursday remote followed by in-person team building day at Domino on Friday. SEL goal to build sense of belonging for incoming 6th graders before starting middle school and to transition students who have been remote to in-person learning.
10/04/2022	02/01/2023	Partner with A Fair Shake to bring dog therapy to a targeted group of students once per week for 60 minutes, culminating in a trip to a dog shelter.
07/01/2022	02/01/2023	Purchase school uniforms, emergency clothing, school supplies, devices, and hygiene kits for students in temporary housing (STH)
09/20/2022	06/20/2023	Implement family communication tool Operoo to allow families to communicate digitally with staff and complete all forms and signatures digitally.
09/08/2022	06/17/2023	Partner with CRSE PD provider, Fiorella Guevara, to develop a yearlong CRSE PD cycle designed to unpack Dr. Muhammad's four layered approach to the Historically Responsive Literacy Framework for Teaching and Learning (identity development, skills development, intellectual development and criticality). Teachers will practice writing lesson plans using Dr. Muhammad's four-layered approach, and engage in inter-visitations, artifact shares, and analysis of student work to measure the impact of the work.
11/15/2022	06/20/2023	Partner with Practice Makes Perfect Tutoring company to provide individual tutoring to students in temporary housing, either in person or virtually, depending on family need/choice.
08/24/2022	09/08/2022	Send welcome team to local emergency shelters serving newly arrived families seeking asylum. Team includes, principal, APs, guidance counselor, social worker, DL teacher, Community School Director, and parent advocate. Team will welcome families and help let them know that they have found a home and family in MS 50. Team will bring a backpack filled with school supplies and a backpack filled with hygiene/toiletry products to each family, as well as toys for kids and some treats from a local bakery. Team will coordinate with director of STH to help facilitate registration and get families connected with support services.

Action Planning - February to June

Directions: Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/26/2023	Weekly advisory lessons created based on student/staff needs and on mood meter data.
02/01/2023	06/27/2023	Warriors of the Week program - Each week, a student in each grade is recognized for exemplifying one of MS 50's PRIDE Values (Peace and Justice, Respect, Innovation, Determination, Empathy)
10/04/2023	05/27/2023	ELT Enrichment - Design classes based on student interest and teacher passion that support student literacy development. For example - newspaper, digital journalism, debate, reading with friends, dissecting Disney, athletics, spoken word, robotics, 3d printing, poetry, student government, sign language, social action, and more. Our hypothesis is that when students choose classes based on interest they will build sense of belonging, raise self-esteem, and decrease bullying.
02/04/2023	06/27/2023	Based on analysis of demographic changes in incoming 6th grade class, we anticipate that MS 50 will experience increasing racial integration. We will look for an example of a middle school that has recently integrated and at the same time has successfully disrupted disproportionality trends that have plagued schools across the city, state and nation. If we find a school that has demonstrable data to show this, we will ask to study their strategies.
02/04/2023	06/27/2023	Student YPAR participants present their findings and recommendations on how school can support their individual research (ex anti-racism, environmental justice, etc) to staff at end of year staff meeting.

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	11/20/2023	Family/Staff Equity Team Meetings	El Puente
02/04/2023	06/03/2023	Family participation in Youth Participatory Action Research PD and program implementation	El Puente Global Justice Institute, Dr. Nicole Mirra, Rutgers University
07/01/2022	09/07/2022	Parent Teacher Home Visit Project (PHTPV) visits to all incoming 6th graders to discuss hopes and dreams for middle school and to all rising 8th graders to discuss high school application process	El Puente

Human Resources	New full time social worker, Magnet Coordinator, Youth Leadership Coordinator,
Instructional Resources	Solving Disproportionality and Achieving Equity
Schedule Adjustments	Scheduling ELT
Other Resources Needed	n/a

AREA OF CONCENTRATION CHRONIC ABSENTEEISM

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Chronic Absentee Students	37% of our students are chronically absent	Pandemic-related attendance obstacles (loss/grieving, family illness, fear of COVID), Housing insecurity, food insecurity, disengagement from school, not believing in themselves a snot finding a community in school to belong to.

Chronic Absenteeism SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	37	By June, 2023, Chronic Absenteeism for All Students will Decrease 5%, from 37 to 32, as measured by ATS Attendance Data.

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
Insight Tool	Chronic Absenteeism Rate	37%	2% decrease in chronic absenteeism percentage	2% decrease in chronic absenteeism percentage	1% decrease in chronic absenteeism percentage

Action Planning - August to January

Directions: Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
07/05/2022	09/08/2022	Conduct Parent Teacher Home Visit Project (PTHVP) visits for all incoming 6th graders to discuss hopes and dreams for middle school and for all rising 8th graders to discuss high school application process.
09/08/2022	06/27/2023	Daily attendance calls by remote coaches for all absent students in both English and Spanish.
09/08/2022	06/27/2023	Advisory/Homeroom- All students are scheduled for am and pm homeroom daily and advisory with their homeroom once per week. Two staff members are matched with each homeroom to provide a small I student to teacher ratio and a low for small grouping during advisory. Advisory curriculum is developed to align with our PRIDE Core Values (Peace and Justice, Respect, Innovation, Determination, Empathy). Advisory lessons are distributed weekly at Monday PDs.
09/08/2022	06/27/2023	Supporting students in temporary housing - All students in temporary housing are provided with unlimited free uniform packages, loaded book bags with school supplies, and toiletry kits with personal hygiene products if needed/requested
07/01/2022	09/08/2022	Creation of an MS 50 App that all parents can download to either Iphone or Android. App serves as communication hub with push-notifications going out in both English and Spanish and links to our website.
09/08/2022	06/27/2023	Regular attendance team meetings.
09/08/2022	06/27/2023	Ensure all students have working school-issued chromebooks and access to wifi. Implement both device pick up days and device deliveries. Help families secure DOE issued wi-fi enabled ipads, and fundraise for school purchased hotspots for families with wifi-needs. Pay special close attention to students in temporary housing (STH) to ensure that their individual device/wifi issues are supported.
09/08/2022	06/27/2023	Partner with El Puento to create a Success Mentoring program for students in with chronic absenteeism. Pay special attention to students in temporary housing (STH) to ensure they have a Success Mentor if needed.
09/08/2022	06/27/2023	Provide technology supplies to students in temporary housing (STH) including devices/hotspots, noise-cancelling headphones, mouses, web-cams, microphones, school supplies, whiteboards, and independent reading texts.
07/01/2022	06/27/2023	Utilize Operoo to communicate with parents about attendance and lateness. Send daily texts using Operoo to late/absent students.
09/08/2022	06/27/2023	Provide incentives (pizza parties, raffles) for perfect attendance, class with highest attendance per grade, and improved attendance.
10/01/2022	06/27/2023	Chronic Absenteeism Circles - Conduct circles with chronically absent students to help understand obstacles to student attendance.

Action Planning - February to June

Directions: Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
11/09/2022	06/25/2023	Success Mentoring - Through the Community Schools' Grant El Puente will support and expand the MS 50 mentoring program by supplying young adult mentors to work with any student with less than 90% attendance.
10/02/2022	05/27/2023	ELT Enrichment - Design classes based on student interest and teacher passion that support student literacy development. For example - newspaper, digital journalism, debate, reading with friends, dissecting Disney, athletics, spoken word, robotics, 3d printing, poetry and more. Hypothesis is that when students get to choose classes based on interest, they will become more engaged in school and chronic absenteeism will decrease.
10/01/2022	06/27/2023	

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	11/30/2023	Provide families with individual attendance scorecard for student	El Puente
01/04/2023	06/27/2023	Attendance team home visits to chronically absent students	El Puente

Human Resources	El Puente Community School Attendance Coordinator, Success Mentors
Instructional Resources	Highly engaging ELT courses
Schedule Adjustments	ELT Programming
Other Resources Needed	n/a

AREA OF CONCENTRATION QUALITY INDIVIDUALIZED EDUCATION PROGRAM

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
High quality IEPs that meet all compliance deadlines	90% STARS/SEIS linkage	NYSED doesn't recognize the bilingual extension of our bilingual special education teachers who went through the NYC Teaching Fellows program

Quality Individualized Education Program SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students with Disabilities (SWD)	5	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve alignment of IEPs across present level of performance, goals and recommended programs and services. This will be measured by an increase of 5% from 90% to 95% on the STARS-SEIS Completion Report.

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
SEIS IEP Completion Report, Weekly Power BI Data Reports	% of fully served per IEP and programming.	95	2% increase in % of fully matched mandates	2% increase in % of fully matched mandates	1% increase in % of fully matched mandates

Action Planning

Directions: Identify the progressive action steps your school will take, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
06/11/2022	06/27/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	Appoint three special education coordinators, one on each grade level, who will support special education teachers in IEP creation and compliance.
06/11/2022	06/27/2023	Develop appropriately rigorous standards-aligned annual goals	Special education coordinators meet weekly with principal to review completion report status.
06/11/2022	06/27/2023	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	Special education coordinators meet regularly with grade level teams to review one student's IEP per week, analyze student work, and brainstorm support strategies.
06/11/2022	06/27/2023	Ensure that programs and services mandated on each student's IEP are delivered	Develop flexible blended remote program that allows special education teachers and related service providers to deliver IEP services and meet the needs of all learners.
09/08/2022	06/27/2023	Ensure that transition planning is reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade]	8th grade special education coordinator leads monthly grade team meetings to discuss transition needs.
09/08/2022	06/27/2023	Conduct IEP meetings within specified compliance dates	Weekly meetings with special education coordinators and SBST team to analyze SESIS Completion data.
09/08/2022	06/27/2023	Monitor referrals to Special Education to ensure appropriate referrals only	Regular SIT Team Meetings.
07/01/2022	07/02/2023	Writing high quality IEPs	Conduct an early summer meeting of special education and general education teachers to examine IEPs of all students, including incoming 6th graders. Team will review recommended services, ensure high quality IEP writing, check compliance numbers and make recommendations for summer changes so we can start the year with clarity and consistency. Teachers will review IEPs of students who will be in their classes in September to begin integrating IEP recommendations into summer planning.
08/01/2022	06/25/2023	Writing high quality IEPs	Hire an experienced special education teacher with proven experience leading a department, mentoring/coaching special education, and supporting IEP writing and compliance to be Special Education liaison. Special education liaison will attend all district and BCO trainings and provide close analysis of IEPs for all SWD with special focus on needs coming out of the pandemic and will develop and implement targeted intervention plans with specific focus on literacy and numeracy.
08/02/2022	10/01/2022	Ensure that programs and services mandated on each student's IEP are delivered	Work with BCO to ensure that BSE teachers bilingual extensions are recognized by NYSED.

