2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 22K278

School Name: J.H.S. 278 Marine Park

Principal: DEBRA GAROFALO
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)
## School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>IS 278, Marine Park Junior High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>22K278</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>332200010278</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>6, 7, and 8</td>
</tr>
<tr>
<td>School Address:</td>
<td>1925 Stuart Street Brooklyn, NY 11229</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718 375-3523</td>
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<tr>
<td>Fax:</td>
<td>718 998-7324</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Jodi DeGrotta</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:jdegrot@schools.nyc.gov">jdegrot@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Debra Garofalo</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Carrie Fullard</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>A. Durando</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Emanda Heyman</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>M. Mitro</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

## District Information

| Geographical District: | 22 |
| Superintendent: | Julia Bove |
| Superintendent’s Office Address: | 5619 Flatlands Avenue, Brooklyn, NY 11234 |
| Superintendent’s Email Address: | jbove@schools.nyc.gov |
| Phone Number: | (718) 968-6115 |
| Fax: | (718) 968 – 6252 |

## Field Support Center (FSC)
FSC: Team 5

Executive Director: Mauricieri Degovia

Executive Director's Office Address: 415 89th Street Brooklyn, NY 11209

Executive Director's Email Address: MDegovi@schools.nyc.gov

Phone Number: (718) 759-4862

Fax: (718) 759-3909
**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>Debra Garofalo</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>C. Fullard</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>A. Durando</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>A. Durando</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<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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<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></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>E. Heyman</td>
<td>Member/ Teacher /UFT</td>
<td></td>
</tr>
<tr>
<td>V. Nguyen-Horan</td>
<td>Member/ Assistant Principal/CSA</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
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<td>----------------------</td>
</tr>
<tr>
<td>S. Campbell</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>M. Cuco</td>
<td>Member/Teacher /UFT</td>
<td></td>
</tr>
<tr>
<td>J. Long</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>L. Disabato-Akin</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>G. Connaghan</td>
<td>Member/Parent</td>
<td></td>
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<td>Member/</td>
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<td>Member/</td>
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</table>
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
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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</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>
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<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<tr>
<td><strong>Collaborative Teachers</strong>: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.</td>
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<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>
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</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**
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, Measurable, Achievable, Relevant, and Time-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>The mission of Marine Park, JHS 278, is to engage its community in developing accomplished students equipped with the knowledge, skills and citizenship to achieve lifelong success.</td>
</tr>
</tbody>
</table>

2018-19 CEP 9
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.

Intermediate School 278 Marine Park is a middle school with 1207 students from grade 6 through grade 8. In 2017-2018, the school population comprises 13% Asian, 44% Black, 16% Hispanic, and 30% White students. The student body includes 4% English Language Learners and 19% students with disabilities. Boys account for 52% of the students enrolled and girls account for 48% of the school population. The average attendance rate for the school year 2017-2018 was 94.5%.

The school community believes that all children can and will achieve their potential and become productive, literate, responsible citizens. Ambassador teachers visit other schools in the district to learn about successful practices. They Ambassadors share their experiences with teachers on their grade or content teams and through professional development sessions they facilitate. The 2017-2018 School Survey indicates that 99% of teachers agreed or strongly agreed that at their school teachers talk with one another about instruction increasing instructional coherence which is an increase of 4% from the previous year, Collaborative Teaching is a strength. Teachers have developed a rigorous program aligned to the New York State Common Core Standards. The school community developed a program of collaborative, coherent instruction which includes working in teams, with parents and the community, to provide intensive instruction and enrichment in every area for all our students and also builds upon Strong Family-Community Ties. This enables all students to be prepared for High School and provides a lens toward college and career readiness.

Our school has many structures in place that align to our focus. School’s focus is that by engaging teachers in a collaborative professional learning process where the design and delivery of curriculum will foster increased student outcomes.

The staff at Intermediate School 278 works diligently to ensure student achievement. Referencing the Framework Element of Collaborative Teachers, the teachers take ownership of their professional responsibilities and professional learning needs through participation in the United Federation of Teachers embedded professional development, lunch and learns, common planning periods, and the sharing of best practices. Classroom tasks have become more rigorous within each unit. Teacher teams routinely use data from the assessments to drive instruction, change lessons, and create and enhance curriculum aligned to the common core. Continuing with the Framework Element of Rigorous Instruction the rigorous skills, such as annotating through note-taking, highlighting, and citing textual evidence, are embedded in lessons across grades and subjects. To maintain Effective school leadership Framework element teachers, along with administrators, work on units of study and lesson plans which include multiple access points for all students. School leadership facilitates inquiry teams for data driven changes throughout the curriculum and lessons. The staff is constantly and continually adjusting curriculum based on data, needs assessment, and the self-reflection of students, teachers and administrators. Across the school, teachers use common assessments to track students’ progress across grades and subjects, and consistently provide students with specific next steps, scoring with school created rubrics, using Student Work Assessment Pieces, known as SWAPS, on all draft and published works.

The principal has launched a round table which allows parent representatives from each class to be involved in the educational, social and emotional decisions of their grade and school. The principal has also initiated a Student Council in which each class is represented during a monthly meeting. This meeting includes discussion regarding citizenship and addressing the needs of the students. The school has an award winning performing arts program, engaging more than 400 of our students. Our instrumental music and vocal music students participate in The New York State School Music Association, New York State Music Association adjudication annually. Our school also partners with Inside Broadway in order for our teachers and students to receive training by professional Broadway staff. This partnership culminates in two annual theatrical performances, one of which is a dramatic production of a novel or play which our students read in English; the other is a Broadway musical which involves many students from multiple departments such as theatre, fine arts, music and technology. Students create scenery, costumes, playbills, and tee shirts, and coordinate all behind the stage work.

School involvement in philanthropic endeavors such as Penny Harvest, Breast Cancer Awareness, Making Strides Breast Cancer Walk, Toys for Tots, Saint Jude’s Children Hospital and Relay for Life has become a successful driving
This success is due to outstanding and gratifying support by staff and students. Students work harder to achieve greater results because of this sense of pride, commitment, purpose, and integrity.

The strengths of the IS 278 derive from the school-wide uniformity of the implementation of the Common Core Standards in all subject areas, protocols, grading systems, strategies, and communication with parents through PupilPath, school-websites, email and progress reports. Our goal for our students is to become critical thinkers and problem solvers as part of our commitment to high school/college and career ready initiative.

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

Intermediate School 278 has implemented the ASD Nest (autism spectrum disorders) program which serves students with ASD and typically developing students in a reduced class-size Integrated Co-Teaching (ICT) model, with one special education teacher and one general education teacher. Our gifted and talent classes are geared to support the needs of all students. The need for a student with a disability to receive individual specialized/specially designed instruction has traditionally led to the student being recommended to receive services in a special class setting. Modifying or adapting instruction to meet the individual needs of a student with a disability may be accomplished by the provision of specially designed instruction in the general education classroom. 50% of the ASD Nest students took 4 regent exams to acquire high school credit.

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.

IS 278 has made the most growth in creating a professional learning community which has cultivated a higher level of trust and support amongst teachers throughout the school. This encompasses most of the elements of the Framework for Great Schools the staff collaborates in a supportive environment which leads to trust. We will continue to concentrate on parent involvement and communication between school and home. Our focus is to close the gap between our English Language Learners and the non-English Language Learners.

