2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 16K057

School Name: J.H.S. 057 WHITELAW REID

Principal: ANTHONY LETT
Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

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

Section 6: Academic Intervention Services (AIS)

Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
Section 1: School Information Page

School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>JHSWhitelawReid</th>
<th>School Number (DBN):</th>
<th>16K057</th>
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</thead>
<tbody>
<tr>
<td>BEDS Code:</td>
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<tr>
<td>Grades Served:</td>
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<td></td>
</tr>
<tr>
<td>School Address:</td>
<td>125 Stuyvesant Avenue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>781-574-2357</td>
<td>Fax:</td>
<td>7184530577</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Laura Denic</td>
<td>Email Address:</td>
<td><a href="mailto:Ldenic@schools.nyc.gov">Ldenic@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Anthony Lett</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Nicole Smith</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Cynthia Fisher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Sophia Williams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Cynthia Fisher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>MaladeeLalor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>David Volkland</td>
<td></td>
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District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>16</th>
<th>Superintendent:</th>
<th>RaheshaAmon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td>1010 Lafayette Street</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:RAmon@schools.nyc.gov">RAmon@schools.nyc.gov</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-574-2357</td>
<td>Fax:</td>
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</tr>
</tbody>
</table>

Field Support Center (FSC)
FSC: Brooklyn North  Executive Director: Bernadette Fitzgerald

Executive Director’s Office Address: 131 Livingston Street

Executive Director’s Email Address: fitzge2@schools.nyc.gov

Phone Number: 718-935-3954  Fax: 718-935-2382
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with Chancellor’s Regulation A-655, available on the New York City Department of Education (NYCDOE) website.

Directions:
1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthony Lett</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Nicole Smith</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Cynthia Fisher</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Sandra Andrews</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Cynthia Fisher</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Maladee Lator</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
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<tr>
<td></td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
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<tr>
<td>David Volkland</td>
<td>CBO Representative, if applicable</td>
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</tr>
<tr>
<td>Rebecca Haile</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Theresa Boyd</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Anthony Lett</td>
<td>Member/ Administrator</td>
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</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
<td>-----------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Hector Castillo</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Thelma Gadson</td>
<td>Member/ Parent</td>
<td></td>
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<tr>
<td>Naomi Batts</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Dayalitza Crespo</td>
<td>Member/Parent</td>
<td></td>
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<td></td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Sophia Williams</td>
<td>Member/ Parent Coordinator</td>
<td></td>
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<td></td>
<td>Member/</td>
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<td></td>
<td>Member/</td>
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</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

In accordance with the requirements of Chancellor’s Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans that align with

2018-19 CEP
the first five elements of the Framework for Great Schools (listed below). The sixth element, Trust, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

### The Six Elements of the Framework for Great Schools

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

### The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

#### NYCDOE’s Quality Review (QR)

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

I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)

II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)

III. Systems for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

### Title I Requirements and Strengthening Title I Parent Involvement

2018-19 CEP
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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

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

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

**Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are **SMART**—Specific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.
- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mission Statement</strong></td>
</tr>
</tbody>
</table>
Our mission is to help educationally under-served students in District 16 achieve academic excellence by developing content mastery, strong character, and creative expression through the arts along with building habits and skills that prepare them for college and beyond.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

OUR STRUCTURE:

Vision and Mission

M.S. 57 is a proud Creative Arts school open to all student in District 16. We are driven by a common vision and mission, a commitment to Growing Minds and Building Futures for all of our students, and believe that if we help children strive for Excellence, develop academic Mastery, strong Character, and Creativity that these qualities will help them be successful in high school, college and beyond.

OUR APPROACH:

High Expectations:

We set measurable and attainable expectations for academic excellence and behavior in order to promote and sustain a culture of high achievement and support for all students. We know that every student is unique and we design learning experiences based on students' needs, skills, and interests.

Rigorous Curriculum and Instruction:

Building strong minds require that all students achieve at high academic levels. To prepare students with 21st Century skills and content knowledge they need to be successful in college, life and beyond, Middle School 57's teachers deliver high quality, rigorous curriculum and instruction in every classroom. By engaging students in standards based learning experiences and monitoring academic progress, MS 57's teachers know what their students' needs are and can customize instruction to address them.

Culture of Positivity, Achievement and Support:

We believe college is an attainable goal for all of our students. Success in the future, in college and beyond, will depend on how we prepare them now. We strongly believe that creating learning experiences where students are Friendly, Leaders, Organized, Positive and of Service to others is key to opening doors to a brighter future for them, their families and communities.

STUDENT LIFE

Explicit Instruction and Personalized Learning:

M.S. 57’s teachers blend explicit instruction and personalized learning to meet all students' needs, help them take ownership of their learning, and continuously grow.

Time for Academics, Creative Arts, and Physical Education:

Students in our school explore and learn from start to finish. They are exposed to the creative arts (dance, theater and visual art), extracurricular, and physical education activities that offer them unique opportunities to tap their interests and full potential.
Character:

We aspire to build strong character in every M.S. 57 student. We know that strong character is an essential ingredient to academic success.

Independent Thinking:

M.S. 57 students, over the course of their time here, learn that independent thinking is key to personal success in school and beyond. M.S. 57 students grow as independent thinkers by learning how to ask questions and seek answers that make sense.

Effective Communication between Staff, Students, and Families:

Central to our students' success is effective communication. Building strong relationships with families, student and staff are an indispensable part of our work. Acknowledging and honoring student voice, parent voice and community voice sends a clear message that we see and value all relationships.

Time for Enrichment and Extracurricular Activities:

M.S. 57 students explore interests and develop creativity in classes like Visual Art, Dance and Theater/Drama. In addition to core classes, our wide range of electives and extracurricular activities give our students a well-rounded and enriching middle school experience.

Social-Emotional and Leadership Development:

Students learn how to manage their emotions and make good decisions. We believe every student can lead which starts with leading oneself first. We give students opportunities to take the lead in various aspects of their schooling experience.

College Bound Learning and Preparation:

M.S. 57 students always have their eyes on the prize when it comes to looking ahead. College is the goal! M.S. 57 students talk about college, visit colleges and develop an academic road map that helps them see the path to college more clearly starting in middle school.

WHAT ELSE MAKES M.S. 57 DIFFERENT?


3. Describe any special student populations and what their specific needs are.

We currently have 33% percent of our students classified as Student with Disabilities and 8% classified as English Language Learners. Based on trends and patterns in our school data (NYSED) for 2017-2018, 98% of our Students with Disabilities are non-proficient in ELA and 94% are non-proficient in Mathematics. The data implies that we need to change our instructional methods in order to increase the number of SWDs approaching/meeting proficient levels in both ELA and Math. We intend to focus on implementing more explicit forms/methods of instruction to ensure strong development of procedural and conceptual understanding of standard based content. In addition, we plan to
implement a more effective progress monitoring system that provides teachers with immediate feedback on next steps in lesson instruction or adjustment to meet students' needs in the next lesson. Lastly, we plan to administer standard based cumulative mastery assessments at the end of each unit to all SWDs.

4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

We made progress in four out of five elements of the Framework for Great Schools. Based on the 2017-18 School Quality Guide, Rigorous Instruction (score 4.49), Collaborative Teachers (4.07), Strong Family-Community Ties (3.34) and Trust (3.48) were the elements we made progress in.