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	11/30/2022	Family IEP workshop	El Puente
04/04/2023	06/15/2023	Family IEP transition plan workshop - concentration on 8th graders	El Puente

Human Resources	Special Education Liaisons
Instructional Resources	High quality IEP models
Schedule Adjustments	Weekly grade team meetings focused on analyzing one student's IEP facilitated by grade level special education liaison. Weekly meeting of all three special education liaisons with school leadership
Other Resources Needed	n/a

SECTION 6: MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Academic Support

NYCDOE Multi-Tiered Systems of Support (MTSS) align with NYSED guidelines for providing Academic Intervention Services (AIS) to students who have not yet met state standards or are considered to be at-risk of not meeting state standards. MTSS identifies the academic support services to be provided and ensures that students receive Response to Intervention (RtI) and Positive Behavioral Interventions and Support (PBIS) strategies as needed. See **NYSED's memo** to view the criteria for determining AIS services. The **Supportive Environment Framework (SEF)** offers a wide range of evidence-based Tier 2 and Tier 3 interventions and supports for student social-emotional, behavioral, physical and mental wellness.

Use the charts below and a Multi-Tiered System of Support (MTSS) to match academic, social/emotional, behavioral and instructional resources with student needs to provide targeted support for all learners, especially students who experience difficulty meeting state standards and those students who are living in Temporary Housing. Indicate specialized materials, technology-based tools and/or extra instruction, including Expanded Learning Time that supplements school-wide systems & supports and/or classroom level supports that address the unique social/emotional, behavioral and academic challenges of culturally and linguistically diverse students.

Directions: Complete the chart and identify Tier 2 or 3 MTSS Academic supports:

Any Tier 2/3 interventions should be in addition to the foundational work being done at Tier 1.

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 3 Phonemic Awareness Strategic Reading Class	Below a score of 46 on DRP results in secondary diagnostic WIST/TOSWRF, San Diego Quick	Wilson/Just Words	Small group/one to one	During parallel programmed strategic reading period called RIT (Reading is Transformational)	None
Tier 3 Math Intervention	3+ grades below grade-level in numeracy as measured by IXL diagnostic	Math intervention class	Small group	During strategic intervention period	IXL
Tier 2 Reading Support	DRP 1-2 grades below grade level	Guided reading	Small group, one to one	During weekly 2 periods of independent reading	LightSail
Tier 2 math support	1-2 grades below grade level in numeracy as measured by IXL diagnostic	Math tutoring with CUNY math tutor	Tutoring	During 2 periods per week of personalized math learning through IXL	IXL
Tier 2 ELT and Saturday Reading Tutoring	DRP 1-2 grades below grade level	ELT and Saturday School tutoring	Tutoring	During Expanded Learning Time and on Saturdays	LightSail
Tier 2 ELT and Saturday Math Tutoring	1-2 grades below grade level in numeracy as measured by IXL diagnostic	ELT and Saturday School Tutoring	Tutoring	During Expanded Learning Time and on Saturdays	IXL
Tier 3 STARI	2+ grades below grade level in reading comprehension as measured by, but successfully decoding as measured by WIST/TOSWRF, San Diego Quick	STARI	Small Group	During parallel programmed Strategic Reading Period	None

Student Social/Emotional Support

Directions: Complete the chart and identify Tier 2 or 3 MTSS Student Social/Emotional supports. Any Tier 2/3 interventions should be in addition to the foundational work being done at Tier 1.

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 3 - Success Mentoring	Chronically absent	Success Mentoring	one to one	Before and after school	None
Tier 3 My Brother's Keeper/My Sister's Keeper mentoring	CARE Team determined based on a range of criteria including attendance, discipline issues, section sheets, grade team meeting kid talk	MBK/MSK mentoring	one to one	Before and after school	None
Tier 2 - Restorative Circles	Causing harm to the community and/or participating in repairing a harm caused to the community	Restorative Circles	Small Group	During regular school day	None

Students in Temporary Housing (STH) Support

As included in your school's Office of School and Youth Development Consolidated Plan-STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). All Title I and non-Title I schools receive a Title I allocation for STH students. The **Students in Temporary Housing (STH)** website provides guidance on STH pupils and how these funds can be used to meet their needs, as well as restrictions. For more information on acceptable uses of the mandated Title I, Part A set-aside to support your STH population, please refer to **TITLE I, Part A: Homeless Set-aside Guidance on Allowable and Unallowable Expenditures**.

<p>Identify the number of Students in Temporary Housing who are currently attending your school.</p> <p>Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.</p>	<p>35</p>
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<p>Describe the services you are planning to provide to the STH population.</p>	<p>We pay close attention to the needs of our students in temporary housing and provide targeted services based on regular surveys and analysis of their needs. Some examples of services we provide are personal delivery of remote learning devices, school supplies and independent reading books, purchasing of STH backpacks filled with school supplies, clothing, books and sanitary kits, regular distribution of free school uniforms, support with laundering clothes, purchasing of prom dresses, providing transportation to school events. We provide students in temporary housing with targeted success mentoring. Our parent coordinator and partner CBO, El Puente, support families with housing insecurity, accompanying families to housing court and supporting families with navigating housing bureaucracies. Our parent coordinator and partner CBO, El Puente, support families with food and medical insecurities, connecting families with food banks and medical clinics, accompanying families to social service agency appointments and helping families navigate bureaucracies.</p>
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Expanded Learning Time (ELT) Support

The ELT program aligns with Multi-Tiered Systems of Support (MTSS) and will be offered to all eligible students who are considered at-risk of not meeting state standards. Note: Receivership schools must commit to 200 student contact hours of ELT.

<p>Describe how your school will utilize ELT to offer opportunities for enrichment and additional learning before, during, after school, on weekends and/or during the summer to 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.</p>	<p>We believe deeply in Expanded Learning Time (ELT) and our families and staff have advocated for ELT funding both for our school and for Community Schools across the city, attending and speaking at rallies, meeting with elected officials, and sitting on focus groups. We have an extensive Expanded Learning Time program that we continued virtually throughout the pandemic (see our remote offerings at www.ms50.org/elt). Expanded Learning Time for 2020-2021 will take place Wed, Thursday and Friday from 2:20 - 4:00 from October through May. During the month of September, staff surveys students to develop ideas for expanded learning time classes that will meet student interest and passion. At the end of September, we release our ELT course catalog. Courses are created by teachers based on their own expertise and passion and student input. Students then select three ELT courses, one for each day. We try hard to give every student one of their first 3 choices on each day, with most students getting their top choice. Courses are divided into 4 categories, academic enrichment, art/music, athletics and activism with courses including mural painting, activist art, concert band, Latin Jazz Ensemble, Choir, Public Forum Debate, Policy Debate, Spanish language debate, 3d printing, robotics, chess, Soap Box Derby, Sign Language, Drama, Music production, DJing, Boat Building, Coding, Spanish language coding, Hip Hop Dance, Latin Dance, Ballet, Step, Cheerleading, Storyworld, photography, math tutoring, Harry Potter club, Oral History, Newspaper, basketball, baseball, softball, volleyball, track, martial arts, and more.</p>
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<p>2. Describe how your school will meet the requirement of ensuring that ELT instruction is delivered under the supervision of a teacher who is NYS certified in that content area.</p>	<p>We partner with teaching artists from our partner CBO, El Puente to offer expertise both from licensed teachers and community educators.</p>
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<p>3. Describe how your school will meet the requirement of ensuring the alignment of ELT instruction with core academic subject area instruction offered during the regular school day.</p>	<p>We use our nationally competitive, award winning debate team as a model for ELT. Our debate ELT is aligned closely with ELA standards and we have conducted internal analyses of debater's DRP growth and found that debaters growth outperformed the national average, comparison MSQI schools and peers at MS 50. We build other enrichment ELT classes around content specific standards and authentic outside of classroom assessments to build engagement.</p>
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SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

Parent and Family Engagement Policy

Directions: The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent and family engagement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact (SPC) is a component of the Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's Parent and Family Engagement Policy should align with current Comprehensive Education Plan (CEP) goals for improving student achievement and should be developed or updated with input and feedback from parent leaders and the Parent Coordinator. In addition, if the school community will be engaged in central parent engagement 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.

In Title I schools, the Title I Parent Advisory Council (PAC) represents the Title I parent community in supporting parent and family engagement. The Title I PAC Chairperson will serve in a consultative role with the SLT representing the school's Title I parents. Schools are encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parent and family engagement requirements) as guidance for updating the school's current policy.

Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental engagement and student achievement. The overall aim of this policy is to develop a parent and family engagement policy that will establish expectations and objectives for meaningful parent and family engagement in the school community. MS 50, in compliance with Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent and family engagement 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 (or Parent-Teacher Association), and Title I Parent Advisory Council as trained volunteers and welcomed members of the school community.

Support for Parents and Family Members of Title I Students

MS 50 will support parents and family members 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 learning opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

Parental Involvement and School Quality

The school's Parent and Family Engagement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of Multilingual Learners/English Language Learners (ML/ELL), and students with disabilities. The school community, with the meaningful involvement of parents and family members, will conduct an annual evaluation of the content and effectiveness of this parent and family engagement 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 family members and enhance the school's Title I program. This information will be maintained by the school. In developing the Title I Parent and Family Engagement 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 and Family Engagement 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 and family members in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Education Plan, including the implementation of the school's Title I Parent and Family Engagement Policy and School-Parent Compact;
- engage all parents in discussion and decisions regarding the required Title I, 1% set-aside funds, which are allocated directly to the school to supplement parent and family engagement activities, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent and family engagement are utilized to implement activities and strategies as described in the school's Parent and Family Engagement 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 Advisory Council. This includes providing technical support and ongoing professional learning, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting 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 and family engagement requirements under Title I, Part A, Section 1116 and other applicable sections under ESSA;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed. - build trust with families through annual Parent Teacher Home Visit Project (PTHPV) visits.