It is imperative to follow the Framework for Great Schools. Rigorous instruction that actively engages all of our students, via critical thinking skills. Our school has a culture where students feel safe, supported, and challenged by their teachers and peers. Teachers and colleagues are committed to enhance education through collaboration. The Principal along with her assistant principals nurture the students and teachers to foster academic growth. Strong Family Ties is the hub of our school, with the parent volunteers, the parent coordinator and the principal at the helm, our parents are always welcomed and their needs are always provided for.
### School Demographics and Accountability Snapshot for 22K278

#### School Configuration (2018-19)
- **Grade Configuration**: 06,07,08
- **Total Enrollment (2017-18)**: 1106
- **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)**: 59
- **# SETSS (ELA)**: 43
- **# Integrated Collaborative Teaching (ELA)**: 111
- **# Special Classes (Math)**: 59
- **# SETSS (Math)**: 40
- **# Integrated Collaborative Teaching (Math)**: 110

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: 5
- **# Music**: 3
- **# Drama**: 2
- **# Foreign Language**: 9
- **# Dance**: 1

#### School Composition (2017-18)
- **% Title I Population**: 70.0%
- **% Attendance Rate**: 83.9%
- **% Free Lunch**: 62.2%
- **% Reduced Lunch**: 8.5%
- **% Limited English Proficient**: 4.9%
- **% Students with Disabilities**: 17.7%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 0.3%
- **% Black or African American**: 42.6%
- **% Hispanic or Latino**: 17.3%
- **% Asian or Native Hawaiian/Pacific Islander**: 10.0%
- **% White**: 27.8%
- **% Multi-Racial**: 2.3%

#### Years Principal Assigned to School (2018-19)
- **17.1**

#### % of Teachers with No Valid Teaching Certificate (2014-15)
- **6%**

#### Average Teacher Absences (2014-15)
- **6**

#### # of Assistant Principals (2015-16)
- **6**

#### % Teaching Out of Certification (2017-18)
- **23%**

#### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4**: 55.8%
- **Mathematics Performance at levels 3 & 4**: 44.1%

#### Science Performance at levels 3 & 4 (4th Grade) (2016-17)
- **N/A**
- **Science Performance at levels 3 & 4 (8th Grade) (2016-17)**: 65%

#### Student Performance for High Schools (2017-18)
- **Science Performance at levels 3 & 4**: N/A
- **Mathematics Performance at levels 3 & 4**: N/A

#### US History Performance at Levels 3 & 4 (2017-18)
- **N/A**

#### 4 Year Graduation Rate
- **6 Year Graduation Rate (2011 Cohort)**: N/A

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

#### Overall NYSED Accountability Status (2018-19)
- **Reward Recognition**: N/A
- **In Good Standing**: Yes
- **Local Assistance Plan**: No
- **Focus District**: Yes
- **Focus School Identified by a Focus District**: No
- **Priority School**: No
- **Focus Subgroups**: N/A

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

#### Elementary/Middle School
- **American Indian or Alaska Native**
  - N/A
- **Black or African American**
  - Yes
- **White**
  - Yes
- **Multi-Racial**
  - N/A
- **Students with Disabilities**
  - Yes
- **Limited English Proficient**
  - N/A
- **Economically Disadvantaged**
  - Yes
- **ALL STUDENTS**
  - Yes

#### Mathematics (2017-18)
- **American Indian or Alaska Native**
  - N/A
- **Black or African American**
  - Yes
- **White**
  - Yes
- **Multi-Racial**
  - N/A
- **Students with Disabilities**
  - No
- **Limited English Proficient**
  - Yes
- **Economically Disadvantaged**
  - Yes
- **ALL STUDENTS**
  - Yes

#### Science (2016-17)
- **American Indian or Alaska Native**
  - N/A
- **Black or African American**
  - No
- **White**
  - No
- **Multi-Racial**
  - N/A
- **Students with Disabilities**
  - No
- **Limited English Proficient**
  - N/A
- **Economically Disadvantaged**
  - No

#### High School
- **American Indian or Alaska Native**
  - N/A
- **Black or African American**
  - N/A
- **White**
  - N/A
- **Multi-Racial**
  - N/A
- **Students with Disabilities**
  - N/A
- **Limited English Proficient**
  - N/A
- **Economically Disadvantaged**
  - N/A

### Met Adequate Yearly Progress (AYP) in ELA (2016-17)
- **American Indian or Alaska Native**
  - N/A
- **Black or African American**
  - Yes
- **White**
  - Yes
- **Multi-Racial**
  - N/A
- **Students with Disabilities**
  - Yes
- **Limited English Proficient**
  - N/A
- **Economically Disadvantaged**
  - Yes
- **ALL STUDENTS**
  - Yes

### Met Adequate Yearly Progress (AYP) in Mathematics (2017-18)
- **American Indian or Alaska Native**
  - N/A
- **Black or African American**
  - Yes
- **White**
  - Yes
- **Multi-Racial**
  - N/A
- **Students with Disabilities**
  - Yes
- **Limited English Proficient**
  - Yes
- **Economically Disadvantaged**
  - Yes
- **ALL STUDENTS**
  - Yes

### Met Adequate Yearly Progress (AYP) in Science (2016-17)
- **American Indian or Alaska Native**
  - N/A
- **Black or African American**
  - No
- **White**
  - No
- **Multi-Racial**
  - N/A
- **Students with Disabilities**
  - No
- **Limited English Proficient**
  - N/A
- **Economically Disadvantaged**
  - No

### Met Adequate Yearly Progress (AYP) in ELA (2016-17)
- **American Indian or Alaska Native**
  - N/A
- **Black or African American**
  - N/A
- **White**
  - N/A
- **Multi-Racial**
  - N/A
- **Students with Disabilities**
  - N/A
- **Limited English Proficient**
  - N/A
- **Economically Disadvantaged**
  - N/A
Section 5: Needs Assessment, 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.
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.

The most recent Quality Review data indicates that the Instructional Core indicators 1.1, 1.2 and 2.2 in our school are Well Developed. These indicators speak to how our school ensures that students are engaged in rigorous instruction aligned to the Common Core Learning Standards and/or content standards, how our teachers’ pedagogy is based in a set of coherent beliefs around how students learn, how our assessments of curricula are aligned to the content and are on-going, and how the data from the assessments are utilized. The findings were that teaching practices are aligned to the curricula and are based on the belief that students learn best when they are active participants in their learning. According to the reviewer, "However, not all instruction strategically provides extensions and multiple entry points into the curricula". To enhance the quality of questions and prompts within each lesson plan’s task, teacher teams will also ensure that benchmark assessments and question prompts within lesson tasks are aligned in terms of challenge and expectation. In this way, gaps between day to day instruction and periodic summative assessments may be narrowed, while providing better data for teachers to support specific identified individuals or groups of students.

During the Principal Performance Review of June 2019 it was recommended that the school continues to "revise goals set for teachers and students to ensure that high expectations are met. These revisions will ensure that coherence between what is expected and what is performed. Students can be empowered to set their own benchmarks while teachers guide the progress". (3.1) The data and supervisory visits suggests continued outreach to parents.

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, to continue to close the achievement gap between English Language Learners and non-English Language Learners in mathematics by 8% in the area of expressions and equations as measured by both informal school-based assessments and the New York State mathematics test. This goal is aligned with our district goal to improve learning outcomes for English Language Learners in mathematics.
### 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>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Teams create units of study based on data analysis of student work for instructional planning and unit/lesson adjustment. Horizontal Teacher teams meet weekly to discuss individual students, set goals and analyze data (as needed) (3.3, 3.4). Instructional planning includes teacher pacing according to students' ability, embedding enrichment within each lesson and providing opportunities for students to develop rich and meaningful conversations.</td>
<td>The entire school community, The lowest third, English Language Learners, SIFE and Students with disabilities</td>
<td>June 2018 to June 2019</td>
<td>Principal, Assistant Principals, Instructional Lead Teachers, teachers, team members, District 22 Ambassadors and Talent Coach</td>
</tr>
<tr>
<td>Teacher teams will look at student work in a collaborative process in order to become analytical about the effectiveness of their instruction, better understand students’ learning and development, develop more effective curriculum and assessment, infuse deeper levels of rigor into instruction, and find ways to help students do higher quality work. By bringing samples of authentic student work to the table for the purpose of close analysis, teachers are able to address important questions about teaching and learning, and deepen their understanding of the work they do with students in the classroom.</td>
<td>The entire school community, The lowest third, English Language Learners, SIFE and Students with disabilities</td>
<td>September 2018 to June 2019</td>
<td>Principal, Assistant Principals, Instructional Lead Teachers, teachers, team members, District 22 Ambassadors and Talent Coach</td>
</tr>
<tr>
<td>Teachers will engage in collaborative professional meetings (common planning) weekly, as well as during the UFT Professional Learning Communities. Teams will work on variety of tasks, beginning with looking at student work and leading to lesson revision, assessment planning, and examining curricula vertically and horizontally. Teams will then meet monthly by grade and subject to discuss observations, trends, weaknesses, improvements, and successful practices.</td>
<td>The entire school community, The lowest third, English Language Learners, SIFE and Students with disabilities</td>
<td>September 2018 to June 2019</td>
<td>Principal, Assistant Principals, Instructional Lead Teachers, teachers, team members, District 22 Ambassadors and Talent Coach</td>
</tr>
</tbody>
</table>
District 22 Ambassadors and team leaders will turnkey protocols and strategies to enable common planning teams to revise curricula and improve teaching practices based on observations and analysis of student work.