Our areas of focus this year, 2018-2019, are Effective Leadership, Rigorous Instruction and Strong Family-Community Ties. Our school Instructional focus is Engaging Students in Learning and our focus/Priority is building teacher competence around designing and delivering a curriculum that challenges and engages students in rigorous learning experiences that increase students' procedural and conceptual competence. In addition, we will be leveraging the School Leadership Team and the Parent-Teacher Association to ensure that parents know what the school's areas of focus are and what structures are in place to support the attainment of this year's goals.
## School Demographics and Accountability Snapshot for 16K057

### School Configuration (2018-19)
- **Grade Configuration:** 06,07,08
- **Total Enrollment (2017-18):** 199
- **SIG Recipient (Y/N):** No

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

### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA):** 13
- **# SETSS (ELA):** 15
- **# Integrated Collaborative Teaching (ELA):** 31
- **# Special Classes (Math):** 13
- **# SETSS (Math):** 10
- **# Integrated Collaborative Teaching (Math):** 31
- **Types and Number of Special Classes (2018-19):**

### # Visual Arts
- **# Music:** 4
- **# Drama:** 7
- **# Dance:** 10

### # Foreign Language
- **# Science:** 6
- **# English Language Arts (ELA):** 2

### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native:** 0.0%
- **% Hispanic or Latino:** 30.7%
- **% White:** 2.5%

### Years Principal Assigned to School (2018-19)
- **1,38**

### % of Teachers with No Valid Teaching Certificate (2014-15)
- **0%**

### Global History Performance at Levels 3 & 4 (2016-17)
- **31.2%**

### ELA Performance at levels 3 & 4 (2018-19)
- **30.3%**

### Mathematics Performance at levels 3 & 4 (2018-19)
- **15.4%**

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

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

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

#### Elementary/Middle School

<table>
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<tr>
<th>Demographic Category</th>
<th>Black or African American</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
<th>Multi-Racial</th>
<th>Limited English Proficient</th>
<th>ALL STUDENTS</th>
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<tbody>
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#### High School

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<th>Asian or Native Hawaiian/Other Pacific Islander</th>
<th>Multi-Racial</th>
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<td>American Indian or Alaska Native</td>
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### Overall NYSED Accountability Status (2018-19)
- **Overall Recognition:** No
- **Local Assistance Plan:** Yes
- **Focus School Identified by a Focus District:** No
- **Focus Subgroups:** N/A
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

Our school strengths include:

- Teachers collaborating to reflect on unit plans, lessons, instructional practices, and data to reflect and revise curriculum to infuse rigor in the design of activities and tasks.
- Teacher engage in vertical Teacher Team work focused on unpacking non-mastered standards, identifying students’ learning gap, and preparing re-teach sessions to address learning needs.
- Teachers participating in Rehearsal where they practice delivering of explicit instruction through a model focus on building procedural and conceptual understandings in students.
- Teachers participate in instruction based clinics that support the building of competency in effective lesson planning and delivery.
- Teachers engage in Grade Team meetings to share data about students in order to support students academic and behavioral development.
- Teacher teach a standard based curricula and administer standard based cumulative mastery assessments at the end of every unit.
- Math and ELA/HUM teachers participate in literacy and math skills intervention sessions with all students (6th, 7th & 8th).

Priority Need Areas:

Based on the trends and patterns in our school data (NYSED) from 2017 to 2018, 70+% of our students are non-proficient in ELA and 80+% of our students are non-proficient in Math. The data implies that we need to change our instructional approach to teach for mastery so that a larger amount of our students achieve proficient or higher on the NYSED Tests. Therefore our focus/priority is:

- Building teacher competence around designing and delivering a curriculum that challenges and engages students in rigorous learning experiences that increase their procedural and conceptual competence.
- Leveraging Teacher Teams to support the increased understanding of content, i.e., knowing what students need to know and show to master specific standards.
- Collecting data at the close of every lesson to determine percentages of students who mastered the content then make next day adjustments to meet the needs of students who are struggling.

Part 2 – Annual Goal
Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, students will increase performance on the 2019 State tests where the percentage of students who earn a level 2 or higher will increase from 33% (2018) to 40% (2019) in Math and from 40% (2018) to 48% (2019) in English Language Arts by receiving standards based, explicit instruction.
### Activities/Strategies:
Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>September 2018 - February 2019</td>
<td>Administration, Lead teachers, Teacher-Teams</td>
</tr>
<tr>
<td>All students</td>
<td>October 2018 - June 2019</td>
<td>Administration, lead teachers, Teacher Teams</td>
</tr>
<tr>
<td>Parents</td>
<td>September 2018 - February 2019</td>
<td>Teachers, Administrators</td>
</tr>
<tr>
<td>ELL</td>
<td>November 2018 - June 2019</td>
<td>ENL teacher, teachers</td>
</tr>
<tr>
<td>SWD's</td>
<td>On-going</td>
<td>Administration, lead teachers</td>
</tr>
</tbody>
</table>

1. School leaders, lead teachers and MSQI consultant will analyze results from the Fall DRP administration to create flexible reading groups based on students current reading level. Tests will occur in September, January and May to analyze students' reading levels and progress. This information is shared with the entire staff. In addition, teachers will be trained on literacy strategies through cycles of targeted professional development in order to effectively support students. Students will take Cumulative Mastery Assessments (CMA) at end of each unit, retrieve feedback to set goals and identify strategies for mastering non-mastered content.

2. Teachers, lead teachers, consultants and administration revise and make adjustment to curriculum maps and instructional strategies based on DRP collected to allow all students access to engaging, accessible materials. Students will engage in goals setting at end of each CMA and self-direct pathways to achieving content mastery.

Family curriculum night for parents to understand the purpose of assessments. Parents are provided with their child's state score in addition to DRP level that aligns with current reading level. Parents are provided with resources such as question stems and reading websites that will enhance students reading and comprehension. Post each DRP administration letters are sent home via backpack that indicates the student's current reading level and the progress that has been made. Phone calls are also conducted to advise parents of their child's progress and areas of concern. Data Town hall session will be conducted to inform parents on school-wide performance and on ways and means to assist they child's academic progress.

ENL teacher will collaborate with ELA, Science, Social Studies and Math teachers to provide modified lessons that will address the needs of ELL's

Special Education teachers will be provided with support to modify and provide scaffolds for SWD's.
**3b – Parent and Family Engagement**

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

During course of the 2018-2019, parents will be invited to participate in workshops focus on explaining the school's instruction program as it relates to Common Core, City Expectation, High School and College and Career Readiness and the importance of literacy skills development in ELA and Math. Four workshops will take place in the months of October and December 2018 and May and June 2019. Principal, AP, Parent Coordinator and Curriculum Coach will be the persons responsible for implementing and monitoring workshops. School Leadership Team will learn about and deepen their understanding of the school's use of data to improve and drive instruction and they will participate in Learning Walks with administrators to learn about and assess quality of learning across all classrooms.

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

We will design a programming schedule for teachers that embed time for all core teachers to meet in vertical teams during the school day and meet in grade teams during Tuesday professional learning time. Also, teachers will be assigned Rehearsal time to practice instruction delivery with an administrator providing coaching support and real-time explicit feedback. Teachers will be assigned additional planning and preparation time on Friday afternoons to engage in curriculum and lesson designed/revampment for purposes of improving instruction. MSQI consultants will work with ELA and Math teachers to building/strength instruction competence in key areas. Teachers will receive target professional development in the form of full PDs and remedial instructional clinics all focus on building teacher competence in planning and delivery explicit, rigorous instruction.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By FEBRUARY 2019 at least 50% of students gaining at least 2 points on the mid-year DRP diagnostic.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Analyzing the number of students who are increasing their reading levels on the DRP

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

#### Section 5B – Framework for Great Schools Element – Supportive Environment:  
The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

#### Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
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</table>
| 1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.  
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.  
3. What policies, practices, and structures are in place to ensure you are supporting the whole child? |

Based on the **2017-18 School Quality Guide**, our school’s strengths in Supportive Environment are:

- Guidance (95%)
- Social-Emotional (94%)
- Peer Support for Academic Work (83%)
- Personal Attention and Support (84%)
- Safety (89%)

**Priority Needs:**

- Classroom Behavior (77%)
- Preventing Bullying (70%)

We have put into effect the following structures to address both classroom behavior and preventing bully:

- Advisory 360: All students receive at least 2 periods of advisory focus in building strong character in every child. We focus on ten character strengths that support social-emotional development and leadership: (1) independent, (2) gratitude, (3) time management, (4) collaboration, (5) perseverance, (6) respect, (7) organization, (8) emotional maturity, (9) optimism, and (10) curiosity. Advisory is also used to providing specific seminars of social media use and cyber bullying

- Restorative Practices: whole school

- Targeted Guidance Counseling for At-Risk students

- Teacher-student Mentoring

- Student Advocacy Committee

- Electives two weeks

- Spirit Afternoon once per week

- Creative Arts Performances and Shows

- New York Edge After-school
Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, all adults will have increased access of resources and supports to assist in behavioral and emotional escalations between students in and out of classrooms by the implementation of restorative practices, advisory classes and student advocacy committee mediation.
### Activities/Strategies

Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

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</thead>
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<td>Staff</td>
<td>September 2018-June 2019</td>
<td>Guidance counselors, Social Worker, Outside Agencies: Coaches/Facilitators from Visiting Nurse Service of NY and Restorative Practice NY, Advisory Teachers</td>
</tr>
<tr>
<td>Students</td>
<td></td>
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<tr>
<td>Parents</td>
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**Facilitate workshops that will introduce staff, students and parents to the restorative justice and de-escalation approaches to maximize positive behaviors. Discussing behavior expectations as they align to Chancellor’s Regulations. All stakeholders are made aware of the behavior system, incentives and consequences (when necessary) that are in place to support the emotional, social and academic needs of all students. Conduct weekly advisory sessions.**

**Bi-monthly behavior intervention meetings to build an understanding of de-escalation and restorative practices/strategies to equip teachers and students with the know-how to promote constructive and positive interactions within and beyond the school community.**

**Monthly Incentives/awards for students to that demonstrate socially acceptable behavior that promote de-escalation and restorative outcomes among their peers and staff. Weekly Spirit Afternoons on Friday, and bi-monthly Elective Afternoons on Friday.**
### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Parents will be provided with the school's mission and goals with regard to building and sustaining a safe and supportive environment. Parents will be provided with a "What I can do" list to support and strengthen constructive behavior habits at home, and student council members' parents will be invited to participate in a Think Tank to identify ways to support and promote de-escalation and restorative behaviors at home and beyond for all the parents for our school.

### Part 4 – Budget and Resource Alignment

#### Part 4a.
Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

November 2018 the School Leadership Team, Student Council Members and Principal's Cabinet will share ideas on how to best improve the structures (Restorative Practices/Circles, Advisory and Student Advocacy Committee) in place that support a positive learning environment for all students. Restorative Practices Coach will support the current structure for building and sustaining a positive learning environment school-wide.

#### Part 4b.
Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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<td>Other</td>
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### Part 5 – Progress Monitoring

#### Part 5a.
Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2019, school wide suspensions will be decline at least 3% as compared to 2017-18 NYCDOE suspension data by using restorative justice and mentorship practices.

#### Part 5b.
Indicate the specific instrument of measure that is used to assess progress.

The instrument of measure that will be used to assess progress is the use of a de-escalation and restorative practice rubric along the collection of data into an Excel sheet tracker to monitor and quantify progress and data retrieved from Online Occurrence Reporting System (OORS).

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
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</thead>
<tbody>
<tr>
<td>1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
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</table>

Based on the trends and patterns in our School Quality Guide our strengths are:

- Academic Press (81%)
- Common Core Shifts in Math (80%)
- Course Clarity (92%)

Priority needs are:

- Common Core Shifts in Literacy
- Quality of Student Discussion

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
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<tbody>
<tr>
<td>By June 2019, 100% of teachers will participate in teacher teams to determine student performance by analyzing student work (exit assessment) to determine their learning gap(s) and use Danielson Framework for Teaching to identify and implement strategies and practices across classrooms that support improvement of performance toward mastery of standard based content.</td>
</tr>
</tbody>
</table>
## Part 3a – Action Plan

### Activities/Strategies

Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

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<th>Target Group(s)</th>
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<tbody>
<tr>
<td>Students</td>
<td>September 2018-June 2019</td>
<td>Administration, Outside Consultants, Lead Teachers</td>
</tr>
<tr>
<td>Teachers</td>
<td>September 2018-June 2019</td>
<td>Administration, Outside Consultants, Lead Teachers</td>
</tr>
<tr>
<td>Teachers</td>
<td>August 2018-June 2019</td>
<td>Administration, Outside Consultants, Lead Teachers</td>
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### Teacher created baseline to assess the highly assessed math standards are administered to students.

- Mathletics online program used for AIS to improve students basic math skills to correlate to their current units of study
- Per Session opportunities provided after-school and on Saturday to analyze data and make adjustments to lesson plans to meet the needs of all learners

### 45 minute mandated common planning time provided to teachers to analyze data, 45 minutes rehearsal time for teachers to identify obstacles and improvement to the upcoming lesson, create action plans, revise and modify lessons, and create bi-weekly and interim assessments to monitor progress.

### Ongoing professional development provided by lead teachers and professional consultant to focus on lesson studies and share best teaching practices that impact student growth

### Engrade is accessible for students and parent to observe progress

- Parents are sent summary/progress reports via email using the Mathletics on-line parent engagement component.

## 3b – Parent and Family Engagement

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

Families will be provided syllabuses for all courses offered at M.S. 57 along with a schedule of all in-house examinations and their dates. Families will be informed via brochure/curriculum kit of what teacher-teams are and how they function to support their children's growth and performance. Lastly, we will provide "curriculum night" three times during the course of the year (September 2018, February 2019 and May 2019) to help parents become
more familiar the course work covered during the year and the impact learning the content on students' high school and college success.

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Per Session funding
- Professional development opportunities
- Engrade online accessibility
- Mathletics purchase and quarterly professional development

Math consultant

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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</table>

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2019, review content area data tracking sheets to observe the number of students who are making progress and are close or maintain proficiency levels. We will also review the data from in house Interim Assessments to predict the levels of students.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

The instrument of measure used to assess progress will be pre and post units examinations results, cumulative mastery assessments given at the end of every unit, Mathletics benchmark assessments and data meetings/conferences that provide coaching for instruction/lesson improvement.

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Our school has several strengths

1. School strengths include ongoing informal and formal observations with immediate feedback that is time bound.
2. Teachers use data trackers to monitor students’ progress towards mastery of priority standards.
3. Teachers use classroom inter-visitations and lesson study protocols to provide non-evaluative feedback to their colleagues around student engagement.
4. School has a rich data culture that includes: pre-assessment, writing on demands, performance tasks, post assessments, exit slips and interim assessments. Data from these assessments are used to inform re-teach lessons, scaffolds and extensions for individuals and student groups.
5. School have teacher leaders in both Math and ELA that help to create and monitor our professional development cycles focused on using questioning and discussion techniques and engaging students in learning.

Areas for growth

1. Improve how teachers are using the data gathered to increase instructional outcomes
2. Continue to support teachers in creating multiple points of entry during instructional planning to increase student outcomes
3. Using diverse student feedback on how they learn best to inform instructional planning
4. Teacher delivering explicit instruction across all classrooms

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, the principal will facilitate 75% of the instructional planning with teacher teams and conduct weekly observations followed by actionable feedback to support a 3% increase of teachers achieving a rating of effective or higher in Advance by providing each team with a weekly agenda focused on analysis of student work and conduct weekly classroom visits and provide bite-size feedback within 48 hours.
Part 3a – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

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<th>Activities/Strategies</th>
<th>Target Group(s) Who will be targeted?</th>
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<tbody>
<tr>
<td>Weekly observation schedules are created by administration to ensure all teachers are observed a minimum of 2 times monthly informally and or formally</td>
<td>Teachers</td>
<td>September 2018-June 2019</td>
<td>Administration</td>
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<tr>
<td>Weekly meetings are scheduled by administration to provide timely and constructive feedback to teachers to improve pedagogy</td>
<td>Teachers</td>
<td>September 2018-June 2019</td>
<td>Administration</td>
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<tr>
<td>Administration providing targeted professional development/text based on individual needs of staff and intervisitations in-house and other school visits</td>
<td>Teachers</td>
<td>September 2018-June 2019</td>
<td>Administration</td>
</tr>
<tr>
<td>Twice monthly reviewing bi-weekly data of ELL’s, at risk learners, SWD’s and targeted proficient students to analyze progress and next steps for improvement</td>
<td>Teachers</td>
<td>September 2018-June 2019</td>
<td>Administration</td>
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</table>

3b – Parent and Family Engagement

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

Families will be invited 3 times this year to school town hall meetings for informational session focusing on the school's vision, mission, and its goals for planning and preparing their children for the 21st century, i.e., high school, college and career planning. Families and community members will have the opportunity to visit MS 57 during a monthly Open House.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Weekly observation calendars
- One-to-one coaching sessions with observed teachers
- CCLS aligned resources to improve teacher instruction (EngageNY, Citywide Curriculum)
- Targeted and personalized professional development and in-class modeling for teachers
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Administrators will conduct data meetings at the end of each unit to assess student performance along teachers’ checks and adjustments to instruction and means and method for supporting struggling learners. By February 2019 administration will analyze the number of teachers rated effective or highly effective in components 3C and 3D as evidenced on Advance.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

The instrument of measure that will be used to assess progress is review of individual teacher's observations and feedback will be the Advance rating system and review student performance tracker school-wide.