Encouraging School-Level Parental Involvement

The school will further encourage school-level parent and family engagement by: • 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 Advisory Council; • 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)

School-Parent Compact (SPC)

MS 50, in compliance with the Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities: High Quality Curriculum

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by: • using academic learning time efficiently; • respecting cultural, racial and ethnic differences; • implementing a curriculum aligned to the State Learning Standards; • offering high quality instruction in all content areas; • providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by: • conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related; • convening an Annual Title I Parent Meeting each school year for parents and family members 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact are distributed and discussed with parents each year;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by: • creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents, and guardians; • assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional learning opportunities (times will be scheduled so that the majority of parents can attend); • sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community; • supporting parental involvement activities as requested by parents and family members; • ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent and Family Engagement Policy; • advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent and Family Engagement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to 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 Advisory Council, 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.

APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

LANGUAGE ALLOCATION POLICY OUTLINE

Language Allocation Policy Outline

2022-23 Grades K-12 Language Allocation Policy (LAP)

DIRECTIONS: This submission form supports schools with organizing a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for Multilingual Learners/English Language learners (MLs/ELLs). This is an annual plan of how your school will support linguistic and academic needs of MLs/ELLs and must be completed yearly. The Language Allocation Policy (LAP) is a part of the schools' Comprehensive Education Plan (CEP).

This is a living document. Any school-wide changes involving the services of MLs/ELLs, such as the addition or expansion of a Transitional Bilingual Education (TBE) or Dual Language (DL) program, should be updated in this form.

Agenda, minutes of LAP meetings, and LAP team members' attendance at meetings should be kept readily available on file in the school with all other ML/ELL critical documents. When preparing your school's submission, provide extended responses in the available spaces. For additional information, refer to the **Policy and Reference Guide for MLs/ELLs and LAP InfoHub**.

PART I: SCHOOL ML/ELL PROFILE

This section should reflect the school's demographics for the 2022-23 school year. If completing before the 2022-23 school year begins, questions should be based on the anticipated population served by the school.

For additional information, refer to **School ML/ELL Profile Professional Learning Module**.

A. School Information

District:	14
Borough:	Brooklyn
School Number:	50

B. Language Allocation Policy Team Composition

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.

Member Title	Name
Principal	Ben Honoroff
Assistant Principal	Shana Gunn
Coach	Dan Vazquez
English as a New Language (ENL)/Bilingual Teacher	Olwen Abergas
School Counselor	Marilyn Sostre
Teacher/Subject Area	Adrian Zhanay - Math
Teacher/Subject Area	Danae Vidal - ELA
Parent	Emily Middleton
Parent Coordinator	Edda Figueroa
Related-Service Provider	Jude Deomampo

C. Teacher Qualifications

Please review all certifications for all staff members at your school, and complete the number of certified staff for each category.

1. English to Speakers of Other Languages (ESOL) Certified Teacher

Number of ESOL certified teachers currently teaching ENL:	3
Number of teachers currently teaching a stand-alone ENL class who hold both a common branch license and ESOL certification [applicable to grades K-6]:	0
Number of certified ESOL teachers not currently teaching ENL:	0
Number of teachers who hold both content area/common branch and ESOL certification:	1
Number of ESOL certified teachers with a bilingual extension:	0

2. Certified Teachers with a Bilingual Extension

Number of certified teachers with a bilingual extension currently teaching in a bilingual program:	3
Number of certified teachers with a bilingual extension <u>not</u> currently teaching in a bilingual program:	1
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	4

3. Foreign Language/World Language Certified Teachers

Number of certified foreign language/world language teachers providing Home Language Arts (HLA) to students in bilingual programs [applicable to grades 7–12]:	1
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D. Student Demographics

Total number of students at your school (excluding pre-K):	316
Total number of current ELLs at your school:	44
Total percentage (%) of current ELLs at your school:	14
Total number of former ELLs at your school:	21
Total percentage (%) of former ELLs at your school:	7

PART II: BILINGUAL PROGRAMS

Provide the number of classrooms for each bilingual program, by grade, at your school *for the 2022-23 school year*. If submitting before the 2022-23 school year begins, this should be the anticipated number of classrooms based on anticipated enrollment.

Each language and program model--Transitional Bilingual Education (TBE) or Dual Language (DL)--is considered a separate program. In the second column, please indicate if the program is General Education (GE), Integrated Co-Teaching (ICT) special education, Special Class (SC), or Mixed-Group Class (MGC) special education. If a classroom bridges two grades, list as 0.5 classrooms for both grades.

For additional information, refer to **Bilingual Programs Professional Learning Module**.

- **Bilingual Programs in Grades K to 12**

	Program Type	Language	School Yr Opened	k	1	2	3	4	5	6	7	8	9	10	11	12	Totals
TBE	Bilingual Special Education (BSE)	Spanish	2019							1	1	1					3
TBE																	0
TBE																	0
DL	DL Spanish	Spanish	2018							1	1	1					3
DL																	0
DL																	0
				total:	total:	total:	total:	total:	total:	total:	total:	total:	total:	total:	total:	total:	
				0	0	0	0	0	0	2	2	2	0	0	0	0	

Does your school have a bilingual program (Transitional Bilingual Education (TBE) or Dual Language (DL))?	Yes
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PART III: ML/ELL PROGRAMMING

Please refer to New York State **Commissioner’s Regulation (CR) Part 154 Units of Study Tables** as you describe academic programming for MLs/ELLs at your school below.

For additional information, refer to **ML/ELL Programming Professional Learning Module**.

<p>1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 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], homogenous [proficiency level is the same in one class]).</p> <p>Stand-alone English as New Language (ENL)</p>	<p>We have stand-alone ENL class four periods per week during our strategic reading period which is parallel programmed by grade level. Stand alone ENL class is taught by licensed ENL teacher and students are grouped heterogeneously. We also have stand alone ENL through drama and story telling, taught by our licensed ENL teacher during our Expanded Learning Time program. Students are grouped heterogeneously.</p>
<p>Integrated English as New Language (ENL)</p>	<p>All ENL students receive integrated, push in ENL services from a licensed ENL teacher during their ENL class. Integrated ENL classes are programmed by block and are grouped heterogeneously.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> ▪ Transitional Bilingual Education (TBE) program ▪ Dual Language (DL) program 	<p>TBE - We have one Spanish bilingual special education class on each grade level. DL - We have one Spanish dual language class on each grade level.</p>

<p>2. How does the school ensure the mandated number of instructional minutes is provided according to students’ English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?</p>	<p>During the summer we review each individual students mandated number of instructional minutes and design the program to specifically meet their needs. We have one dedicated ENL teacher who teaches our stand alone ENL classes and pushes into 6th and 8th grade. We have one certified special education teacher with an ENL license who teachers 6th grade 12:1 ELA and ICT ELA and services ENL students in those classes. We have a 7th grade ELA teacher who is working on her TOESL license at Hunter College and services students 7th grade ELA integrated ENL and pushes in as an ENL teacher to service students in 7th grade ENL. Home language Arts is taught to all students in our DL and our BSE classes by our licensed LOTE teacher.</p>
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<p>3. For schools with Dual Language programs:</p> <p>Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated</p>	<p>Our Dual Language Spanish program is a side by side model. Students receive Home Language Arts, Debate, and Social Studies in Spanish, and ELA, Math and Science in English. The class is a mix of native English and native Spanish speakers, with a 50/50 goal. Dual language students are encouraged to join our bilingual debate team who competes nationally in both English and Spanish, challenging English-only norms in the national debate circuit.</p>
<p>In which language(s) is each core content area taught?</p>	<p>ELA - English Math - English Science - English Social Studies - Spanish Home Language Arts - Spanish Debate - Spanish</p>
<p>How is instruction designed to include both languages?</p>	<p>Instruction is designed in all content areas to include language acquisition strategies, including word roots and leveraging of home language knowledge. We infuse debate and evidenced based argumentation into all content areas bilingually, and we view access to Spanish language debate as a key equity initiative, both in the school and in the national debate circuit. We design our DL social studies course to be an anti-colonialist bilingual, bicultural study of Latin American and American history.</p>
<p>Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?</p>	<p>As a middle school, the vast majority of our students do not come to us as emergent readers, as they are already decoding in either English or Spanish. However, when we do encounter students that are not decoding in either language we focus on a sequential strategy to build emergent literacy in the home language. At the same time, we provide sequential instruction to help the child learn both English and Spanish.</p>

<p>4. For schools with Transitional Bilingual Education programs:</p> <p>Which core content areas are taught bilingually?</p>	<p>All core content areas (ELA, SS, Math, Sci, HLA) are taught bilingually by licensed teachers with bilingual extensions.</p>
<p>How is the students' home language integrated into instruction?</p>	<p>Our Bilingual Special Education (BSE) classes developed a project based, inter-disciplinary, bilingual/bicultural curriculum that designed around student lived experience that leverages both student home language and and student home culture.</p>

PART IV: ASSESSMENT ANALYSIS

After reviewing and analyzing school demographic and assessment data, answer the following questions. The ELL Data Analysis Tool (EDAT) provided by the Division of Multilingual Learners can assist with identifying these data points.

For additional information, refer to **Data Analysis Professional Learning Module** and **ELL Data Analysis Tool (EDAT) Professional Learning Module**.