<table>
<thead>
<tr>
<th>with disabilities</th>
<th>September 2018 to June 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>The entire school community</td>
<td>Principal, Assistant Principals, Instructional Lead Teachers, teachers, team members, District 22 Ambassadors and Talent Coach</td>
</tr>
<tr>
<td>The lowest third, English Language Learners, SIFE and Students with disabilities</td>
<td></td>
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</tbody>
</table>

### 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.

A series of workshops will be offered to parents throughout the year focusing on various topics including understanding student and school data. Understanding middle school math and the common core. Parent workshops will be offered throughout the year providing families assistance navigating the system in order to identify supports that can lead to improved student academics and behaviors. September is the introductory workshop. Each workshop will take place at least once each quarter.

### 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.

9 teachers will meet four times monthly during preparation periods as well as paid coverages. Inquiry use of data: 20 teachers meet a minimum of four times monthly September 2018 through June 2019. Principal and Assistant Principals will develop a system of cycles of observations to ensure the development of teaching practices across the school and for individual teachers growth. Academic Intervention Services Team meets monthly September through June. Academic Intervention ServiceTeam professional development coverage for substitute teacher Monthly Citywide professional development three teachers and three paraprofessionals monthly. Three Supervisors: oversee curriculum/data two hours a week for 20 weeks (September 2018–June 2019). Per session for teachers to implement programs that improve students English Language Arts and Math skills. Extra Staff to implement additional English Language Arts and Math periods.

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

<table>
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<tr>
<th></th>
<th>Tax Levy</th>
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<td></td>
<td>In Kind</td>
<td></td>
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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.
Teachers will formally assess progress four times per year (October 31, 2018, January 31, 2019, April 30, 2019 and June 20, 2019). Teachers will complete Progress Reports two times per year. Teachers will analyze data from interim assessments to target and refine their instruction. Administration and Teacher Leaders will work together to coordinate specific professional development throughout the school year. Student work will be assessed each quarter in each content to determine level of progress. Analysis of MOSL pre and post assessments will provide us with an indication of success or need for improvement. Student performance on multiple assessments will provide clear indicators of progress.

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


**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>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>NYC School Survey in the area of School Culture the data indicate students are 88% satisfied with the school culture. In this same area our parents are 90% satisfied with the school culture. Looking more closely at the survey the data indicates that our students feel safe, comfortable and are being educated in an environment that is conducive to rigorous learning however there needs to be an improvement to make the students feel more secure.</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?</td>
<td>Our school’s PBIS Team (Positive Behavior Intervention Support) will work with our teacher teams to build a consistent practice of strategies to ensure positive student behavior across all classrooms. This current year Principal’s suspensions have gone from 103 to 63 representing a 40% decrease from the previous school-year. Additionally, superintendent’s suspensions have gone from 24 to 14 representing a 42% decrease from the previous school year. The leadership team continually monitors and enforces these practices. While we have made good progress, we want to deepen the consistency of practices across the school to ensure continued improvement.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
<td>Unfortunately, 51% of students responded that, in most or all of their classes at their school, most students follow the rules in class. (Q6b), this is indeed an area for improvement.</td>
</tr>
</tbody>
</table>

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, the school will develop and implement a peer-buddy program in order to help support sixth graders in their transition to middle school, as measured by an increase of 10% in the number of students responding positively on supportive environment within the New York City School survey.
### 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) Who will be targeted?</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>The entire school community</td>
<td>September 2018 to June 2019</td>
<td>Principal, Assistant Principals, Deans, CIT, IEP Teacher, Guidance Counselor, Social Worker, SAPIS worker, Instructional Lead Teachers, PBIS team members.</td>
</tr>
<tr>
<td>The lowest third, English Language Learners, SIFE and Students with disabilities</td>
<td>September 2018 to June 2019</td>
<td>Principal, Assistant Principals, Deans, CIT, IEP Teacher, Guidance Counselor, Social Worker, SAPIS worker, Instructional Lead Teachers, PBIS team members.</td>
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</tr>
</tbody>
</table>

- Professional learning for staff will strengthen the development of PBIS. The school community will examine and track students’ behavior through the use of dean referrals, parent contacts and notes home. The school will strengthen the school culture by incorporating the goals and initiatives of PBIS on a school wide level.

- PBIS team will meet weekly during the UFT embedded Professional Learning Communities analyze school and ORRS data, as well as anecdotes in Skedula.

- School-wide effort to support the social and emotional needs of our students through the implementation of a positive rewards system called FIRST. Review and determine what components have to be implemented to support PBIS goals and initiative for subgroup.
### 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.

A series of workshops will be offered to parents throughout the year focusing on various topics including the importance of good citizenship within a school community. These workshops will have an evaluation component as well. Parent workshops will be offered throughout the year providing families assistance navigating the system in order to identify supports that can lead to improved student academics and behaviors. Parents and students involved in a FUN Day before the beginning of 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.

PBIS team consisting of administrators, deans, Crisis Intervention Teacher and guidance counselors will meet weekly to address student needs and outcomes of preventative measures. PBIS school wide training Deans and guidance counselors. PIP teams consisting of administrators, deans, and guidance counselors will meet weekly to address student needs and outcomes. Guidance counselors will provide counseling services to students referred as “at risk”. Part time school social worker will provide counseling services to students and families “at risk”. Assemblies for students to reinforce PBIS. Intervention groups and individuals meet with SAPI counselor 1 x per week; life skills class lessons 1 x week; crisis intervention as needed. Guidance counselors will provide counseling services to students referred as “at risk”. Part time school social worker will provide counseling services to students and families “at risk”. SAPI Counselor will implement classroom lessons/activities to enhance students’ social skills, communication skills and styles, to promote conflict resolution knowledge. These lessons will also help students to developing and or maintaining healthy relationships in their community, families, schools and peers. SAPI counselor will also support...
students’ social and emotional development through class lessons, groups or individual sessions that include self-esteem awareness, decision-making techniques, and peer pressure refusal role play activities. Through these services the students will gain insight on how to develop and maintain healthy relationships with peers, family, school, and community.

### 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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</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.

PBIS TEAM will analyze ORRS data October 31, 2018, January 31, 2019, April 30, 2019 and June 25, 2019. Data will reviewed and analyzed on a monthly basis for patterns and trends to refine the implementation plan and provide additional targeted support as needed. Teacher teams will work together to implement survey taking strategies in order for students to better understand what they are answering. Student teams will guide and buddy with 6th grade students for a sense of safety. Teachers will give practice surveys in classes quarterly, October 31, 2018 through June 2019.

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

Pre assessment by September 30, 2018, ORRS data, uniformed quarterly assessments and practice surveys November 2018, January 31, 2019, March 31, 2019 and June 2019. Assessment may include survey questions regarding supportive environment.

#### 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 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

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.