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

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

**Part 1 – Needs Assessment**

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc.

Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

**Areas of strength:**

1. Outreach to Parents (91%)  
2. Parent Involvement in School (84%)

**Areas for improvement are to:**

1. Better communicate with parents on how they can support their children in excelling in school. The goal is for parents to understand their child’s strengths and weaknesses in the areas of reading, writing and math and provide them with supports they can use at home.  
2. Provide ongoing career workshops for parents.  
3. Provide parent with online access to schools resources and tools.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

*By June 2019, at least 50% of parents will use Engrade to remain informed about their child’s academic progress. This will be evidenced by a beginning of year survey conducted by October 2018 and End of Year survey conducted in June 2019.*
## Part 3a – Action Plan

### Activities/Strategies

Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
<td></td>
</tr>
</tbody>
</table>

| Opportunities for teachers to effectively communicate with parents regarding a child’s progress is provided every Tuesday for via phone, text or email. School will review parent logs to ensure communication is happening between parent and teacher. | Parents | October 2018-June 2019 | Administration Team Leaders |
| Every 6-8 weeks progress reports are backpacked with students and mailed home to ensure parents are receiving communication | Parents | October 2018-June 2019 | Team Leaders |
| Monthly Parent Newsletter is created by the parent coordinator and backpacked home with students and holding monthly engage sessions with with students. | Parents | September 2018-June 2019 | Parent Coordinator |
| Sharing curriculum maps and school’s mission and goals with parents, Updates from the principal is sent home monthly regarding any incentives including reading with your children at home | Parents | September 2018-June 2019 | Administration Parent Coordinator UFT Chapter Leader |
| Principal hosts an academic night a minimum of two times within the school year to share students' reading and math levels and academic enrichment programs that are offered | Parents | October 2018-May 2019 | Admin Lead Teachers Parent Coordinator |

## 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

N/A

## Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Monthly calendar with selected meeting times and dates
Structured agenda

Copies of the SCEP

Monthly newsletter/calendar

Three times yearly academic meetings with parents

Online Engrade accessibility, usernames and passwords

### Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| || || || || || |
|---|---|---|---|---|---|
| || Tax Levy | X | Title I SWP | || Title I TA | || Title II, Part A | || Title III, Part A | || Title III, Immigrant |
| || C4E | || 21st Century Grant | || SIG | X | PTA Funded | || In Kind | || Other |

### Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By June 2019, the principal will host ten events to increase access and support for parents to visit classrooms, observe instruction and/or participate in activities with their child and teachers along with increasing parents access to their child's academic and behavioral performance on Engrade online grading system to 50%.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

The instrument that will be used to measure progress is Engrade.pro usage and parent surveys/feedback.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 6: Academic Intervention Services (AIS)**

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>DRP-Degrees of Reading Power WIN ELA Intervention</td>
<td>BLITZ phonics program ACCESS code Lighsail Guided reading groups Sentence stems Graphic organizer</td>
<td>Small group</td>
<td>During the day four time weekly and Saturday School</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Teacher created baseline assessment WIN Math Intervention Mathletic online assessment (October)</td>
<td>Math Fluency Error analysis Mathletics Resource room Multiplication fluency</td>
<td>Small group</td>
<td>During the day 2-3 times weekly and Saturday School</td>
</tr>
<tr>
<td>Science</td>
<td>Baseline assessments, unit assessments, exit slips</td>
<td>Urban Advantage graphic organizers and writing tools, annotating text Sentence stems</td>
<td>Small group</td>
<td>During the day</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Baseline assessments, unit Repeated readings/ close reading of text</td>
<td></td>
<td>Small group</td>
<td>During the day</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Based on teacher recommendation and parent request</td>
<td>Individual goals and strategies</td>
<td>Small group</td>
<td>One to one</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>assessments, exit slips</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

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

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

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

| 8 students (as indicated in ATS) are currently listed as STH |

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

| At risk counseling services, at the parent's discretion a student can be offered transportation, mandated supplies and school uniforms, attendance incentives, free school wide or grade trips |

Part B: FOR NON-TITLE I SCHOOLS
1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

| na |

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an [STH liaison](#).
Section 8: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the All Title I Schools section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the TA Schools Only section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the SWP Schools Only section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

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

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Resumes for staff are carefully scrutinized by the principal and the hiring committee. Upon consensus, prospective staff members are invited for an interview. For classroom teachers, they are asked to conduct a demonstration lesson. For such positions as psychologist and social workers, district supervisors are asked to attend the interview. The committee makes recommendation for hiring and the principal makes the final decision on whether to hire a staff member or not. Persons are recruited during job fairs, the Open Market or upon recommendation by other professionals. During the recruitment process and prior to the commencement of employment, certification credentials are verified. Teachers’ assignments are based on their qualification.

Professional Development is offered to the staff that comes to the school. Staff members are also sent on professional development provided by the DOE and the Network Staff. This information is then turn keyed within the grades. Administrative staff takes part of workshops given by the Leadership Academy and our BFSC. All information is facilitated to all staff members during monthly Faculty and Grade Conferences. Our BFSC provides ongoing professional development for staff both on-site and off-site, during the school day and after school. There is intra and inter visitation by staff to observe best practices. Staff also attends conferences offered by TIF and Urban Advantage. The administrative staff also provides support by modeling for staff members.

Consultants such as Literacy Math Matters and MSQI partners are invited to the school to provide differentiated professional development for staff. The data specialist and the lead teachers conduct best teaching practices for staff. All new staff members are mentored by seasoned professionals.

2b. High Quality and Ongoing Professional Development

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

This is the twelfth consecutive year that our school is implementing the CCLS. Units of studies and curriculum maps were developed that are aligned to the CCLS. At the beginning of the school year, staff members receive professional development focused on CCLS. Instructional Shifts, mathematical practices and Danielson’s Framework for Teaching. During common planning each week teachers meet in content areas or with administrators and lead teachers to plan rigorous and engaging lessons for students. Teachers set personal goals around pedagogy and based on their needs, professional development would be planned for these staff members. As administrators conduct the cycles of
observation and noticed trends for improvement, professional development sessions would be planned at the school level, by the network and by the DOE staff.

Curriculum materials will be reviewed monthly and based on data if need be, adjustments would be made to the curriculum. Grades 6-8 teachers studied the item analysis from the last NYS tests and we have identified areas of need—standards that the school is doing poorly in both in Math and ELA. Professionals developments session will be planned with these critical areas in mind, so that teachers can developed the skills to roll out standard based instruction with our students.

We will be working with ambassadors from TIF to provide relevant professional development for all staff members that focus on improving student outcomes.

Teachers meet in Teacher Teams teams for 45 minutes to look at student work, set goals and develop strategies for students. The IEP coordinator and administrative staff also meet with paraprofessionals to discuss how they can support the teachers with delivering standards based instruction by providing sentence stems, graphic organizer, tiered questioning, strategies for students to chunk text and strategies to review basic math skills. Paraprofessionals are also part of the curriculum planning team.

Administrators attend workshops that are aligned with understanding data, improving pedagogy of teachers, sharing best teaching practices, providing actionable, time bound and relevant feedback to teachers. These workshops vary within the district, other districts are in partnership with various leadership programs.