<p>1. What is the composition of the ELL subgroups at your school?</p> <p>What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?</p>	<p>Approximately 40% of our ENL students are Newcomers, but that number is constantly in flux as we welcome Newcomers to our school throughout the school year. Approximately 75% of our Newcomers are SIFE students. Services for Newcomers differ depending largely on home language literacy. Students who are above, at, or close to grade level proficiency in home language are given integrated ENL and pull-out ENL services. For students who are significantly below grade level proficiency in home language or are non-readers in home language, a team of special educators, ENL providers, and HLA/Bilingual teachers work to diagnose the reason for the student home literacy struggles. If a learning disability is diagnosed our SBST Team makes a recommendation, often a transfer to our BSE program where students get small-group intensive support in both Spanish and English in all content areas. We continuously update our services as diagnoses reveal more information, creating individualized targeted interventions that include both in-school, after-school and home support.</p>
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<p>What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?</p>	<p>20% of our ELLs are Long Term Ells. Strategies for servicing long-term ELLs are highly individualized based on student need. For long-term ELLs who are also students with disabilities, ENL teachers work closely with Special Education teachers to assess whether needs stem from language acquisition or disability or both. After assessment, we design intervention plans to meet individual student needs. For example, we found that long term ELLs were having difficulty decoding in both English and Spanish. To address this, we sent one of our bilingual special education teachers to be trained in Wilson in order to provide targeted phonemic awareness instruction to long term ELLs. Our ELA lead also met with our BSE team to train them in how to conduct running records in Spanish in order to assess pre-literate students. We have also partnered with Teaching Matters to secure a bilingual coach with expertise in special education to support our BSE teachers and provide feedback on our instruction for long-term ELLs</p>
<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>7% of our students are former ELLs. We provide small group instruction in all of our content area classes targeted to support the needs of former ELLs utilizing the Word Generation language acquisition curriculum centered around a high interest debate topic. We deliver a cycle of professional development to all staff on language acquisition strategies including use of home language cognates, to staff each year.</p>
<p>2. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality?</p>	<p>We notice a growth trend on the NYESLAT when we view it over multiple years. We are quite proud of this trend, as our students regularly move up at least one level. We do notice that our long-term ELLs, and many of our ELLs with disabilities have slower growth trends. This noticing has led to intervention plans described in question 1b.</p>
<p>3. What is the relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, and the Regents exams?</p>	<p>We have noticed that our students' performance on the NYESLAT aligns closely with student performance on State ELA exams. As our students rise in NYESLAT level, we see student ELA performance increase. And we are proud that many of our former ELL students now score proficient on the state ELA exam. We have noticed that our students' performance on the NYESLAT does not align as closely with performance on state Math exams and on Algebra and LE Regents. We believe this is largely because these exams are available in students home language, and they measure content more than language acquisition. Many of our new arrivals who are entering or emerging on NYESLAT have high home language literacy and numeracy skills which translates to higher state math and Regents scores.</p>
<p>4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?</p>	<p>We have noticed that housing insecurity, food insecurity and citizenship insecurity has impacted attendance of ELL students. This attendance struggles adversely impacts ELL levels and student achievement. To combat this, we assign Success Mentors to all students at risk of being chronically absent. Our CBO partner, El Puente, provides wrap around services to families to address food insecurity and housing insecurity and provides support with citizenship and immigration issues.</p>
<p>5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?</p>	<p>The home language of ELLs with by far the largest representation is Spanish. Everything that we do at MS 50 is bilingual in English and Spanish, from student led morning announcements, to Word Generation debates, to our traveling debate team (who was the first team in 90 years to compete in a language other than English at Nationals despite coach protest), to all family facing documents. All family meetings PTA, SLT, monthly COVID Town Halls are conducted with simultaneous Spanish interpretation. Approximately half of our staff is bilingual in Spanish.</p>
<p>6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of Culturally Responsive and Sustaining Education (CR-SE)?</p>	<p>The vast majority of our ELLs are Latinx. We include student, parent and staff voice on our Equity team who is responsible for creating and implementing our CR-SE plan.</p>
<p>7. What are trends reflected in the NYSESLAT results of ELL subgroups such as ELLs with IEPs and SIFE? What do you think is impacting the results for these subgroups?</p>	<p>As mentioned in multiple questions above, we have noticed a slower NYESLAT growth trend for ELLs with IEPs and SIFE. We do a lot of work assessing students with slower NYESLAT growth trend to try to diagnose whether the cause is a learning disability, interrupted education or other factors. We design interventions based on these assessments.</p>

PART V: ML/ELL INSTRUCTION

Strengthen Core Instruction

For additional information, refer to **ML/ELL Instruction Professional Learning Module**.

<p>1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?</p>	<p>We take an integrated ENL approach to all of our instructional decisions, considering the needs of ELL students and valuing bilinugalism as an asset in all decisions we make. Our ENL lead, HLA lead and BSE lead are members of our ILT. They report monthly on data trends and student need.</p>
<p>2. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.</p>	<p>Core content is delivered bilingually in both Spanish and English in our BSE program model. Instruction is delivered in core content areas in an English 50%/Spanish 50% split in our DL classes. We have partnered with an instructional coach with extensive experience in bilingual education to support our BSE program to ensure that teachers differentiate instruction to meet the varied needs of all learners and to meet the demands of the Next Generation Learning Standards. . We also send a lead in each program model to central BSE professional development series, accompanied by our instructional coach who helps the teachers unpack and apply the learning to their daily instruction. Our Dual Language HLA curriculum is centered around high interest debate topics. We started the first Spanish language debate team in the city, and our Spanish language debaters were the first team to ever compete in a language other than English at the National Speech and Debate Association National Championships.</p>
<p>3. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to academic content areas and accelerate English language development? Include core content area as well as language materials and list ELL subgroups including ELLs with IEPs.</p>	<p>For each core content area, we utilize Next Generation Standards aligned curricula and leverage Spanish language curricular supports. For social studies we use Passport and Civics for All. We also are working with the central social studies team to design a targeted Spanish Language dual language three year sequence for dual language Spanish, utilizing passport materials from across grade levels. For math, we utilize Illustrative math Spanish language supports. We also give every student, 2 periods a week of personalized learning using IXL, which is available in both English and Spanish. For science, we utilize SCALE Spanish language supports. For English Language Learners with IEPs, we utilize Spanish language supports. We have one bilingual teacher trained in Wilson and he adapts phonemic awareness strategies to meet the needs of ENL students with IEPs who are struggling with decoding in Spanish. We also take an assets based approach to teaching and learning and build curriculum around student lived experience. Students might have experienced interrupted education, but they often have had more lived experience with issues of equity and justice. When we leverage student lived experience as an educational asset, it allows us to engage and honor all learners.</p>
<p>4. How does your school use curricular, instructional, and scheduling flexibility to enable ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?</p>	<p>We program all students with a flexible strategic reading class that is parallel programmed by grade. This allows us to target reading instruction directly to student need. ELL students are program, like all other students, based on need. Some ELL students are programmed to targeted pull out ELL classes, some are programed for phonemic awareness (Wilson), some are program for comprehension work (STAR), some are programmed for Spanish language/English language debate. This allows ELL students with IEPs to meet their goals in an integrated, least restrictive environment.</p>

Know Every Student Well

<p>SCREENERS</p> <p>1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>We utilize the DRP and Iready as our ELA and Math screeners. We follow these with secondary diagnostics (Lexia, WIST, TCRWP, San Diego, STAR) to assess student specific need. We design our strategic reading interventions based on this data. We program our strategic reading classes flexibly to allow students to move in and out of interventions depending on need.</p>
<p>2. For all grades, 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.</p>	<p>ELA targeted intervention: Wilson - targeted phonemic awareness instruction Wilson en Espanol - targeted Spanish language phonemic awareness instruction (school adaptation) STARI - targeted comprehension instruction Debate - Literacy through debate Debate en Espanol - Literacy through Spanish language debate. Lexia/Trans Math - Special education recovery plan Math Note - all math classes include 2 periods per week of personalized learning using either Khan Academy or IXL Khan Academy - personalized learning - available in all languages IXL - personalized learning TransMath - targeted instruction for students with disabilities.</p>
<p>a. For grades K-5: how does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework? Refer to Policy and Reference Guide for MLs/ELLs, Support Services for MLs/ELLs (RtI and AIS) section and RtI Guide for Teachers of ELLs.</p>	<p>n/a</p>
<p>FORMATIVE</p> <p>1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?</p>	<p>We use DRP as a reading screener, then numerous secondary diagnostics to determine individualized literacy student need (Lexia, WIST, TCRWP, San Diego, STAR). We use Iready as a numeracy screener, then numerous secondary diagnostics (Khan Academy, IXL, STAR) to determine individual math need.</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>Our ENL team pushes into content area classes and is integrated into both vertical and horizontal teacher teams as well as the ILF to provide support to content area teachers in evaluating students in their home language throughout the year, and designing instruction to specifically meet their needs.</p>
<p>SUMMATIVE</p> <p>1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).</p>	<p>We utilize NYESLAT, state ELA/Math exams and Algebra/LE Regents to evaluate the effectiveness of our ML/ELL programs. We utilize these summative assessment to design unit plans and create interventions for ELL students.</p>
<p>2. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe how all ELLs, and former ELLs continue to receive mandated services during the testing period.</p>	<p>Our NYESLAT is administered by our licensed ENL teacher who trains a staff member to administer the speaking portion of the exam. The exam is scored by a team of teachers who are trained by the licensed ENL teacher.</p>