This year’s baseline MOSL in English Language Arts illustrates that a substantial number of students (grade 6, 34%; grade 7, 46%; and grade 8, 33%) fell into the bottom third, and failed to recognize and present counterarguments in their thinking, and thereby, their writing.

The process of looking at student work in a collaborative manner helps teachers take a closer look at how they teach, enabling them to shape and revise curriculum on an ongoing basis. Educators who look at student work in a collaborative process become analytical about the effectiveness of their instruction, better understand students’ learning and development, develop more effective curriculum and assessment, infuse deeper levels of rigor into instruction, and find ways to help students do higher quality work. By bringing samples of authentic student work to the table with colleagues and looking closely at them, teachers are able to address important questions about teaching and learning, and deepen their understanding of the work they do with students in the classroom.

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–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.

By June 2019, Assistant Principals and teachers will participate as part of a data inquiry team in order to analyze student work products, discern student strengths and weaknesses, research potential strategies and tailor instruction for all students; including students with disabilities, English language learners and advanced students measured by classroom performance on formative and summative assessments in all subjects. (3.4, 3.3, 3.5)
## Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
</table>
| • 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). | The entire school community | August 2018 to June 2019 | Principal, Assistant Principals, Instructional Lead Teachers, teachers, team members, and Talent Coach |

**Teacher Teams** Create Units of study based on data analysis of student work for instructional planning and unit/lesson adjustment. Horizontal Teacher teams meet weekly to discuss individual students, set goals and analyze data (as needed) (3.3, 3.4).

**During the school year 2018-19** teacher teams will revise and analyze students’ work in order to close the achievement gap and improve student performance. (3.3, 3.4)

**Vertical team meetings** meet weekly to align and drive instruction based on data analysis. Addressing all students including those with disabilities, English Language Learners and all subgroups, especially the lowest third.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
</table>
| The entire school community  
The lowest third,  
English Language Learners,  
SIFE and Students with disabilities | September 2018 to June 2019 | Principal, Assistant Principals, Instructional Lead Teachers, teachers, team members, and Talent Coach |

**Target Group(s)** Who will be targeted?

**Timeline** What is the start and end date?

**Key Personnel** Who is responsible for implementing and overseeing the activity/strategy?
Teacher teams will (vertical, horizontal and inquiry) sustain and systematically investigate the efficacy of instructional strategies using student work and data in order to improve achievement and close the achievement gap and give deepening the level of Multiple Access Points so that all lesson offer suitable challenges.

The entire school community
The lowest third,
English Language Learners,
SIFE and Students with disabilities

September 2018 to June 2019
Principal, Assistant Principals, Instructional Lead Teachers, teachers, team members, and Talent Coach

<table>
<thead>
<tr>
<th>3b – Parent and Family Engagement</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>A series of workshops will be offered to parents throughout the year focusing on various topics including understanding student and school data. These workshops will have an evaluation component as well. Parent workshops will be offered throughout the year providing families assistance navigating the system in order to identify supports that can lead to improved student academics and behaviors. Parents will analyze data and understand their students' goals.</td>
</tr>
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Part 4 – Budget and Resource Alignment

<table>
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<th>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.</th>
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<tbody>
<tr>
<td>20 teachers will meet four times monthly during preparation periods as well as paid coverages. Inquiry use of data: 20 teachers meet a minimum of four times monthly September 2017 through June 2018. Principal and Assistant Principals will develop a system of cycles of observations to ensure the development of teaching practices across the school and for individual teachers growth. Referencing the Danielson Framework, the teachers take ownership of their professional responsibilities and professional learning needs through participation in the UFT embedded professional development, lunch and learns, common planning periods, and the sharing of best practices. AIS Team meets monthly September through June. AIS Team professional development coverage for substitute teacher Monthly Citywide professional development three teachers and three paraprofessionals monthly. Three Supervisors: oversee curriculum/data two hours a week for 20 weeks (September 2018-June 2019). Per session for teachers to implement programs that improve students English Language Arts and Math skills. Extra Staff to implement additional English Language Arts and Math periods.</td>
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<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
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Part 5 – Progress Monitoring

2018-19 CEP

23
### 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.

Teachers will formally assess progress four times per year October 31, 2018, January 31, 2019, April 30, 2019 and June 25, 2019. Teachers will complete Progress Reports in Skedula two times per year. Teachers will analyze data from interim assessments to target and refine their instruction. Administration and Teacher Leaders will work together to coordinate specific professional development throughout the school year. Student work will be assessed each quarter to determine level of progress. Analysis of MOSL pre and post assessments will provide us with an indication of success or need for improvement. Student performance on multiple assessments will provide clear indicators of progress.

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


### 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

<table>
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<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>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?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

Principal leading change at the community level, nurturing the leadership development of others, and providing guidance over time to sustain a coherent instructional program. There should be a continuous evaluation of goals and action plans. Areas for improvement on the MOLP "the principal supports the development of teachers, including those new to the profession, with effective feedback and next steps from frequent cycles of classroom observation and analysis of student work/data. These efforts should continue, especially with regard to Danielson Components 3b, 3c, 3d."

### 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, Supervisors conduct need based and targeted professional learning sessions aimed at increasing the use of effective assessments, collaborative inquiry and questioning and discussion techniques, resulting in a 5% in Danielson Component 3b.

By June 2019, teachers will design and enhance rigorous learning tasks within each lesson plan to embed strategic instructional approaches with universal and customized learning supports for all students which will result in at least 60% of teacher observation evaluations scoring Highly Effective in Danielson Competency 3C Engaging Students in Learning.
### 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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<tr>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
</tbody>
</table>

| The principal and assistant principals along with the District 22 team and Talent Coach engage in calibration activities that include observing teachers, and using low inference notes to identify levels of proficiency. Supervisors and coaches take turns identifying areas of strength and areas for growth in order to construct effective feedback and a support plan. 2.5c | The entire school community | September 2018 to June 2019 | Principal, Assistant Principals, Instructional Lead Teachers, teachers, team members, District 22 Ambassadors and Talent Coach |
|---|---|---|
| Provide teachers with on-going professional development based on identified needs from their informal and formal observations and self-reflection and self-assessments. 2.5b | The entire school community | September 2018 to June 2019 | Principal, Assistant Principals, Instructional Lead Teachers, teachers, team members, District 22 Ambassadors and Talent Coach |
| School leaders and teacher teams will (vertical, horizontal and inquiry) create goals and systematically investigate the efficacy of instructional strategies using data in order to monitor goals achievement. | The entire school community | September 2018 to June 2019 | Principal, Assistant Principals, Instructional Lead Teachers, teachers, team members, District 22 Ambassadors and Talent Coach |
| School-wide effort to support the social and emotional needs of our students through the implementation of a positive rewards system called FIRST | The entire school community | September 2018 to June 2019 | Principal, Assistant Principals, Deans, CIT, IEP Teacher, Guidance Counselor, Social Worker, SAPIS worker, Instructional Lead Teachers, PBIS team members. |

### 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.

A series of workshops will be offered to parents throughout the year focusing on various topics including understanding student and school data. These workshops will have an evaluation component as well. Parent workshops will be offered throughout the year providing families assistance navigating the system in order to identify supports that can lead to improved student academics and behaviors.

**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.

Principal and Assistant Principals will develop a system of cycles of observations to ensure the development of teaching practices across the school and for individual teachers growth. School leaders will use the professional development time embedded into teachers work day and common planning periods to drive instruction. 20 teachers will meet four times monthly during preparation periods as well as paid coverages. Inquiry use of data: 20 teachers meet a minimum of four times monthly September 2018 through June 2019. Academic Intervention Services Team meets weekly September through June. Academic Intervention Services Team professional development coverage for substitute teacher Monthly Citywide professional development three teachers and three paraprofessionals monthly. Three Supervisors: oversee curriculum/data two hours a week for 20 weeks (September 2018-June 2019). Ambassador teachers to external district wide professional development to turn key to staff. Per session for teachers to implement programs that improve students English Language Arts and Math skills. Extra Staff to implement additional English Language Arts and Math periods.