Part 3: TA Schools Only

3a. Use of Program Resources

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

n/a

3b. TA Coordination with the Regular Program

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

n/a

Part 4: SWP Schools Only

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

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

n/a
4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The teachers are stakeholders in creating the assessments post a whole staff PD in the fall that analyzes the standards that are areas of focus based on the prior years state item analysis. The Instructional Leadership Team hosts and annual leadership retreat in the Fall to determine next steps to improve student outcomes. The lead teachers turn key data and next steps and content area teams decide on how assessments will be created and select standards to focus on. All staff members are mandated to maintain data and individual conferences are planned monthly for individual staff to analyze students outcomes and progress. At these conferences, current data will be discussed and goals will be set for all students. Assessments results will be continuously reviewed by administrators and staff and instruction and curriculum adjustment would be made so that the varied needs of all students would be met. Assessments must be differentiated to target all students.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>171,054</td>
<td>x</td>
<td>5d</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td></td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td></td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td></td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>1,467,017</td>
<td>x</td>
<td>5a, 5b, 5c, 5d</td>
</tr>
</tbody>
</table>

**Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.
Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity—so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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 Priority and Focus School Improvement 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.
- **Title III, Part A**: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **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.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

---

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Ron Brown Academy, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M.S. 57</strong> will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

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

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

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

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

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

### Parental Involvement and School Quality

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

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

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

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

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

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

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events.
and activities planned for parents each month and file a report with the central office;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, School Quality Guide
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the ESSA;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

<table>
<thead>
<tr>
<th>Encouraging School-Level Parental Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will further encourage school-level parental involvement by:</td>
</tr>
</tbody>
</table>

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

### School-Parent Compact (SPC)

**Middle School 057**, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### I. School Responsibilities: High Quality Curriculum

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the ESSA;
I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff...
member;

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

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

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

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

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

- supporting parental involvement activities as requested by parents;

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

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

II. Parent/Guardian Responsibilities

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

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

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

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

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

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

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

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

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

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

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

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

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

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

---

### III. Student Responsibilities

Student Responsibilities:

- attend school regularly and arrive on time

- demonstrate M.S. 57 core values;
- 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.
DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>16</th>
<th>Borough</th>
<th>Brooklyn</th>
<th>School Number</th>
<th>057</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name</td>
<td>Ron Brown Academy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Anthony Lett</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Patrice Holder</td>
</tr>
<tr>
<td>Coach</td>
<td>type here</td>
</tr>
<tr>
<td>Coach</td>
<td>type here</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Katherine Riehman</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Cheryl Crooke</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Christine Pallas</td>
</tr>
<tr>
<td>Parent</td>
<td>Adelina Moraldo</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Adriene Trotman</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Sophia Williams</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Monique Barnes</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>n/a</td>
</tr>
<tr>
<td>Superintendent</td>
<td>n/a</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>n/a</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

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

D. Student Demographics

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
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<tbody>
<tr>
<td>Total number of students in school (excluding pre-K)</td>
<td>203</td>
</tr>
<tr>
<td>Total number of ELLs</td>
<td>19</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>9.36%</td>
</tr>
</tbody>
</table>
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)
Check all that apply

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1</th>
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<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
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<tbody>
<tr>
<td>Programs</td>
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</table>

This school offers (check all that apply):

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

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

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   Initial instructional planning and scheduling are informed by assessment data from:
   Students’ literacy levels are periodically assessed using:
   Students’ English language acquisition is periodically assessed using:
   Students’ content acquisition is periodically assessed using:

2. What structures do you have in place to support this effort?
   Teacher Team meeting are conducting weekly meetings focusing on assessment data/student work so that adjustments to lessons/curricula can be made to address students’ needs to ensure successful progress toward mastering specific standards and content and skills in the curriculum/units of study.
3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   The success of the ENL program is evaluated on:
   - Literacy progress
     - DRP score
     - Lexile Level
     - Running record/miscue analysis
   - NYSESLAT scores
   - ELA state exam scores when applicable
   - Math state exam scores when applicable
   - Students’ portfolios
   - Progress on teacher made class work, projects and assessments.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   Cycles of data meetings are conducted (at the end of each unit) in order to identify students' areas of needs and to determine prescriptive instructional supports to move students toward mastery of major understandings of the curriculum.

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

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? [Refer to the ELL Data Analysis Tool and RLAT from ATS].
   NYSESLATELA state exams when applicable
   Math state exams when applicable

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
   Cycles of Responsive Data sessions (September and June) are conducted for all teachers working with ELLs (and non-ELLs) in order to identify trends and patterns and make adjustment to instructional practice, curricular and students goals.

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**Part IV: ELL Programming**

**Programming and Scheduling Information**

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
      Students receive Freestanding ENL services through a push-in/pull-out model. Entering students receive: 180 minutes a week of Integrated ENL/ELA Classes are co-taught by an ENL teacher and an ELA teacher. Students are grouped heterogeneously based on grade level with non-ELLs. 180 minutes a week of Stand-Alone ENL Classes are ungraded. Students are grouped with Emerging students. Classes are taught by an ENL teacher. Transitioning students receive: 180 minutes a week of Integrated ENL/ELA Classes are co-taught by an ENL teacher and an ELA teacher. Students are grouped heterogeneously based on grade level with non-ELLs. 180 minutes a week of Stand-Alone ENL Classes are ungraded. Students are grouped with Entering students. Classes are taught by an ENL teacher. Commanding students and Former ELLs receive: 90 minutes a week of Integrated ENL/ELA Classes are co-taught by an ENL teacher and an ELA teacher. Students are grouped heterogeneously based on grade level with non-ELLs. Expanding students receive: 90 minutes a week of Integrated ENL/ELA Classes are co-taught by an ENL teacher and an ELA teacher. Students are grouped heterogeneously based on grade level with non-ELLs. Commanding students and Former ELLs receive: 90 minutes a week of Integrated ENL/ELA Classes are co-taught by an ENL teacher and an ELA teacher. Students are grouped heterogeneously based on grade level with non-ELLs. 90 minutes a week of Stand-Alone ENL Classes are ungraded. Students are grouped with Expanding students. Classes are taught by an ENL teacher.
2018-19 CEP

minutes a week of Integrated ENL/ELAClasses are co-taught by an ENL teacher and an ELA teacher

Students are grouped heterogeneously based on grade level with non-ELLS

b. TBE program. If applicable.
N/A

c. DL program. If applicable.
N/A

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

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
The school’s program is a Freestanding ENL program in which:

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

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status
The school’s program is a Freestanding ENL program in which:

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
   • ELL-SWDs whose IEP mandates ENL services will:
     o Receive ENL services based upon their proficiency level including ENL/ELA classes co-taught by an ENL teacher, an ELA teacher and/or a Special Education teacher.
     o Entering and Emerging ELL-SWDs will also receive Freestanding ENL with Entering and Emerging ELLs without disabilities.
     o ENL instruction will be adapted to meet the specific needs of every ELL-SWD.
     o All instructional modifications mandated by a students’ IEP will be met in Integrated and Freestanding ENL instruction.
   • ELL-SWDs whose IEP mandates bilingual services will be:
     o Assisted in transferring to a school that offers bilingual Special Education and counted to the school’s threshold to provide bilingual classes.
     o Until the student can be successfully transferred to an appropriate program:
        ☑ The student will be provided with an alternate placement paraprofessional.
        ☑ The student will receive ENL services based upon their proficiency level including ENL/ELA classes co-taught by an ENL teacher, an ELA teacher and/or a Special Education teacher.
        ☑ Entering and Emerging ELL-SWDs will also receive Freestanding ENL with Entering and Emerging ELLs without disabilities.
        ☑ ENL instruction will be adapted to meet the specific needs of every ELL-SWD.
        ☑ All instructional modifications mandated by
A student's IEP will be met in Integrated and Freestanding ENL instruction.