Shared and Inclusive Curriculum

<p>Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum</p> <p>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?</p> <p>a. ELLs with IEPs</p>	<p>All of our ML/ELL subgroups receive access to grade level instruction. Teachers collaborate in both vertical and horizontal teams to share practices and align unit planning and instruction. We have brought on an instructional coach from Teaching Matters to work specifically with our BSE teachers on the challenging task of providing access to grade level content while at the same time meeting the phonemic awareness needs and basic numeracy needs of students with multiple learning challenges, including disabilities.</p>
<p>b. SIFE</p>	<p>SIFE students receive targeted support to meet both academic and social emotional needs that arise from interrupted education. Our first priority is to make sure SIFE students feel loved, valued and safe. Our parent coordinator and parent advocate work closely with SIFE student families to help them transition into regular schooling. We also take an assets based approach to teaching and learning and build curriculum around student lived experience. Students might have experienced interrupted education, but they often have had more lived experience with issues of equity and justice. When we leverage student lived experience as an educational asset, it allows us to engage and honor all learners.</p>
<p>c. Newcomer</p>	<p>Our first priority is to make newcomers feel loved, valued, welcomed and safe. We do this by supporting both students and families. Our parent coordinator and parent advocate support all aspects of student/family life, including food insecurity, housing insecurity, healthcare, and citizenship. We then make sure we assess student skill level both in English and in home language, so that we can provide individual, targeted support to each student. We recently enrolled 12 families from Project Open Arms. We brought a group of educators (Principal, APs, Teachers, CBO, Guidance Counselor, Social Worker) to two temporary shelters to provide a warm welcome to the families. We brought custom book bags filled with school supplies, and duffle bags filled with sanitary supplies. We have also begun to leverage student lived experience, connecting them with art project (Madre Tierra meets Little Amal) and a budding mural project around refugee rights.</p>
<p>d. Developing</p>	<p>All of our ENL students get targeted support both in an integrated format and in a stand-alone format. As they progress through their English acquisition, we adjust supports to meet their needs.</p>
<p>e. Long Term</p>	<p>We do in depth analysis of the needs of long term ENL students to determine the causes of obstacles to acquiring English. Once we diagnose, we design targeted, individual learning plans.</p>
<p>f. Former ELLs up to two years after exiting ELL status</p>	<p>We provide small group instruction in all of our content area classes targeted to support the needs of former ELLs utilizing the Word Generation language acquisition curriculum centered around a high interest debate topic. We deliver a cycle of professional development to all staff on language acquisition strategies including use of home language cognates, to staff each year.</p>
<p>2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?</p>	<p>We utilize STAR to assess student home language literacy and numeracy in our DL and BSE programs. We also utilize Spanish language running records.</p>

<p>3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?</p>	<p>Our ML/ELLs take Spanish language 6th, 7th and 8th grade taught by a licensed LOTE teacher and we prepare them to take the NYS Spanish Proficiency Exam.</p>
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21st Century Adult Learning

<p>1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.</p>	<p>We deliver a cycle of professional development to all staff on language acquisition strategies including use of home language cognates, to staff each year. We also deliver a PD series on language acquisition through Word Generation to all new teachers and provide in-school coaching and demonstration Word Generation lessons.</p>
<p>2. Describe your school’s professional development plan in order to meet the mandated Continuing Teacher and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154 (15% of total hours for all certified faculty and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development).</p>	<p>Our BSE and DL teams attended professional development over the summer conducted by the Magnet Grant team on backwards planning with specific focus on creating inter-disciplinary units based on student prior knowledge and lived experience. For example, the first unit is on agriculture/planting and includes a hands-on garden project. Our BSE and DL teams also attend an 8 part PD series delivered by the BCO ELL team. Finally, our instructional coach from Teaching Matters provides PD and job embedded coaching to all BSE and DL teachers once per week.</p>

Strong Family-Community Ties

<p>1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.</p>	<p>We conduct parent teacher home visits for all incoming 6th grade families. For ML/ELL families we provide either bilingual visitors or interpretation. We also conduct parent home visits for all rising 8th graders focused on the hs application process. Our GC is bilingual and delivers these home visits in both English and Spanish. We have numerous shows and festivals throughout the year that celebrate cultural diversity (Latinx Heritage show, African American History Show, Women's History show). Each festival includes parents as partners in planning and execution. We adhere to a "parents as partners, not participants" philosophy.</p>
<p>2. How does the school provide annual individual meetings with families 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.</p>	<p>We have an ENL family meeting conducted by the ENL teacher with simultaneous interpretation at the start of each year. We have targeted parent conferences twice per year either in the home language or with simultaneous interpretation provided to discuss student goals, strengths and growth areas.</p>

Additional Information

<p>Include any additional information that is relevant to your LAP and would further explain and highlight your program for MLs/ELLs. This form does not allow graphics and charts to be pasted.</p>	<p>We have a nationally competitive Spanish language debate team. We compete each year at Nationals and we fundraise to bring a professional interpreter and interpretation equipment to enable us to debate in both English and Spanish. This practice drew protests at the 2019 Nationals, but the National Speech and Debate Association made a new policy that bilingual debate is allowed. We are proud to have challenged and broken the English only norms at this prestigious 90 year old institution. https://ny.chalkbeat.org/2019/9/19/21121785/this-bilingual-debate-team-in-nyc-is-fighting-english-only-norms-at-national-competitions</p>
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PART VI: ELL IDENTIFICATION ATTESTATION

Identification Plan

For additional information, refer to **ELL Identification Attestation Professional Learning Module**.

<p>1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).</p>	<p>Upon arrival of a new ELL, our ENL teacher conducts an interview and fills out the HLIS form. Our bilingual parent coordinator supports with interpretation and provides support for the family with any food or housing needs. Our bilingual school counselor is also available to provide any counseling support needed for transitioning to MS 50. Our CBO El Puente provides support with citizenship/immigration needs.</p>
<p>2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications.</p>	<p>Upon arrival of a new ELL, our ENL teacher conducts an interview and fills out the HLIS form. Our bilingual parent coordinator supports with interpretation and provides support for the family with any food or housing needs. Our bilingual school counselor is also available to provide any counseling support needed for transitioning to MS 50. Our CBO El Puente provides support with citizenship/immigration needs.</p>

PART VII: LAP ASSURANCES

LAP Assurances Page

For additional information, refer to **LAP Assurances Professional Learning Module**.

Download a blank LAP assurances page.

APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN

LTI OVERVIEW AND LANGUAGE ACCESS COORDINATOR (LAC)

The principal has designated the following staff member(s) as the Language Access Coordinators (LACs) in Galaxy.

The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on compliance, budget, translation, interpretation, parents' awareness of language assistance services, and school's self-assessment on language services provided.

First Name	Last Name	Title	What year did your Galaxy-designated LAC attend training conducted by the Field Language Access Coordinator?	Has your Galaxy-designated LAC been involved in the development of this plan? Yes/No	Primary LAC
Edda	Figueroa	Parent Coordinator	2020	Yes	
Shana	Gunn	Assistant Principal	N/A	Yes	

If not, please list the name and title of the primary point of contact for parents (e.g., Parent Coordinator).

First Name	Last Name	Title

Is the Primary LAC the point of contact for parents regarding language access question or concerns?	
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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 whose

preferred language is other than English (not just parents of ELL students).

PART A: IDENTIFICATION AND ASSESSMENT OF PARENTS WHOSE PREFERRED LANGUAGE IS OTHER THAN ENGLISH

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
Arabic	0.21	.21	1	1
Haitian Creole	.21	.21	1	1
Bengali	.82	.82	4	5
Chinese (any)	.82	.21	4	4
Spanish	26.49	26.28	129	128
Albanian	.21	.21	1	1

3. List languages spoken by school staff and the number of school staff that are comfortable using their language skills to communicate with parents.

Language	# of Staff to Help with Written Translation	# of Staff to Help with Oral Interpretation
Spanish	30	30
Albanian	1	1
Chinese	1	1
Turkish	1	1
Tagalog	1	1

<p>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:</p> <ul style="list-style-type: none"> ■ Part III of the Home Language Identification Survey (HLIS) ■ Automate The System (ATS) reports ■ Student Emergency Contact cards ■ Surveys conducted by your school. 	<p>All parents/guardians of newly enrolled students fill out a Home Language Identification Survey when enrolling their child. This form is maintained as part of the students' record. If the parent/guardian indicates on the HLIS that they would like to receive information from the school in their home language, forms being sent home are translated either in written form or orally to the parent/guardian. Information from teachers is translated to parents by staff members who speak the home language. There are currently 41 ELLs at MS 50. One parent has requested information be sent in Bengali. About fifty percent of the student population's home language is Spanish. Approximately 50 percent of MS 50 staff, including parent coordinator, guidance counselor and secretary are bilingual in Spanish. The other forty nine percent identify the written and oral communication language in the blue cards is English. The DOE Translation and Interpretation Unit will be utilized if a parent/guardian should request these services. This was indicated on the HLIS as well as confirmed orally by a pedagogue who speaks the parents' home language. During parent orientation, the parents provide requests for language preference and they document their language preference on the emergency contact cards. Parent surveys are distributed in Spanish and Bengali, the language requested, as well as English which has been requested by parents. The ATS Report of preferred languages is updated regularly in order to maintain accurate information on parent language choices (RAPO). Parent blue cards are also updated regularly to keep parent language choices current. Parent surveys are given out by the parent coordinator in order to maintain accurate data on parent language choices. Teachers also send home surveys by backpack or during parent conferences in order to collect parent data by class/grade. A report is generated using a variety of data sets in order to regularly update the languages that parents speak by class and/or grade.</p>
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PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES

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

Document Name	Month/Frequency Distributed to Families	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
Parent Handbook	October/Yearly	Submit to DOE Office for translation
ELT Course Handbook	October and February/ Twice yearly	Community School Team translates
All communication with families	Ongoing	Auto translated into families preferred language (Operoo)
Website	Ongoing	Auto translated into families preferred language.