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

| X | Tax Levy | X | Title I SWP | || Title I TA | || Title II, Part A | || Title III, Part A | || Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|
| | || 21st Century Grant | || SIG | || 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.

Teachers will formally assess progress four times per year October 31, 2018, January 31, 2019, April 30, 2019 and June 25, 2019. Teachers will complete Progress Reports in Skedula two times per year. Teachers will analyze data from interim assessments to target and refine their instruction. Administration and Teacher Leaders will work together to coordinate specific professional development throughout the school year. Student work will be assessed each quarter to determine level of progress. Analysis of MOSL pre and post assessments will provide us with an indication of success or need for improvement. Student performance on multiple assessments will provide clear indicators of progress. School Leadership is working along side Science Department to advance the questioning and engaging instruction.

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

Administration and Teacher Leaders will work together to coordinate specific professional development throughout the school year. Analysis of our pre and post assessments will provide us with an indication of success or need for improvement. Teachers will formally assess progress four times per year October 31, 2018, January 31, 2019, April 30, 2019 and June 25, 2019. Immediate feedback to teachers. Data reviewed each quarter.

**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.

[6.3] Expand the use of interactive systems to enable all staff members to provide timely information to families on the academic and social progress of their children and to encourage purposeful dialogue about how they can support their children at home. [4.4] With input from all constituents, refine the plan and system for teachers to increase the use of personalized supports and family outreach to provide access to learning and social opportunities for all students, particularly lower-performing students, through the use of explicit instruction in behavioral expectations and positive reinforcement. A coordinated approach to informing families about their child’s participation and progress in extended day programs will augment the impact on their academic and social behaviors.

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, 90% of staff members will be utilizing Skedula / Pupil Path to monitor and share students’ progress and anecdotal information with parents and members of the school community. There will be a 10% increase Learning Environment Survey.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>• 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).</td>
</tr>
<tr>
<td>Target Group(s) Who will be targeted?</td>
</tr>
<tr>
<td>All pertinent Information will be shared regarding student data in various communications to parents such as the parent information on the school website, School Messenger and Skedula.</td>
</tr>
<tr>
<td>A series of workshops will be offered to parents throughout the year focusing on various topics including understanding student and school data. These workshops will have an evaluation component as well. Parent workshops will be offered throughout the year providing families assistance navigating the system in order to identify supports that can lead to improved student academics and behaviors.</td>
</tr>
<tr>
<td>Parent coordinator, guidance counselors and administrative staff will implement Pupil Path in order for all parents to immediately access their child’s data</td>
</tr>
<tr>
<td>Parent workshops will be scheduled on Tuesday afternoons during parent engagement time to help support literacy/math at home</td>
</tr>
</tbody>
</table>

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.

A series of workshops will be offered to parents throughout the year focusing on Pupil Path/Skedula and all other parent engagement. These workshops will have an evaluation component as well. Parent workshops will be offered...
throughout the year providing families assistance navigating the system in order to identify supports that can lead to improved student academics and behaviors.

**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.

20 teachers will meet four times monthly during preparation periods as well as paid coverages. Inquiry use of data: 20 teachers meet a minimum of four times monthly September 2018 through June 2019. AIS Team meets weekly September through June. AIS Team professional development coverage for substitute teacher Monthly Citywide professional development three teachers and three paraprofessionals monthly. Three Supervisors: oversee curriculum/data two hours a week for 20 weeks (September 2018–June 2019). Per session for teachers to implement programs that improve students English Language Arts and Math skills. Extra Staff to implement additional English Language Arts and Math periods.

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

<table>
<thead>
<tr>
<th>X</th>
<th>Tax Levy</th>
<th>X</th>
<th>Title I SWP</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Title I TA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Title II, Part A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Title III, Part A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Title III, Immigrant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PTA Funded</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>In Kind</td>
</tr>
<tr>
<td></td>
<td></td>
<td></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.

Teachers will formally assess progress four times per year October 31, 2018, January 31, 2019, April 30, 2019 and June 25, 2019. Teachers will complete Progress Reports in Skedula two times per year. Teachers will analyze data from interim assessments to target and refine their instruction. Administration and Teacher Leaders will work together to coordinate specific professional development throughout the school year. Student work will be assessed each quarter to determine level of progress. Analysis of MOSL pre and post assessments will provide us with an indication of success or need for improvement. Student performance on multiple assessments will provide clear indicators of progress.

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


**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><strong>English Language Arts (ELA)</strong></td>
<td>Students performing in the bottom third of the school are in the following Programs:</td>
<td>Interactive readings</td>
<td>Large group</td>
<td>During the school day, before or after school</td>
</tr>
<tr>
<td></td>
<td>Achieve 3000</td>
<td>Repeated Readings</td>
<td>Small group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Used with ALL ELLs and lower third in English Language Arts</td>
<td>Repeated Readings</td>
<td>Small group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>REWARDS</td>
<td>Interactive readings</td>
<td>Individualized Instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Great Leaps All ELLs and lowest 10%</td>
<td>Interactive Reading</td>
<td>Individualized Instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SRA</td>
<td></td>
<td>Small group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Word Generation</td>
<td></td>
<td>Large Group</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Small and Large Group</td>
<td></td>
</tr>
</tbody>
</table>

| **Mathematics**                           | Students performing in the bottom third of the school are in the following Programs:        | Repeated math skills                                                       | Large group                                                                    | During the school day, before or after school                                   |
|                                          | SUMMER LEAPS                                                                                 | Repeated math skills                                                       | Small group                                                                    |                                                                                 |
|                                          |                                                                                                | Math fluency                                                                | Small group                                                                    |                                                                                 |
|                                          |                                                                                                | Repeated Math Skills                                                       | Individualized Instruction                                                     |                                                                                 |
### Science
- Students performing in the bottom third of the school are in the following Programs:
  - Achieve 3000 Science

<table>
<thead>
<tr>
<th>Small group</th>
<th>Individualized Instruction</th>
</tr>
</thead>
</table>

During the school day, before or after school

### Social Studies
- Students performing in the bottom third of the school are in the following Programs:
  - Achieve 3000 Social Studies

<table>
<thead>
<tr>
<th>Large group</th>
<th>Small group</th>
<th>Individualized Instruction</th>
</tr>
</thead>
</table>

During the school day, before or after school

### At-risk services
- Psychologist & Social Worker:
  - Guidance Counselors:
  - SAPIS worker:

<table>
<thead>
<tr>
<th>Pupil Personnel meetings</th>
<th>Small group</th>
<th>Individualized Instruction</th>
</tr>
</thead>
</table>

During the school day, before or after school
<table>
<thead>
<tr>
<th>suspension and post suspension</th>
<th>ACS referrals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referrals to outside agencies</td>
<td></td>
</tr>
<tr>
<td>Improving social skills with a focus on using individual decision making skills</td>
<td></td>
</tr>
<tr>
<td>Improving social skills with a focus on using individual goal setting skills</td>
<td></td>
</tr>
<tr>
<td>PBIS Meetings</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

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>74 students in temporary housing</th>
</tr>
</thead>
</table>
| 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.) | |}
| 2. Please describe the services you are planning to provide to the STH population. | The students in temporary housing will be provided with basic emergency supplies (e.g., clothing, school supplies, books, etc.) and other educational services (e.g., intervention programs) so that STH students have opportunities to progress academically. |

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>N/A</th>
</tr>
</thead>
</table>
| 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). | |}
| 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.

<table>
<thead>
<tr>
<th>N/A</th>
</tr>
</thead>
</table>
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

<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.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified ELA/ESL, Special Education and other subject areas.
- Administrative staff works with local colleges in identifying potential talent in teaching.
- Mentors assigned to support struggling and new teachers.
- Personnel secretary will work closely with the district HR point to ensure that non-highly qualified teachers meet all required documentation
- Principal works closely with Director of Human Resources.
- The Principal strategically recruits, and sustains personnel.