- Grade level content is made accessible to ELL-SWDs through:
  - Assistive technology as necessary
  - Adaptive instructional software including i-Ready and ThinkCERCA
  - Making explicit connections and comparisons to
    - Students’ home language
    - Students’ home culture
    - Students’ out of school experiences
    - Students’ school experiences in different countries or regions
  - Using visuals, multimedia and realia
  - Providing opportunities for various hands-on activities and using manipulatives
  - Explicitly teaching discipline specific language
  - Explicitly teaching grammar and vocabulary needed to
    - Read a specific text
    - Perform a specific writing task
    - Perform a specific listening task
    - Participate in a specific speaking task.
  - Giving students’ scaffolds including but not limited to:
    - Technological assistance including dictionaries
    - Bilingual dictionaries
    - Sentence frames
    - Pictorial/graphic representations of ideas/text
    - Cloze paragraphs/essays
    - Graphic organizers
    - Definitions, explanations and examples of difficult words/concepts
    - Additional explanations and examples
    - Option of demonstrating understanding visually or physically
    - Word walls
    - Anchor charts
    - Texts/books read aloud and/or audiobooks
  - Home language support provided in and out of class by teachers, staff, paraprofessionals and parent volunteers who speak the students’ home language.
  - Home language materials, including textbooks, novels, teacher-made classwork, videos, instructions/directions, articles etc.
  - Low level texts with grade level content

7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
   - Students are always placed in the Least Restrictive Environment
   - ELLs with disabilities receive ENL services based upon proficiency level
   - Entering and Emerging ELL-SWDs take Freestanding ENL classes with ELLs without disabilities.
   - Entering ELLs with disabilities receive
     - 180 minutes a week of Integrated ENL/ELA
     - Classes are co-taught by an ENL teacher, an ELA teacher and a Special Education teacher (ICT) or a Special Education teacher and an ENL teacher
hers

- ICT students are grouped heterogeneously by grade level with ELLs with disabilities, non-ELL SWDs, ELLs without disabilities and students who are not ELLs or SWDs

- ELLs with disabilities whose IEPs mandate a self-contained class are grouped with non-ELL SWDs

- Students are grouped based on grade level (6 or 7-8)

- ELLs with disabilities are grouped with ELLs without disabilities

- Entering students receive Stand-Alone ENL with Emerging students

- Emerging students receive

  - 180 minutes a week of Integrated ENL/ELA

  - Classes are co-taught by an ENL teacher, an ELA teacher and a Special Education teacher (ICT) or a Special Education teacher and an ENL teacher

  - ICT students are grouped heterogeneously by grade level with ELLs with disabilities, non-ELL SWDs, ELLs without disabilities and students who are not ELLs or SWDs

- ELLs with disabilities whose IEPs mandate a self-contained class are grouped with non-ELL SWDs

- Students are grouped based on grade level (6 or 7-8)

- ELLs with disabilities are grouped with ELLs without disabilities

- Emerging students receive Stand-Alone ENL with Entering students

- Transitioning students receive

  - 180 minutes a week of Integrated ENL/ELA

  - Classes are co-taught by an ENL teacher, an ELA teacher and a Special Education teacher (ICT) or a Special Education teacher and an ENL teacher

  - ICT students are grouped heterogeneously by grade level with ELLs with disabilities, non-ELL SWDs, ELLs without disabilities and students who are not ELLs or SWDs

- ELLs with disabilities whose IEPs mandate a self-contained class are grouped with non-ELL SWDs

- Expanding students receive

  - 180 minutes a week of Integrated ENL/ELA

  - Classes are co-taught by an ENL teacher, an ELA teacher and a Special Education teacher (ICT) or a Special Education teacher and an ENL teacher

  - ICT students are grouped heterogeneously by grade level with ELLs with disabilities, non-ELL SWDs, ELLs without disabilities and students who are not ELLs or SWDs

- ELLs with disabilities whose IEPs mandate a self-contained class are grouped with non-ELL SWDs

- Commanding students/Former ELLs receive

  - Classes are co-taught by an ENL teacher, an
8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

- All teachers consider themselves teachers of ELLs and receive the appropriate training to teach language through content.
- All content area teachers and the ENL teacher consistently review student data to identify students who need intervention.
- In ELA ELLs receive:
  - Focused small group literacy intervention in English (all ELLs, including SIFE, newcomers, long-term ELLs, developing ELLs, ELL-SWDs)
  
  - **Literacy intervention focuses on the specific reading comprehension or decoding strategies the students struggle with based upon assessment data (DRP, DORA, running records etc.)**
  - Focused small group literacy intervention in Spanish (newcomer ELLs and SIFE with a home language of Spanish)
  
  - **Literacy intervention focuses on the specific reading comprehension or decoding strategies the students struggle with based upon assessment data (DRP, DORA, running records etc.)**
  - Literacy intervention focuses on the specific reading comprehension or decoding strategies the students struggle with based upon assessment data.
  
  - **Literacy intervention focuses on the specific reading comprehension or decoding strategies the students struggle with based upon assessment data (DRP, DORA, running records etc.)**
  - Literacy intervention focuses on the specific reading comprehension or decoding strategies the students struggle with based upon assessment data.
  
  - ELA classes co-taught by an ENL teacher and an ENL teacher (all ELLs, including SIFE, newcomers, long-term ELLs, developing ELLs, ELL-SWDs)
  
  - Saturday school instruction (all ELLs as needed, including SIFE, newcomers, long-term ELLs, ELL-SWDs and former ELLs)
  
  - Focused small group instruction as needed (ELLs with a demonstrated need, including SIFE, newcomers, long-term ELLs, ELL-SWDs and former ELLs)
  
  - From the ENL or ELA teacher
  
  - In English and/or Spanish
  
  - Specific to students language and content knowledge needs
  
  - Push-in/pull out during ELA period or during another period as necessary
  
  - Focused one on one instruction as needed (ELLs with a demonstrated need, including SIFE, newcomers, long-term ELLs, ELL-SWDs and former ELLs)
  
  - From the ENL or ELA teacher
  
  - In English and/or Spanish
  
  - Specific to students language and content knowledge needs
  
  - Push-in/pull out during ELA period or during another period as necessary

- In Math ELLs receive:
  
  - Saturday school instruction
9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

- All ELLs will take Integrated ENL/ELA classes
- Low Literacy SIFE will take a Stand Alone class with the Bridges SIFE curriculum which include literacy centers to improve reading levels
- ELLs will continue to receive extra support in their content area classes to ensure that they are learning and demonstrating knowledge of grade level content.

10. If you had a bilingual program, what was the reason you closed it?
11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

- ELLs and their families are informed of all after school and supplemental services in their preferred language via phone call and in writing utilizing school based multilingual staff or the DOE Translation and Interpretation Unit.
- All ELLs have access to and in the past many have chosen to participate in the Sports and Arts after school program which includes a wide range of activities based upon interest
- All ELLs have access to and in the past some have chosen to participate in after school homework help provided by a content area teacher.
- All ELLs have access to and in the past almost all have chosen to participate in supplemental Saturday school instruction which includes Integrated ENL/ELA and Integrated ENL/Math instruction provided by an ENL teacher and/or an ENL teacher and content area teacher.
- All students have one Enrichment period a week in which they receive content area enrichment and/or may pick amongst a variety teacher led small group activities based upon interest.
- All ELLs may choose between two periods a week of Drama, Art or Dance and may be required or chose to participate in exhibits and performances both in and out of school.
- If language barriers prevent ELLs from fully participating in all activities language support will be provided through working with students with the same home language, multilingual staff, teachers, paraprofessionals or parent volunteers, bilingual or home language materials such as texts, video, audio etc. and/or the use of laptops, smart phones etc. as translators.