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

Meeting Type	Month/Frequency of Meetings	How does your school plan to provide oral interpretation service(s)? Include procedures/resources to ensure timely provision of oral interpretation to parents.
SLT	Monthly	Simultaneous interpretation - school staff and/or professional interpretation
PTA	Monthly	Simultaneous interpretation - school staff and/or professional interpretation
Parent Conferences	4 times per year	Consecutive Interpretation using all Spanish speaking staff
Graduation	1 time per year	Simultaneous interpretation - school staff and/or professional interpretation

<p>3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of:</p> <p>(A) a school-wide emergency (i.e. lockdown, fire, etc..)</p>	<p>We will utilize robocall (English and Spanish), MS 50 app push notification (English and Spanish), website update (autotranslated), and Class Dojo (autotranslated) to send out mass messages. We also have a system for individual personal calls in which families in each homeroom are called by one of their two homeroom teachers. Spanish speaking staff members assist homerooms who do not have a Spanish speaking staff member. We will utilize the DOE real-time translation phone hotline to interpret for languages other than Spanish.</p>
<p>(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).</p>	<p>Our office staff all speak Spanish, as does our dean, parent coordinator, guidance counselor and school nurse. We will utilize robocall (English and Spanish), MS 50 app push notification (English and Spanish), website update (autotranslated), and Class Dojo (autotranslated) to send out mass messages. We also have a system for individual personal calls in which families in each homeroom are called by one of their two homeroom teachers. Spanish speaking staffmembers assist homerooms who do not have a Spanish speaking staffmember. We will utilize the DOE real-time translation phone hotline to interpret for languages other than Spanish.</p>
<p>(C) If a parent has an emergency and needs to contact the school.</p>	<p>Our office staff all speak Spanish, as does our dean, parent coordinator, guidance counselor and school nurse. If a parent has an emergency and speaks a language that no MS 50 staffmember speaks, we will utilize the DOE real-time translation phone hotline to interpret for languages other than Spanish.</p>

PART C: TRAINING STAFF ON POLICIES AND PROCEDURE

2. List the specific resources that are shared with staff:

Handout/Information Distributed	How Distributed to Staff (i.e. turnkey training, staff email)
Chancellor's Regulation A-663	Training
Over-the-Phone Interpretation Desk Aid	Training
Language Access Handbook	Training
T&I Unit InfoHub Link	Training

<p>1. Describe how your school will ensure that all staff members are aware of the goals of Chancellor's Regulation A-663 and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).</p>	<p>We pride ourselves in being a school that values bilingualism as an asset not a deficiency. Everything we do is conducted in both English and Spanish from daily announcements, to parent communication, to preparation of our nationally recognized debate team (the first debate team in history to compete a Nationals in a language other than English). We started a student-led youth participatory research group called language warriors who researched bilingualism and presented to faculty and students at NYU.</p>
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PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

<p>1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:</p> <ul style="list-style-type: none"> ▪ Translated signage ▪ Brochures/flyers/letters shared with parents ▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..) ▪ Messaging phone applications ▪ Parent's Guide to Language Access ▪ NYC Public School Guidebook 	<p>We have a multilingual welcome poster hanging in the main entrance to the school building so that everyone that enters the building is aware of language assistance services. Language ID guides are kept at the main desk as well as the main office. Information for parents on the NYCDOE's translation and interpretation services are available in 10 languages, and is kept at the security desk and main office. Parents' Bill of Rights are sent to the school in a variety of languages and they are distributed upon arrival to all parents who have indicated a preferred language other than English. Here at MS 50, the school staff are aware of language assistance services provided by the school by using data (ATS Reports, blue cards and surveys), updated roster of bilingual staff and the Translation and Interpretation Unit Services. We communicate our language access policies to parents via website and Operoo that are both autotranslated into any preferred language.</p>
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PART E: MONITORING PROVISION OF LANGUAGE SERVICES

<p>1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, from Appendix A of Language Access Handbook). This is separate from the end of year parent survey.</p>	<p>Parent surveys are distributed at the beginning of the year which gather feedback from parents on the quality and availability of services. The ENL teacher also meets individually with all parents/guardians of ELLs and can then also ascertain the needs and concerns that they may have. After such meetings, the ENL teacher confers with the parent coordinator and/or the classroom teachers in order to discuss the needs of the parents/guardians and students. In order to gather feedback from parents, we are creating a focus group of multilingual and multicultural parents to discuss their needs and the needs of their children. We can obtain information to inform our practices in order to improve the quality and availability of services we provide to parents and students.</p>
<p>2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.</p>	<p>We regularly implement feedback to improve language services. One piece of feedback was to make our website language accessible through auto-translation. We completely re-did our website and made it completely language accessible to family's chosen language. Another piece of feedback that we implemented was to have our communications to families auto-translated to family's chosen language. Previously, we always translated all communications to Spanish, as that represented the vast majority of home languages in our community, but we did not translate all communication to less spoken languages. Now, through our use of Operoo, we auto-translate into any chosen language.</p>

APPENDIX 3: TITLE III (LEP) APPLICATION

TITLE III OUTLINE

Title III Supplemental Program for ELLs for SY 2022-23

DIRECTIONS: Title III supplemental services for English Language Learners (ELLs) must include the following three components:

Direct instruction activities must be used to support language development, English and home language instruction, high academic achievement in math, and/or high academic achievement other core academic areas. The Title III supplemental instructional services must be based on student need. These supplemental services should complement core bilingual and ENL 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 bilingual education and/or English for Speakers of Other Languages (ESOL) certified 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 or annual ELL parent meetings.

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

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

PART A: SCHOOL INFORMATION

Name of school:	Middle School 50 John D. Wells
DBN:	14K050
NEW: Please indicate "yes" if this is a new plan or if you made any changes to your previously approved plan from last year. Please answer "no" if you have not made any changes to your previously approved plan from last year.	Yes
This school is (select one):	Conceptually consolidated (skip Part E of this document)

PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION

Total number of ELLs to be served:	45
Total # of teachers in this program:	5
# of certified ESOL/Bilingual teachers:	5
# of content area teachers:	0

<p>Describe the direct instruction supplemental program here and include the</p> <ul style="list-style-type: none"> ▪ Rationale ▪ Subgroups and grade levels of students to be served ▪ Schedule and duration ▪ Language of instruction ▪ Number and types of certified teachers ▪ Types of materials 	<p>After School: In 2022-23, we will provide direct supplemental instruction for Saturday School Saturday Program February 2023 - June 2023 9:00 - 12:00 on Saturday Total Instructional Time - 180 minutes per session 5 groups in this program consisting to 8-10 students grouped by proficiency level Each group will be taught by an ESOL/Bilingual teacher The program will be supervised by assistant principal at no cost to Title III LEP funds Attendance will be taken by teachers on google form. Progress will be monitored by informal assessments aligned to NYSESLAT Materials will be at no cost to Title III LEP funds</p>
<p>Rationale</p>	<p>Rationale - We seek to supplement direct instruction with targeted academic and language acquisition intervention. Students will receive small group instruction to supplement ENL instruction during the school day.</p>
<p>Subgroups and grade levels of students to be served</p>	<p>See above</p>
<p>Schedule and duration</p>	<p>See above</p>
<p>Language of instruction</p>	<p>The languages of instruction will be in English and Spanish provided by bilingually and Tesol certified teachers.</p>
<p>Number and types of certified teachers</p>	<p>See above.</p>
<p>Types of materials</p>	<p>Types of Materials - IXL, Newsela, Word Gen, teacher created, at no cost to Title III LEP funds.</p>
<p>Include any additional details here:</p>	<p>n/a</p>
<p>The direct instruction component of the program will consist of (check all that apply):</p>	<p>,Saturday Academy</p>
<p>Grades to be served in this program. Select all that apply.</p>	<p>,6,7,8</p>

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. Include: <ul style="list-style-type: none"> rationale teachers to receive training schedule and duration topics to be covered name of provider 	October - November 2022 - we will engage in a pd cycle around language acquisition strategies through Word Generation. Word Generation is an inter-disciplinary language acquisition curriculum organized around high interest debate topics and five high leverage focus words per unit. The rationale, supported by research by Catherine Snow and Isabel Beck, is that by teaching language acquisition in an interdisciplinary format provides nuanced, real-world understanding. December, 2022 - February, 2023 - Culturally Responsive and Sustaining Education, focusing on Gholdy Mohammad's Cutlivating Genius March - May, 2023 - Evidenced based argumentation. All PD is at no cost to Title III LEP All teachers participate in this PD, , including the teachers teaching in the Title III LEP program.
Rationale	See above
Teachers to receive training	See above
Schedule and duration	See above
Topics to be covered	See above
Name of provider	2022-23 providers- in house lead teachers, AP, MSQI coach
Include any additional details here:	n/a

PART D: PARENT ENGAGEMENT ACTIVITIES

Describe the parent engagement activities targeted toward parents and families 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 or annual ELL parent meetings. Include: <ul style="list-style-type: none"> rationale schedule and duration topics to be covered name of provider how parents will be notified of these activities 	Workshops for parents provided by Parent Coordinator, PTA Committee and ENL/Bilingual teachers. Meetings are on Thursday evenings at 6:00 pm, the first Thursday of every month from September, 2022 to June 2023. Various topics, such as use of technology to support student learning (October 2022), language acquisition in the home (December 2022), math curriculum (February 2023), Test taking strategies (April 2023). All parent workshops and more are offered on Thursday evenings at 6:00. All parents are invited including parents of English language learners. Live, simultaneous Spanish interpretation is provided by staff members. For other languages we contact the DOE interpretation unit. Notification about meetings is provided through Operoo in families language of choice. This component is at no cost to Title III LEP funds.
Rationale	See above
Schedule and duration	See above
Topics to be covered	See above
Name of provider	See above
How parents will be notified of these activities	See above
Include any additional details here:	n/a

PART E: BUDGET

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

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):-Per session - Per diem	n/a	n/a
Purchased services -High quality staff and curriculum development contracts.	n/a	n/a
Supplies and materials -Must be supplemental. -Additional curricula, instructional materials. -Must be clearly listed.	n/a	n/a
Educational Software (Object Code 199)	n/a	n/a
Travel	n/a	n/a
Other	n/a	n/a
TOTAL	n/a	n/a

Allocation Amount (\$):	n/a
This school is (select one):	Conceptually consolidated (skip Part E of this document)

APPENDIX 4: TITLE I PROGRAM INFORMATION

TITLE I PROGRAM INFORMATION

Part 1: Title I Program Type

Title I Requirements and Strengthening Title I Parent Involvement: Under USDE's Every Student Succeeds Act (ESSA), Title I schools are required to address professional learning and parent and family engagement in the Comprehensive Education Plan (CEP). To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools are required to establish a Title I Parent Advisory Council (PAC) that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the spending of Title I funds.