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).

Professional development activities include, but not limited to:

- Teacher Team in departmental meetings to plan curriculum which align to CCSS
- Targeted professional development workshop reflective of Danielson Framework for Teaching
- All Professional Development by The Office of Literacy and Academic Intervention Services
- Lunch and Learns to share best practices
### Part 3: TA Schools Only

#### 3a. Use of Program Resources

<table>
<thead>
<tr>
<th>Description</th>
<th>N/A</th>
</tr>
</thead>
</table>

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

#### 3b. TA Coordination with the Regular Program

<table>
<thead>
<tr>
<th>Description</th>
<th>N/A</th>
</tr>
</thead>
</table>

| 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). |

### Part 4: SWP Schools Only

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

<table>
<thead>
<tr>
<th>Description</th>
<th>N/A</th>
</tr>
</thead>
</table>

| 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.). |

#### 4b. Measures to Include Teachers in Decisions Regarding Assessments

<table>
<thead>
<tr>
<th>Description</th>
<th></th>
</tr>
</thead>
</table>

| 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. |

<table>
<thead>
<tr>
<th>Teacher teams will meet to create, implement and analyze assessments including but not limited to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• MOSL</td>
</tr>
<tr>
<td>• School Net</td>
</tr>
<tr>
<td>• Quarterly Exams</td>
</tr>
<tr>
<td>• Formative/Summative Assessments</td>
</tr>
<tr>
<td>Departmental writing assignments</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Description</th>
<th></th>
</tr>
</thead>
</table>

| Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the |

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¹ The text suggests that even though the Galaxy system may report funds separately, the Schoolwide Program is conceptually consolidating funds, which is a different practice from recording funds in separate accounting codes.
consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</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>$660,191.00</td>
<td>X</td>
<td>5A, 5B, 5C, 5D, 5E</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>12,366.00</td>
<td>X</td>
<td>5E</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>575</td>
<td></td>
<td>5A, 5B</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>7,097,457.00</td>
<td>X</td>
<td>5A, 5B, 5C, 5D, 5E</td>
</tr>
</tbody>
</table>

Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:
- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.
The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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.

### Parent and Family Engagement Policy

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. **J.H.S 278 Marine Park School** 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.

### Support for Parents and Family Members of Title I Students

**Intermediate School 278** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

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

The school’s Parent Involvement

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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1\textsuperscript{st} 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 Every Student Succeeds Act (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;

### Encouraging School-Level Parental Involvement

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

- holding an annual Title I Parent Curriculum Conference;

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

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

- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- encouraging more parents to become trained school volunteers;

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

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

- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### School-Parent Compact (SPC)

**J.H.S 278 Marine Park School** 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 Common Core State Standards to enable participating children to meet the State’s Standards and Assessments by:

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

### I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

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

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

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

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

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

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

● sharing and communicating best practices for effective communication, collaboration and partnering 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 Every Student Succeeds Act (ESSA) 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 to learn more about teaching and learning strategies whenever possible;

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

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

III. Student Responsibilities

Student Responsibilities:

- attend school regularly and arrive on time;
• complete my homework and submit all assignments on time;
• follow the school rules and be responsible for my actions;
• show respect for myself, other people and property;
• try to resolve disagreements or conflicts peacefully;
• always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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

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

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

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

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

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
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<tbody>
<tr>
<td>This school is (check one):</td>
<td></td>
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</tbody>
</table>

- conceptually consolidated (skip part E below)
- NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
</tr>
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<tbody>
<tr>
<td>Before school</td>
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<tr>
<td>After school</td>
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<td>Saturday academy</td>
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<tr>
<th>Total # of ELLs to be served:</th>
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<table>
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<tr>
<th>Grades to be served by this program (check all that apply):</th>
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<tr>
<td>K</td>
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<tr>
<td>6</td>
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<table>
<thead>
<tr>
<th>Total # of teachers in this program:</th>
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<table>
<thead>
<tr>
<th># of certified ESL/Bilingual teachers:</th>
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<table>
<thead>
<tr>
<th># of content area teachers:</th>
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</table>
### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: 

The 52 students in grades 6, 7 and 8 will be provided with an additional content instruction after school on Wednesday and Thursdays from 2:30-5:30 pm. The after school program will begin in October 2018 and will continue through May 2019 for 38 sessions. The students will also be provided with access to the technology and research capabilities of the library computer lab. Marine Park I.S. 278 developed and implemented a plan for providing direct supplemental language instruction and educational services to all English Language Learners. Through their participation in this program, English Language Learners will continue to develop cognitive academic vocabulary skills and higher order thinking skills in English and math instruction. At the same time they will be empowered to access the necessary content skills required by the New York State CCLS. In our continued commitment to raising CCLS, students will receive instruction through Achieve 3000 in the following areas: ELA, Science and Social Studies and direct for math instruction. Our Title III Programs, the only program on site, is monitored by an Assistant Principal who supervises instruction, provides professional development and facilitates outreach to ELL parents by providing parent workshops. In this program teachers use ELL methodologies focusing on listening, speaking, reading and writing. Our Highly Qualified ELA and content area teachers will work in conjunction with the licensed ELL teacher by both co-teaching and with leveled groups for 45 minutes each session. Upon analyzing the data students are put into three flexible groups based on NYSESLAT proficiency scores Entering- 9 students, Emerging- 6 students and Transitioning- 17 students, Expanding -21, Commanding – 15 and Former ELLs – 15. All ELL students will be invited to the After school academy. Grade 6- 15 students, grade 7- 23 students, grade 8- 27 students. All students will take a pre test in Achieve 3000 to establish Lexile score and will continue to be assessed during the program to ascertain student growth. A post test at the end of the program will provide evidence of student growth. Direct Math instruction will provide targeted instruction on the strands ratio and proportion and number sense using "Go Math" resources. As well as math fluency from Engage NY. A pre and post test will be given to show evidence of student growth. Is September 2017 the average Lexile score for the ELLs was 421L. Which increased to 554 by June 2018. Students data is on going and groups are flexible. Students will be co-taught by the content and ESL teacher for 45 minutes each session. The additional 45 minutes each session will be dedicated to Achieve 3000 and Math using ESL best practices.

*Students are instructed in English with native language support in the form of written texts, dictionaries and glossaries.

*The teacher creates units of study based on student need and specific needs outlined by content area teachers.

*Content area texts are used during those sessions, augmented by other material available to support instruction of each unit or group of lessons. Audio reading materials will be utilized to provide added support to students as they master new literacy skills. This service is above and beyond the mandated ESL units.

Targeted interventions for ELLs in ELA, math, and other content areas are provided in order to prepare ELLs for the ELA State exam. We offer State exam prep classes for both on-track and
Part B: Direct Instruction Supplemental Program Information

off-track ELLs. We offer comprehensive targeted intervention programs for ELLs in ELA and in Mathematics. The Assistant Principal, ESL and Mathematics coach and the Coordinator meet formally on a monthly basis and informally every week to set up credit recovery programs, tutoring programs and facilitate the implementation of interventions with teachers. We have set up a teacher "buddy" system through which staff members volunteer to meet with his/her selected group of students to keep them on track, ensure that they attend after school classes, make home outreach, enroll them in tutoring and remind them of the upcoming assessments. We communicate through the distribution of folders, Pupil Path grades, school web page, e-mail and meetings. Additionally, we offer Title III early morning, afternoon and Saturday academy and After-School NYSESLAT and ELA State exam prep tutoring. We offer individual guidance sessions with students to review upcoming assessments and transcripts. Parents are informed in writing (multilingual letters) of the dates and times of the ELA State exam. Multilingual phone outreach is also conducted on a consistent basis to inform parents of upcoming assessments, attendance issues, tutoring opportunities, parent meetings, etc. During the ELA State exam bilingual word-for-word glossaries are distributed. In recent years we have purchased Georgian, Uzbek, Armenian, French, Bengali, Punjab, Turkish, Ukrainian and Haitian Creole dictionaries to accommodate to the linguistic needs of newly-arrived immigrants speaking these languages. We continue to distribute Albanian, Arabic, Chinese, Hebrew, Italian, Korean, Russian, Spanish, Ukrainian, Urdu and Vietnamese dictionaries. Teacher teams address ELLs in ELA, particularly off-track ELLs. We offer Title III tutoring. Intensive tutoring is also offered in all of the content-areas mentioned above. For all content-area exams we offer students the opportunity to use bilingual glossaries, word-for-word bilingual dictionaries and translated versions of the exam where available.