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

Instructional materials used to support ELLs include:
- Phonics BLITZ reading intervention for ELLs who demonstrate phonics/decoding issues on reading assessments including running records/misuse analysis, DRP, DORA, and the Phonics BLITZ assessment
- Adaptive instructional technology including i-Ready and ThinkCERCA (all ELLs, including SIFE, newcomers, long-term ELLs, developing ELLs and ELL-SWDs)
- Language Learning software including DuoLingo and Rosetta Stone (newcomers)
- Home language math textbooks from CK-12 Foundation (newcomers and developing ELLs with home language print literacy)
- Home language materials including Newsela Español, Reading A-Z, CommonCoreSheets.mx etc. (newcomers and developing ELLs with home language print literacy)
- Home language content area books including El Abece Visual etc. (newcomers and developing ELLs with home language print literacy)
- Home language novels
- Oxford English bilingual picture dictionaries and workbooks (newcomers)
- Cambridge Ventures student’s book basic and literacy workbook basic (newcomers and SIFE students)
- Wilson Fundations materials (SIFE with very low to no home language or English print literacy)
- Videos from various sources including Youtube, National Geographic para niños, National Geographic for kids, BrainPop, CNN student news etc (all ELLs, including SIFE, newcomers, long-term ELLs, developing ELLs and ELL-SWDs)
- Various fictional and non-fictional texts including articles, novels, picture books, wordless picture books, bilingual picture books, bilingual novels, visual encyclopedias (all ELLs, including SIFE, newcomers, long-term ELLs, developing ELLs and ELL-SWDs)
- Listening materials from various sources including New for You, StoryCorps, various Audiobooks, Voice of America, BBC, Cambridge Ventures CD, Oxford English picture dictionary CD, This I believe etc. (all ELLs, including SIFE, newcomers, long-term ELLs, developing ELLs and ELL-SWDs)
- Teacher created Stand-Alone ENL and Integrated ENL/ELA curriculum using Understanding by Design (UbD) with teacher chosen novels, texts and materials from various sources (All ELLs, including SIFE, newcomers, long-term ELLs, developing ELLs and former ELLs)
- American Museum of National History Disruptions in Ecosystems Science materials including translations and aligned home
13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

In the school’s ENL program home language support is provided through:

- Focused bilingual (Spanish and English) literacy intervention for newcomers and SIFE with a home language of Spanish provided by the ENL teacher.

- Home language content-area materials
  - Home language textbooks (Math)
  - Translated teacher made classwork (all content areas)
  - Translated versions of novels students are reading in class (ELA)
  - Home language supplemental materials including books, articles, videos, worksheets etc. (all content areas)

- A bilingual leveled library for independent reading (ENL)

- Multilingual classroom labels (ENL)

- A multilingual word wall (ENL)

- Bilingual glossaries and dictionaries (all content areas)

- Explicit comparisons between English and home language vocabulary/grammar (all content areas)

- Explanations, definitions and examples provided in the home language (all content areas)

- Home language support provided in and out of class by teachers, staff, paraprofessionals and parent volunteers who speak the students’ home language (all content areas)

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

To ensure access to grade level content for all ELLs, including ELL-SWDs and SIFE:

- Grade level materials and instruction are scaffolded:
  - Pictorial/graphic representations of ideas/text
  - Physical representations of complex ideas
  - Multiple forms of experiencing the same text/idea
    - Through pictures/graphics
    - Through video
    - Through audio
    - Through a hands-on or physical activity if possible
  - Hands-on activities and experiential learning.
  - Cloze paragraphs/essays for writing tasks
  - Sentence frames for speaking and writing tasks
  - Graphic organizers
  - Multiple ways of demonstrating understanding
    - Physically
    - Visually
    - orally

- Hi-Lo books are used:
  - The school has large library of high interest (age appropriate) low level books in English and Spanish.
  - The school has low level books with grade level content in English and Spanish.
  - Students are directed in choosing high interest independent reading books at the right level
  - Students are sometimes grouped by reading level for book clubs or to receive reading intervention.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

- All families are welcomed into the newly opened Parent Center including linguistically and culturally diverse families
- The ENL teacher is shared between two schools in the building to ensure despite the small ELL population students are receiving quality instruction
- ELL students have access to all extracurricular activities and programs including extra linguistic or other support that might be necessary to allow full participation
16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

- All new students and their parents or guardians participate in an orientation conducted by the Assistant Principal.
- Newcomers tour the school with the ENL teacher and/or multilingual school based staff.
- The ENL teacher and content area teachers give explicit instruction and modeling about the structure, expectations and culture of the school including comparisons to their previous experiences in an out of school in the various countries/regions they may have lived.
- Homeroom teachers may assign newcomer students an appropriate "buddy" who has the same home language and can help to orient them to structure, expectations and culture of the school.
- The ENL teacher and content area teachers give newcomer students, especially SIFE, extensive instruction and modeling in how to "do school."
- Students and parents or guardians are invited to an ELL parent night.
  - Held by the Parent Coordinator and ENL teacher.
  - Held in parents’ or guardians’ preferred language utilizing multilingual school based staff and/or the DOE Translation and Interpretation Unit.
  - Includes information about school programs, services, structure, expectations, curriculum, standards and a variety of school based and DOE parent resources.
  - Includes information about how support is provided for ELLs and how ELLs are assessed.
  - May sometimes occur at the same time as a Parent Orientation meeting for parents to learn about various program choices and select a program depending upon the needs of the specific students entering the school and scheduling/timeline.

17. What language electives are offered to ELLs?

ELLs have access to all electives offered by the school.

18. For schools with dual language programs:

a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.

b. In which language(s) is each core content area taught?

c. How is each language separated for instruction?

d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

- As outlined in the Comprehensive Education Plan the Professional Development program will be a high quality and research based programs for all teachers and staff including a variety of ELL related topics including:
  - A variety of strategies to provide multiple points of entry
  - Tiered questioning techniques
  - Integrating language and content instruction
  - Co-teaching strategies
  - A variety of strategies to scaffold process, product and content for ELLs, SWDs and ELL-SWDs to access grade level
content
  oResources and strategies to provide home language support in and out of class
  oChanges in ENL mandates including identification, programing, instructional hours, data recording and reporting.
  •15% of all hours of in school professional development for teachers will be ELL related.
  •50% of professional development for the ENL teacher will be ELL related and include in school professional development and out of school professional development from a variety of organizations.
  •50% of professional development for the ENL teacher will be ELL related including professional development related to the Common Core Learning Standards (CCSS) and New Language Arts Progressions (NLAPs.)
  •The ENL teacher will conduct professional development on the use of the New Language Arts Progressions (NLAPs) in aligning ENL instruction with the Common Core State Standards (CCSS.)
  •The ENL teacher will be taking a course on the Common Core State Standards (CCSS) for ELLs.
  •The ENL teacher, content area teachers and special education teachers will participate in a series of workshops and coaching on planning differentiated, standards aligned curriculum for ELLs, ELL-SWDs and SWDs provided by the DOE Brooklyn north borough field support center.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.
  •All teachers and staff receive training and support in supporting ELLs and other students in transitioning from elementary to middle school.
  •ELLs and their families are provided resources in their preferred language from the DOE and the school about the differences between elementary and middle school.
  •The ENL teacher is a resource for all teachers and staff for ELL related issues
    oContinuously explicitly teaching and modeling academic expectations
    oContinuously explicitly teaching and modeling behavioral expectations
    oContinuously explicitly teaching and model expectations for social interactions in the school.
    oProviding social emotional support
    oProviding extra academic support including intervention
  •Certain staff members act as daily resources for students, teachers and other staff to support all students transitioning from elementary to middle school including ELLs:
    oDean
    oGuidance Counselor
    oCounselors
    oAssistant Principal
    oPrincipal
  •At least 15% of all hours of in school professional development for teachers will be ELL related.
  •ELL related professional development for teachers will be provided by the ENL teacher and a variety of organizations that work with the school.
  •Providers of ELL related professional development will have ELL related experience and expertise.
  •50% of professional development for the ENL teacher will be ELL related and include in school professional development and out of school professional development from a variety of organizations.
  •The requirement of at least 50% ELL related professional development for the ENL teacher will be met through in school and out of school professional development from a variety of organizations.
1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

ELN teacher calls or meets with all parents or guardians of ELLs in September using Language Line or school based multilingual staff as necessary. Outlining the ELL services each student will be receiving this school year, informing parents or guardians of the ongoing data collection that will be provided in parents’ or guardians’ preferred languagemeeting will be conducted in parents’ home language by the ENL teacher or ENL teacher will coordinate with multilingual school staff to provide interpretation or an interpreter will be hired from the DOE vendor Big Word!