The SLT is responsible for facilitating consultation with the Title I Parent Advisory Council regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. The Title I Parent Advisory Council (PAC) Chairperson (or alternate) is expected to attend all regular meetings of the School Leadership Team (SLT). Title I parents, as represented by the Title I PAC Chairperson, must be consulted regarding the use of the Title I 1% set-aside for parent and family engagement. The Title I 1% set-aside funding is used to supplement parent and family engagement activities as described in the school's Parent and Family Engagement Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on the Title I Parent Advisory Council (PAC), go to the **Protocols and Timeline for Title I Parent and Family Engagement Activities** document.

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 or Area of Concentration where the response can be found.
- For additional information, visit the **Title I Program Description** (US Department of Education).

Your school's Title I Program	Title I SWP
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Part 2: All Title I Schools

<p>High Quality and Ongoing Professional Learning: Please list below the Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards.</p>	<p>We have partnered with consultant Fiorella Guevara to provide a full-year professional learning cycle on CR/SE focusing on Learning for Justice's social justice standards. Staff learns first to unpack the standards where they will complete a self-assessment at their own comfortability/experience teaching identity, diversity and justice anchor standards. Staff will then learn how to implement social justice standards into daily lesson plans and unit plans and how to create an end of unit social action project for one of their classes. The goal of the cycle is to create a CR/SE website that has model lesson plans that implement social justice standards and model social action projects with student work. We will partner with the NYC DOE's Teacher Development Fund's liberatory pedagogy project to give enhanced CR/SE training and job-embedded coaching to a group of lead teachers.</p>
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Part 5: "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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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.

For the last two columns of this table: Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, the Area of Concentration (AOC) that references where a related program activity has been described in this plan.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)	Column A Verify with an (X)	Column B Section/AOC Reference(s)
Title I, Part A (Basic)	Federal			
Title I, School Improvement 1003(a)	Federal	352,096 (includes Title 1 SWP, Title 1 SWP Carry Over, Title 1 SWP Family Engagement, Title 1 SWP STH, and Title 1 SWP Translation)	x	ELA, Math and Supportive Environment Action Plan, LAP,
Title II, Part A	Federal			
Title III, Part A	Federal	12,000	x	LAP, ELA and Math Action Plan
Title III, Immigrant	Federal			
Title IV, Part A	Federal	21772 (reopening planning grant, summer counseling and well rounded ela/math support	x	ELA, Math and Supportive Environment Action Plans
Tax Levy (Fair Student Funding)	Local			

Explanation/Background

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school

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

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

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

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 1003(a), School Improvement: Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) Funding:** 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. For schools that choose to reduce class size, priority must be given to reducing class size in general education settings and must demonstrate the following:

- Reduce class sizes to 15-18 students or fewer (including the use of co-teaching and floating teachers that bring the student to teacher ratio to one teacher per 15-18 students);
- Be accompanied by a rigorous curriculum, effective teachers, and a sustained, job-embedded professional development plan.
- **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 immigrant students, in the areas of English language acquisition and content area achievement. Immigrant children and youth are defined as individuals who are aged 3 through 21, have not been attending school in any one or more states for more than three (3) full academic years, and were not born in any state. “State” means the 50 states of the United States, the District of Columbia, and the Commonwealth of Puerto Rico. Children born to U.S. citizens abroad, the U.S. Virgin Islands, or any other U.S. territory that is not D.C. or Puerto Rico are to be considered immigrants.
- **Title IV, Part A:** Title IV funds are for schools that are among those with the greatest needs, have the highest numbers of students from low-income families, are identified for CSI or TSI, or are identified as persistently dangerous public schools. Allowable uses of funds under well-rounded education, safety and health, and educational technology include direct services for students, professional development for teachers and administrators, and supplemental educational resources. School allocations have been provided for well-rounded education, social emotional learning, cultural responsiveness awareness, professional development to support implementation of technology and blended learning environments, and community coordinators in schools with high rates of students in temporary housing
- Students in Temporary Housing (STH): Schools must describe their use of Title I STH funds in their consolidated application.

Important Note: The following funds may not be consolidated:

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

APPENDIX 5: COMMUNITY SCHOOLS

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Community School Partners

NYC Community Schools are committed to advancing equity by organizing resources and sharing leadership with community partners to support the whole child. Each Community School is different and reflects the strengths and needs of its students, families, and local community. The most successful Community Schools share common features, which are integrated into the fabric of the school and drive student learning. These features are Collaborative Leadership and Practice, Family and Community Engagement, Expanded Learning Time (ELT), and Wellness and Integrated Supports. Embedded throughout the work is a focus on incorporating anti-racist practices and differentiating supports, including attendance supports, for special populations. Since all school operations and actions are in service of improving the academic and non-academic achievement of its students, the annual schoolwide goals should be informed by the students, their achievement, and the opportunities provided to them. The school should develop these goals after a realistic and comprehensive analysis of its data, paying specific attention to the achievement of its subgroups and disproportionality.

Directions: Identify the partnerships with Community-Based Organizations (CBOs) that will support the achievement of annual goals through implementation of the Community School Core Features: Collaborative Leadership and Practice, Family and Community Engagement, Expanded Learning Time (ELT), and Wellness and Integrated Supports. Identify the target student population(s), provide a summary of the scope of the services and indicate the Area of Concentration (AOC).

CBO Partners	Target Population	Scope of Service	AOC and Annual Goal
El Puente	All students, ENLs, Chronically absent students, youth and parent leaders	Lead partner in implementing community school strategy: collaborative leadership; ELT; family and community engagement; wellness and integrated supports; integrated arts programming; college awareness; and youth and parent leadership	

Implementation of Community School Core Features & Components

<p>Collaborative Leadership and Practice: Describe how the CBO will share leadership and engage in collaborative planning with the Community School to achieve the school's annual goals.</p>	<p>Each month, the leadership team of El Puente and MS 50 staff and administrators discuss goals, data, funding and how to shift to be able to better meet the goals set out in the beginning of the school year. El Puente CSD will meet daily with school administrators to not only plan for short-term priorities but also to begin to plan for long-term goals. This alongside the continuous feedback cycle (ie monthly meetings with SLT, PA and Student Government) provides us consistent communication about progress. The MS50-El Puente Community School team (MS50 Principal & other administrators, CS Director & key CS Team members) will meet weekly as a whole group or in cohorts relevant to priorities/activities for that week. CS Director & El Puente CS Team members will take responsibility for sharing data and other information generated by the Community Schools Initiative (ex. Parent engagement, coordination of in-school or after-school services, etc.), while the MS50 Principal and school Admin share school-based data relevant to agenda (ex. attendance, test scores, etc.). CSD will work closely with the Parent-Teacher Association and Student Government to engage parents and students monthly in topics that pertain to the development and sustainability of the Community School. El Puente's Global Justice Institute will be available to provide additional training sessions in key areas relevant to the Community Schools Initiative, to include culturally-relevant education, anti-racist teaching practices that address curriculum, assessment and instruction. This has been the practice for the past 5 years and both El Puente and MS 50 leaders believe that this level of communication and collaboration is needed to be able to have fast-paced results. The collaborative meeting structure for El Puente and MS 50 happens regularly. From the beginning of the partnership, both El Puente and MS 50 expressed that structure was needed in order to achieve results and both have committed to continuing it.</p>
<p>Family and Community Engagement: Describe how your Community School will develop authentic school-family partnerships, and create the conditions for families and community members to participate in decision-making, hold leadership roles that drive school change, and serve as partners in students' holistic development.</p>	<p>Engagement with families begins before their children step inside the halls of MS 50 through Parent-Teacher Home Visit Project (PTHVP) that occur the summer before their 6th grade year. Sixth grade teachers with El Puente staff visit each home to discuss hopes & dreams of the incoming student. Through this visit, students and families meet teachers and staff and begin to build a trusting relationship. The focus is that all first interactions with families are positive and that it helps all the adults feel as though they are on the same team working together to give the student the best education possible. PTHVP has been part of MS 50 for the past 6 years and it has yielded stronger connections between home and school. On any given year, we have had 70-90% of visits completed. We even continued them virtually for the School Year 2020-21. From there, we make sure to connect our families to the PTA and SLT so that they meet other parents and begin to create trusting relationships with other families. Part of the philosophy of El Puente is that communication needs to be constant, clear and personal. This is why we make personal calls for community events, parent-teacher conferences and other major changes at MS 50. In addition, we ask for parent and community input in all the major changes that happen in our school to make sure it's the best possible solution. El Puente's mission is to inspire and nurture leaders for peace and justice. Students, families, school staff are all viewed as leaders to us and we are intentional about training leaders. This requires us to do several things to ensure that leaders are ready to lead. This includes 1-1, small and large group training on public speaking, political and issue analysis, knowledge of structures & systems and community organizing. Many of the parent leaders come with a wide variety of experiences and our model is to build on their assets and expand their knowledge so that they can lead effectively in any setting and stage: school, citywide and national. We also that understand that in order for our families to feel empowered to participate, collaborate and take leadership, that they will need to be treated with respect and dignity in all areas of schools which also includes their interactions with teachers and staff. Therefore, it's not only what El Puente does, but how every adult in the school building interacts with them. As previously discussed, school staff begins to engage families as partners during the PTHVP. At this point, they begin to learn about the students' learning style and have regular communication with the family about progress and how families can support at home. In addition, all MS 50 and El Puente staff undertake anti-racist training which include learning about implicit bias as well as systems of oppression. Staff is given tools to better communicate with families and diminish the risk of microaggressions during conversations.</p>

Expanded Learning Time (ELT)

3. Describe how your Community School will offer opportunities for enrichment through after-school, weekend, and summer programs, as well as additional instruction, individualized academic support, and enrichment activities that emphasize real-world learning and community problem solving.

Refer to the Multi-Tiered Systems of Support (MTSS) section of the CEP for the ELT program description indicating how the school's ELT program is offered to all eligible students considered to be at-risk of not meeting state standards.