All records are maintained in Skedula and PupilPath an online gradebook. The parent is constantly updated to students data and progress through emails in their preferred language. The parents are contacted via PupilPath emails, School Messenger, translated letters and translated phone calls in their preferred language.

Part C: Professional Development

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

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

Begin description here:

We offer a strong professional development program for staff serving English Language Learners. It is an ongoing and comprehensive plan consisting of interdisciplinary teacher academies. Teachers, Guidance Counselors and Assistant Principals share research-based Bilingual/ESL methodologies and practices in order to enhance English Language Learners’ performance in ESL, ELA and ESL content-area classes (as mandated by Federal Legislation) and their performance on the NYSESLAT. In accordance with the New York City Department of Education’s Children First guidelines, the interdisciplinary teams of teachers collaborate to incorporate six main types of scaffolding. They ensure that ELLs benefit from strong instruction in English through a rigorous core academic curriculum. We focus on sharing practices that accelerate language acquisition and content-area skills mastery, focusing on skills that are
Part C: Professional Development

especially challenging for ELLs. We ensure continuity of initiatives by using specialized curricula developed over the years. Interdisciplinary teacher teams meet to share ESL methodologies and practices and to be trained in assessment methodologies. Professional development efforts have also been focused on the development of training packets for English Language Learners to familiarize them with the terminology of the ELA State test Tasks. This year a major focus will be the continued implementation of the Common Core Standards with special emphasis on Reading Standards 1 and 10 and Writing Standard 1. We shall continue to focus on using the ELL Predictive Assessment, Periodic Assessment, Pupil Path, and SchoolNet to empower teachers to tailor instruction to the diverse needs of our ELLs. Pupil Path which is purchased, is a student information system for tracking student grading data. It enables teachers to get in touch with parents by sending weekly emails regarding student’s status and has an integrated online grade book. We conduct professional development for all teachers of ELLs so that they can better serve students. Members of teams will continue to turnkey methodologies at department meetings and through small learning communities. Through the integration of local, state and federal funds over the years, the ESL/Foreign Language Department has made significant strides to ensure that teachers of ELLs are better able to teach to the higher standards.

After determining instructional needs based on testing data, school wide assessments, uniformed quarterly exams we foster collaboration among staff and supervisors and to train interdisciplinary professional development teams to drive best practices into the classrooms of English Language Learners by addressing the following:

Danielson’s Framework for Teaching

Understanding MOSL

Formative and Summative Assessments

Looking at Student Work and Establishing Protocols to Analyze Student Work

Use of data from the ELL Periodic Assessment, NYSESLAT, NYC Performance Test, PupilPath, SchoolNet and State exams

Instruction/Data-Driven Lesson Planning

Implementing the Universal Design for Learning Guidelines: Scaffolding and Differentiating Instruction to Accommodate to the Learning Styles and Learning Rates of ELLs

Sharing of Best Practices for Implementing the Common Core Standards

Technology Training

Backward Design of units and organization of instruction around Big Ideas and Essential Questions in each discipline.

Development of questioning techniques to engage students in the learning process; to promote Accountable Talk and the implementation of structured group work methodologies, and to facilitate the development of higher-order thinking skills.

Alignment of curricula with assessments.

Use and design of rubrics.

Sharing of Best Practices for Preparing English Language Learners for NYSESLAT and the ELA State Examination

NYSESLAT training (administration and scoring)

Infusing the Common Core Standards and the UDL Guidelines in ESL Curriculum Maps

Implementing Strategies for the Development of Cognitive/Academic Vocabulary

Closing the Achievement Gap for ELLs

Dealing with Students in Crisis

ELL Mandates

Common Core Lesson Plan

All teachers will be trained in ESL methodology and the Trainers will receive Professional Development from NYC Division of English Language Learners, as well as support from Brooklyn South Teachers and Learning Division and District 22 Ambassadors. Each Saturday a
Part C: Professional Development

Half an hour of Professional Development will be provided. The third Monday of every month there will be professional development provided to all staff members on ELL methodology.

All records are maintained in Skedula and PupilPath (an online gradebook). The parent is constantly updated to students’ data through emails in their preferred language. The parents are contacted via PupilPath emails, School Messenger, translated letters and translated phone calls in their preferred language.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: 

To continue to offer outreach to parents/guardians of our English Language Learners through multilingual Placement, Continued Entitlement, Non-Entitlement, Parent Choice, Title III letters, multilingual announcements and multilingual Schoolmaster outreach. In accordance with CR Part 154 and Title III, parent orientation sessions are conducted in English and in the languages of our major populations (an on an ongoing basis for over-the-counter students) so that parents can be provided with appropriate information to make informed decisions and choices regarding the placement of their children in the appropriate programs. Parents are informed about state standards, assessments, school expectations, the discipline code, programming, and diploma requirements for Bilingual Education, Dual Language and English as a Second Language Programs. Individually meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child’s language development progress, their child’s English language proficiency assessment results, and language development needs in all content areas. This additional meeting should include school staff necessary to sufficiently inform the parents or guardians about the child’s language development in all content areas. We encourage parents of English Language Learners to participate in school events, especially PTA conferences and Parent Orientations. During the orientation, schools also provide information on standards, curriculum, and assessments. Such meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. This year we have scheduled Title III Parent Meetings on the same evenings as Schoolwide PTA meetings and after the Title III Professional Development Meetings for staff support. We provide translators in the major languages at these meetings. We will continue to host multicultural events to celebrate and validate the cultures represented by our English Language Learners. We conducted a Parent Orientation session for parents of new students. At this meeting we explained the continued entitlement letters and explained in detail the three program options for parents: dual language, transitional bilingual and freestanding ESL. We explained to parents that we consider their preferences and when we have twenty students speaking the same language on the same grade level and there is enough interest, we will offer a bilingual program. We conducted a Parent Orientation Session for parents of English Language Learners new to the DOE. (This was described in the first section of this document). To date we have scheduled five Title III Parent Meetings throughout the year. We have scheduled meetings for parents of
Part D: Parental Engagement Activities

Chinese, Haitian and Spanish ELLs. We shall schedule meetings for other language groups as the year progresses. At each meeting we continue to review the three programs available to ELLs and parent options.

The following are the topics for Title III Parent Meetings: Implementing the Common Core Learning Standards: College and Career Readiness; Preparing English Language Learners for the ELA state test; Preparing English Language Learners and Parents of English Language Learners to use Pupil path for Communication; Preparing English language Learners for the NYSESLAT. At the PTA meetings we provide translators in the major languages through the Translation Plan. In the Fall Semester each year we mail parents of ELLs individual Parent Reports for the NYSESLAT. We offer Parent Trainings to explain the data.

ELL also parents need information about their child’s academic program, such as:

- Their child’s classes and who their child’s teachers are
- The school grading policy, system and report cards
- Assessments (classroom and standardized)
- Parent conferences
- Information about the English-language program and placement procedures
- Special services, such as gifted programs or special education as needed
- Homework help and resources
- The school library
- Clubs, sports, and extra-curricular activities.

The ELL meetings are monthly before or after the PA meeting there will be breakout groups.