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

- The Parent Coordinator and Parent Teacher Association regularly survey parents about their needs through phone calls, surveys and in-person meetings in parent’s preferred language utilizing multilingual parent volunteers and PTA members, multilingual school based staff and/or the DOE Translation and Interpretation Unit.
  - Multilingual staff, multilingual parent volunteers and/or the DOE Translation and Interpretation Unit are used at all events to make sure parents, guardians and families can fully participate in all school events.
  - Parents and guardians of ELLs are invited to a variety of events at the school in their preferred language utilizing multilingual staff, multilingual parent volunteers and/or the DOE Translation and Interpretation Unit including Hispanic Heritage Celebration, ENL/ELA and math skills workshop, school/classroom volunteer program, curriculum night, Family Days, IEP Information night and PTA meetings etc.
  - The Parent Coordinator, school staff and teachers learn about students’ families home cultures through a variety of sources including the families themselves to adjust parental involvement programs to accommodate cultural differences and reflect community needs.
  - Parents and guardians of ELLs are encouraged to text, call or e-mail teachers in English or Spanish or their preferred language if necessary teachers can utilize multilingual school based staff, multilingual parent volunteers or various translators to interpret messages from parents and guardians.
  - Every fall students and parents or guardians are invited to an ELL parent night.
    - Held by the Parent Coordinator and ENL teacher.
    - Includes information about school programs, services, structure, expectations, curriculum, standards and a variety of school based and DOE parent resources.
  - Includes information about how support is provided for ELLs and how ELLs are assessed.
  - May sometimes occur at the same time as a Parent Orientation meeting for parents to learn about various program choices and select a program depending upon the needs of the specific students entering the school and scheduling/timeline.
  - The ENL teacher and content area teachers have consistent communication with parents and guardians through weekly phone calls, e-mails and/or text messages utilizing school based multilingual staff as necessary.
  - The ENL teacher and content area teachers meet with parents during Parent Teacher Conferences in September, November, March and May conducted in parents’ or guardians’ preferred language utilizing multilingual school based staff.
  - The Parent Coordinator or administration schedules additional meetings with parents throughout the year as necessary.
  - Parents and guardians will be contacted by the ENL teacher via phone and letter in their preferred language utilizing school based multilingual staff and/or the DOE Translation and Interpretation Unit as necessary to schedule an individual meeting during the third marking period.
  - An individual meeting will be scheduled at the parents’ or guardians’ convenience in parents’ preferred language utilizing school based multilingual staff and/or the DOE Translation and Interpretation Unit.
  - The ENL teacher will meet with all of the teachers and staff who work with the student and won’t be able to attend the meeting immediately before the meeting to have the most up to date information on the students’ progress.
• Parents or guardians will meet with the ENL teacher and other teachers and staff if available at an individual meeting in parents’ or guardians’ preferred language utilizing school based multilingual staff and/or the DOE Translation and Interpretation Unit.

• Every October a Hispanic Heritage Celebration is held which involves many of the school’s ELLs and their parents and guardians because a majority of the school’s ELLs identify as Hispanic.

**Additional Information**

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

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Anthony Lett, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
### Part VI: LAP Assurances

**School Name:** Ron Brown Academy  
**School DBN:** 16K057

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthony Lett</td>
<td>Principal</td>
<td></td>
<td>8/3/17</td>
</tr>
<tr>
<td>Patrice Holder</td>
<td>Assistant Principal</td>
<td></td>
<td>8/3/17</td>
</tr>
<tr>
<td>Sophia Williams</td>
<td>Parent Coordinator</td>
<td></td>
<td>8/3/17</td>
</tr>
<tr>
<td>Katherine Riehlman</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>8/3/17</td>
</tr>
<tr>
<td>Adelina Moraldo</td>
<td>Parent</td>
<td></td>
<td>8/3/17</td>
</tr>
<tr>
<td>Adriene Trotman</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>8/3/17</td>
</tr>
<tr>
<td>n/a</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>n/a</td>
<td>Coach</td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>n/a</td>
<td>Coach</td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>Cheryl Crooke</td>
<td>School Counselor</td>
<td></td>
<td>8/3/17</td>
</tr>
<tr>
<td>Rahesha Amon</td>
<td>Superintendent</td>
<td></td>
<td>8/3/17</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Other ____</td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Other ____</td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Other ____</td>
<td></td>
<td>n/a</td>
</tr>
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</table>
2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 16K057 School Name: Ron Brown Academy Superintendent: Rahesha Amo

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lillian</td>
<td>Torres</td>
<td>Business Manager</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>Sophia</td>
<td>Williams</td>
<td>Parent Coordinator</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>Katherine</td>
<td>Riehman</td>
<td>Teacher</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

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

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

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

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

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

During initial enrollment families are interviewed and administered the Home Language Identification Survey (HLIS), Part 3 of the HLIS asks parents' preferred language for oral and written communication. This information is also indicated on Emergency contact cards and the Student Registration Form completed by or with families during initial enrollment. This information is then entered into ATS. The Language Access Coordinators (LACs) print the Adult Preferred Language Report (RAPL) report from ATS in September and every two months thereafter to ensure every family has indicated a preferred spoken and written language and that families are receiving communication in the indicated language. Families are surveyed twice a year to determine whether their
language needs are being met. Families are surveyed during Parent Teacher Conferences or by telephone if they do not attend Parent Teacher Conferences.

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

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>239</td>
<td>83%</td>
<td>241</td>
<td>84.3%</td>
</tr>
<tr>
<td>Spanish</td>
<td>40</td>
<td>13.9%</td>
<td>40</td>
<td>14%</td>
</tr>
<tr>
<td>Arabic</td>
<td>7</td>
<td>1.7%</td>
<td>5</td>
<td>1.4%</td>
</tr>
<tr>
<td>Mandika</td>
<td>2</td>
<td>0.7%</td>
<td>1</td>
<td>0.3%</td>
</tr>
<tr>
<td>Bengali</td>
<td>2</td>
<td>0.3%</td>
<td>2</td>
<td>0.3%</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly newsletter</td>
<td>Every month</td>
<td>multilingual staff &amp; community members, DOE LTI, bigword</td>
</tr>
<tr>
<td>IEPs</td>
<td>Throughout the year</td>
<td>bigword using IEP template from DOE LTI</td>
</tr>
</tbody>
</table>
2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Teacher Conferences</td>
<td>3/Yr.</td>
<td>Multilingual teachers and staff will be made available based on anticipated need, Language Line for lower incidence languages</td>
</tr>
<tr>
<td>IEP meetings</td>
<td>Weekly</td>
<td>Multilingual staff, Language Line, the bigword for IEP</td>
</tr>
<tr>
<td>ELL meetings</td>
<td>Monthly</td>
<td>Multilingual staff, Language Line, translated documents from T&amp;I</td>
</tr>
<tr>
<td>Curriculum night</td>
<td>2/Yr.</td>
<td>Multilingual staff, Language Line</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Multilingual staff members are available to call Spanish speaking parents. All teachers and staff have the number for Language Line for lower incidence languages.

Part C: Training Staff on Policies and Procedure

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

The primary LAC will conduct a training for all staff members during a professional period in September. In the training, teachers and staff will learn about Chancellor's Regulation A-663 and the school's obligation to provide language assistance services. Teachers and staff will be informed of the resources available to them for translation and interpretation including Language Line, bilingual staff, the bigword, the DOE Translation and Interpretation Unit and already translated documents online. Teachers and staff will be encouraged to speak with the LACs with any questions or concerns.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:
• Translated signage
• Brochures/flyers/letters shared with parents
• Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

The Multilingual Welcome Poster is displayed at the entrance to the school as well as in front of the main office with the LACs contact information if families need assistance with language access. In the main office the Language Identification Guide is displayed for families to indicate their preferred language. The Parent's Guide to Language Access and "I Speak" cards are displayed for visitors to pick up in the main office.

Part E: Monitoring Provision of Language Services
Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

The LACs will elicit feedback from all parents who've indicated a preferred language of communication other than English on the Home Language survey. A survey will be sent out to parent’s in the fall. The survey will be translated into parents' preferred language by multilingual staff/community members, Department of Education Translation and Interpretation Unit and/or bigword. LACs will review surveys to implement feedback and improve language services. LACs will hold a focus group in the spring of interested parents whose preferred language of communication is other than English to gather feedback and brainstorm ideas to improve language access for all families. Multilingual staff and community members will interpret during the focus group and if necessary interpreter(s) from bigword will be hired for lower incidence languages. LACs will use feedback and ideas from the focus group to improve language access for the following school year and improve family involvement in the language policies and procedures of the school.