Implementation of Community School Core Features & Components

<p>Wellness and Integrated Supports: Describe how your Community School will address out-of-school barriers to learning through partnerships with social and health service agencies and providers to help students attend school regularly and engage in learning through the provision of programs such as social emotional learning, conflict resolution training, and restorative justice.</p>	<p>Health & Wellness is a core El Puente programming component. El Puente’s signature holistic Membership Process fosters positive youth development, civic engagement, and social justice and integrates diverse and engaging elements in linking student needs and aspirations to outcome attainment. This is the key to addressing the social/ emotional needs of our target students: we engage youth in a well-structured assets-based leadership program that: engages them with positive adult role models in sustained 1 on 1 mentoring relationships ; empowers them to learn about and tackle community issues through skill based service learning projects; and engages them in healthy interpersonal relationships with peers (collective mentoring & support groups). Our Membership model respects and includes the beliefs, attitudes, cultures, race/ethnicity, sexual orientations and languages of all our students by actively engaging their input (and that of their families) to design, implement and assess activities. El Puente’s Membership model also uses its signature HIP (Holistic Individualized Planning) Process, which is an holistic individualized goal-setting, planning, mentoring and self-actualization tool. HIP focuses on young people’s potential and their ability to assess, plan and act, on issues of self, others & community. Through HIP, each young person is assigned an adult mentor who works with her/him to formulate short and long term goals & objectives, and co-develop strategies for attaining those goals. HIP peer groups are formed based on youth interests and developmental needs (ex. Gender groups, PRIDE alliance, Peace Warriors, Tech Warriors, Student Government) Youth members actively engage in nurturing a culture of respect and safety, based on El Puente’s 4 guiding principles (creating community, love and caring, mastery, peace and justice), by leading and engaging in “sacred circles” to reflect, discuss and design collective solutions for issues that affect individuals and the community.(ie bullying, police brutality, racial profiling, drugs and violence). This practice has also been effectively incorporated in our partnering schools to address truancy, school engagement and as alternative to school suspension. The El Puente Green Light District which is our holistic community sustainability initiative, provides El Puente members and their families the opportunity to not only identify and learn more about issues that impact their lives such as health & wellness, environmental justice, educational & cultural equity but to also proactively engage in campaigns locally and globally. They are trained and supported to create community led solutions to the issues as well as to educate, organize, mobilize the community to achieve them. During the pandemic El Puente provided ongoing weekly virtual bilingual health and wellness seminars as well as arts for healing workshops for youth and families focused specifically on proactive ways to deal with stress, anxiety and trauma. We have also continued to engage our wide network to provide referrals and support to connect and obtain vital social services such as food pantries, health, counseling, housing and legal support. We have also focused on a community wide campaign to address the historical environmental issue of poor air quality and health inequities that have made our families disproportionately vulnerable to COVID because of pre-existing conditions. MS 50 CARE Team, co-chaired by El Puente social workers, is the mechanism for identifying students and families that need additional support and referrals and ensuring that they receive those timely services. They meet bi-weekly and review student progress as well as evaluate referrals and programs. Each student that is referred to the CARE team is assigned a case manager that works closely with the student and family and ensures that there are no barriers to receiving those supports.</p>
<p>Every Student, Every Day: Describe how your Community School will work with CBO partners to meet weekly and use data from DOE systems and New Visions for Public Schools to monitor trends in attendance, assign personalized interventions—including Success Mentors—to chronically absent students, and draw on community resources for support with removing barriers to attendance.</p> <p>For support, you may access strategies here.</p>	<p>Our attendance structures have focused on 4 essential elements in order to reduce chronic absenteeism: Ensure that there are well-developed and well-executed attendance procedures; build trusting relationship with students and families; create an engaging and warm school culture; and analyze data weekly. Following all CDC guidelines, we will also continue to make socially-distanced home visits. When physical home visits are not possible, we will continue to connect to the families virtually. Attendance policies & policies: Coordination of attendance team (Student Success Team) that met weekly to discuss attendance data, trends and solutions. The Student Success Team (which focuses on attendance) consists of the guidance counselor, school aide, parent coordinator, assistant principal, district attendance teacher, El Puente Community School Director, Success Mentor Interns, Social Work interns, school teachers and a full time social worker. The Student Success team meets weekly and meetings are facilitated by the El Puente Assistant Community School Director. Building trusting relationships with students & families: Success Mentors were assigned to all chronically and severely chronically absent students. The goal was to make sure that each student had one adult that they trusted and that this strong bond would motivate the student to come to school. Daily phone calls were made to all families of absent students. Calls focused on positive interactions and identifying ways to help students get to school rather than being punitive. Messages were sent home daily for students that were late through our online messaging system, Operoo. Easy-to-understand flyers about attendance in both English and Spanish were sent home to help families understand the importance of attending. Attendance workshops focused on building trust and confidence with families. Parent organizer and advocate worked with families to ensure they received the referrals they needed. Warm & engaging school culture: Promote attendance through a series of events, incentives, trips and practices: Monthly Class Competitions for highest class attendance Attendance Trips/Events for great attendance as well as improved attendance Improved attendance luncheon to celebrate successes and share tips on how to get to school on time VIP lounge- a special lunch-time place to listen to music and play games for students who had perfect attendance the month prior Individualized incentives Fun school events for all- pep rallies, school dances, haunted house, carnivals, movie nights and much more! Analyze data: Analyze data for subgroups to create solutions for specific groups of students Showcase data in a friendly, easy-to-understand, manner so that all stakeholders can understand Analyze whole-school data to identify any trends</p>

<p>Special Populations: Describe how your Community School will work with your partners to ensure students receive differentiated and culturally responsive supports. Describe how your Community School's systems and structures will be optimized to work for <u>all</u> students, including students in temporary housing, Multilingual Learner/English Language Learner (ML/ELL), and Students with Disabilities.</p>	<p>The El Puente Beacon After-School Program has operated at MS 50 since 1999 and will continue to provide arts & sports enrichment after-school and summer opportunities for MS 50 students. In addition, MS 50 has an extensive extended learning time program that operates from October to May where teachers receive per-session to lead clubs aligned with the mission of school: to promote youth leadership through academics, arts, athletics, and activism and to empower student voice. Yearly, we have 25-30 unique course offerings that include but are not limited to: basketball, baseball, softball, volleyball, football, soccer, robotics, STEP, mural arts, 3D printing, typing, homework help, newspaper, digital arts, theatre, debate and much more. All students are programmed for ELT by October. It is understood by students, families and faculty that ELT is a part of the regular school day. In a recent internal study of our strategies utilized to drastically decrease our chronically absent students (40% to 24%) we convened a circle of former chronically absent students and asked them about the strategies that helped them improve their attendance. ELT, because it is based on teacher passion and student choice, was at the top of the list. ELT programming at MS 50 began in September of 2015 where student programs were extended to reflect a student schedule of 8:40 - 4:00. ELT was built into the student program with an additional 60 minutes period being added to the end of the student day. In addition, every student will be expected to spend an additional 50 minutes per week above and beyond ELT by participating in clubs, athletics, advanced academic courses, or academic intervention services. Enrichment activities will include debate, spoken word, robotics, chess, gardening, community mural painting, video game design, crocheting, band, dance, painting, athletics. ELT will provide academic advancement classes, allowing students the opportunity to take Algebra and Living Environment Regents classes and to prepare for the Spanish proficiency exam. The means by which we will assess this objective are daily attendance rate, chronic absenteeism rate, student scholarship data, and state test performance. We believe that student learning takes place both inside and outside of the traditional classroom, and that when students interact with teachers in different settings it builds trust. By engaging all students in advisory and a wide array of ELT classes, matching teachers to enrichment classes for which they have skill and passion, and culminating the initiative with an ELT celebration/demonstration day, we hope to build trust between students and teachers, students and other students, families and school staff, and school staff and school leadership. We further hope to build trust with students and parents by empowering them to have a say in the design and evaluation of ELT activities. Students will be able to contribute through Student Government and afterschool Youth Advisory Board. Parents will also be able to contribute through their engagement on the PTA and School Leadership Team. The means by which we will assess this objective is by responses to our community needs assessment surveys, as well as the percentage of positive answers on trust related questions in NYCDOE school survey. El Puente will support rigorous enrichment by leveraging staff and community partnerships to co-facilitate ELT activities, as well as continue many of these activities in the afterschool program it operates in the MS50 building, which runs to 9pm. El Puente also provides arts and recreational enrichment activities on Saturdays, during school holidays, and over the summer. ELT facilitators (ie teachers, Community School staff, El Puente Beacon staff and partners) engage in ELT meetings for PD and to identify unique learning needs of students as well as to develop anti-racist strategies & curricula. ELT facilitators (ie teachers, Community School staff, El Puente Beacon staff and partners) staff make regular parental outreach and utilize culturally relevant best practices to connect and communicate with families. Teachers will create student-friendly descriptions for all ELT courses that will go into an ELT course catalog that will be used to help students make informed decisions about ELT courses and help students identify their passions. In 2018-2019, we made a slight change to our ELT program, offering it Tuesday - Friday for 70 minutes instead of every day for 60 minutes. We made this change to give teachers PD time once a week and to provide longer ELT sessions to better facilitate project-based and performance-based instruction.</p>
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APPENDIX 6: SUBMISSION ASSURANCES

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Submission Assurances

Directions: By submitting this CEP your SLT/Stakeholders acknowledge adherence to city and state regulatory requirements indicated below.

- The Comprehensive Education Plan (CEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
- As part of the root cause analysis process, the school reviewed inequities, including resource inequities within the school, and investigated areas of low performance to identify strategies to address inequities within the school and promote improved student outcomes.
- The CEP School Leadership Team (SLT)/Stakeholder Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the CEP. DocuSign may also be used to secure electronic signatures for the CEP SLT/Stakeholder Signature Page. If the school was unable to obtain a signature of an individual that participated in the development of the CEP, a written explanation will be attached to explain why the school was unable to obtain the individual's signature.
- The CEP will be implemented no later than the beginning of the first day of regular student attendance.
- Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.