All records are maintained in Skedula and PupilPath an online gradebook. The parent is constantly updated to students’ data through emails in their preferred language. The parents are contacted via PupilPath emails, School Messenger, translated letters and translated phone calls in their preferred language.

Part E: Budget

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

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
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<td>• Per diem</td>
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<tr>
<td>Purchased services</td>
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<td>n/a</td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
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<tr>
<td>Supplies and materials</td>
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</tr>
</tbody>
</table>
### Part E: Budget

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

<table>
<thead>
<tr>
<th>Allocation Amount: $___</th>
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#### Budget Category

<table>
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<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
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<tbody>
<tr>
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<tr>
<td>Travel</td>
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</tr>
<tr>
<td>Other</td>
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<tr>
<td><strong>TOTAL</strong></td>
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</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRades K-12 Language Allocation Policy
SUBMISSION FORM
2017-18 AND 2018-19 School Year

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

Part I: School ELL Profile

A. School Information

| District | 22 |
| Borough | Brooklyn |
| School Name | Marine Park Junior High School, IS 278 |
| School Number | 278 |

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>Debra Garofalo</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Julia O’Connell</td>
</tr>
<tr>
<td>Coach</td>
<td>Kathleen Shedd</td>
</tr>
<tr>
<td>Coach</td>
<td>JoAnn Kelly</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>T. Skalet</td>
</tr>
<tr>
<td>School Counselor</td>
<td>N. Dougherty</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Emanda Heyman/Math</td>
</tr>
<tr>
<td>Parent</td>
<td>T. Russo</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>S. Gaskowitz/ELA</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Melissa Barr</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>J. Mosscarello</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>JoAnn Benoit</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Julia Bove</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>N. Hemmings-Noble</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>Number of certified</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
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<tbody>
<tr>
<td>ENL teachers currently teaching in the ENL program</td>
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<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<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>Number of teachers who hold both a bilingual extension and TESOL certification</td>
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<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<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>Number of special education teachers with bilingual extensions</td>
</tr>
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</table>

| Total number of students in school (excluding pre-K) | 1030 |
| Total number of ELLs | 42 |
| ELLs as share of total student population (%) | 4.08% |

2018-19 CEP
A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply

- Transitional bilingual education program (TBE)
- Dual language program (DL)
- Freestanding ENL

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.

Bilingual Program Breakdown

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
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<tr>
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Part II: ELL Demographics

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?
   - Baseline Reading, Math and Writing assessments.
   - Quarterly Exams in Science, Social Studies, ELA, and Math
   - Task analysis of data to determine basic foundation skills to be able to perform on grade level in reading and math.
   - RTI programming will provide Tier II, Tier III intervention to remediate all basic skills that are deficient.
   - 38 students are below standards in Math. 33 children are below standards in reading.

2. What structures do you have in place to support this effort?
   - After school tutoring in all subject areas.

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?
Use of the NYS ELA and Math, NYSESLAT, Quarterly Exams, Periodic Assessments and NYC Performance Exams in ELA, Science and Social Studies scores to determine student growth. These results determine class placement and programming of courses and teachers to enhance proficiency for students in the ELL program.

4. What structures do you have in place to address interventions once the summative data has been gathered? The data team analyzes all summative data.

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]. Students scoring in intermediate and advanced levels of proficiency perform at a higher level on periodic assessments, NYSITELL and NYSESLAT exams than beginner ELL’s.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? During our professional learning communities the teachers will analyze the data and provide instruction to students at their instructional level.

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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. Flexible programming, mainstream math instruction per licensed content teacher by grade. Each English and math class has double periods which is 400 minutes in each class, in addition to the content-area instruction and the mandated ENL/ELA instruction.
   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)?
      Each English and math class has double periods which is 400 minutes in each class, in addition to the content-area instruction and the mandated ENL/ELA instruction. Integrated ENL/ESL (ESL methodologies in content area instruction co-taught or individually taught by a dually certified teacher) and as well as Stand-Alone ENL/ESL (ESL instruction with an ESOL teacher to develop the English language needed for academic success). Pullout Model—Language Support from ESL teacher Push-in Model I—ESL teacher comes into the mainstream classroom and works with the content area teacher to provide support. Self-Contained ESL/Sheltered ESL Instruction from teachers trained in sheltering techniques. The language arts instructional include: English language arts instruction and English as a second language instruction. 180 minutes per units of
study entering and emerging get two units of study for 360 minutes per week, transitioning and expanding get one unit of study for 180 minutes per week, and Commanding get 90 minutes per week for an additional two years.

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.

English Language Learners take content-area Science, social studies and math classes. Content-area instruction is delivered in English with teachers implementing scaffolded instruction and differentiated instructional methodologies to enhance ELLs’ access to the instructional program and accelerate their English language acquisition. Native language support is provided, when possible, through ancillary resources such as bilingual dictionaries and glossaries and through the implementation of the "buddy system" where more proficient students speaking the same language as struggling students serve as resources to teachers and ELLs in the classroom. Audio-visual materials and resources are used extensively. SMART Boards and computers on wheels are used to access the Internet and we use DVDs and presentation software since the visual modality is the preferred sensory modality of ELLs. Teachers also establish an open communication with the parents and the guidance counselors and ESL Coordinator concerning attendance, behavior, and needed assistance. There is a high degree of articulation established between the ESL and other departments. Each term the Assistant Principal and ESL disseminate a staff articulation sheet identifying all staff serving ELLs and indicating the periods during which they are available for planning and consultation. Teachers are informed of the status of former ELLs so that they can continue to support these students in their continued efforts to gain proficiency in English. Teachers also distribute bilingual glossaries and bilingual dictionaries to ELLs in content-area classes.

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

N/A

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

   a. Determine what concepts and skills are lacking due to interrupted formal education. These students are provided with both whole and differentiated instruction (MAPS) using programs such as Great Leaps and Achieve 3000.
   b. Oral language is a big component for new ELL in the free standing ESL program. Students are mainstreamed for all content areas, math, talent, physical education, lunch to be acclimated to students using the English language daily.
   c. Students are transitioned to a regular grade appropriate program with only pull-out services according to proficiency level.
   d. During meetings with the teachers of ELL students, we review academic skills to determine if additional support is necessary to improve student achievement to attain level of proficiency.
   e. Support is provided by the ESL teacher in collaboration with content area teachers as needed.

90 minutes per week math unit in implemented with a Math content and ENL teacher. All testing accommodations are met as per the testing administration handbook SAM.

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?

The use of audio, videos, smartboards, Achieve 3000, Read 180, and the appropriate grade curriculum infuses academic vocabulary, annotated texts, abridged versions of text and tasks to support learning for ELL students throughout the units of study. In addition, reading of high interest, low level books, abridged versions are given to motivate our ELL students.

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?
Flexible programming, mainstream math instruction per licensed content teacher by grade. Each English and math class has double periods which is 400 minutes in each class, in addition to the content-area instruction and the mandated ENL/ELA instruction. We ensure that all ELLs receive RTI programming will provide Tier II, Tier III intervention to remediate all basic skills that are deficient.

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.

Targeted interventions for ELLs in ELA, math, and other content areas are provided in order to prepare ELLs for the ELA State exam. We offer State exam prep classes for both on-track and off-track ELLs. We offer comprehensive targeted intervention programs for ELLs in ELA and in Mathematics. The Assistant Principal, ESL and Mathematics coach and the Coordinator meet formally on a monthly basis and informally every week to set up credit recovery programs, tutoring programs and facilitate the implementation of interventions with teachers. We have set up a teacher "buddy" system through which staff members volunteer to meet with his/her selected group of cohort students to keep them on track, ensure that they attend class, make home outreach, enroll them in tutoring and remind them of the upcoming assessments. We communicate through the distribution of folders, Pupil Path grades, school web page, e-mail and meetings. Additionally, we offer Title III early morning, afternoon and Saturday academy and After-School NYSESLAT and ELA State exam prep tutoring. We offer individual guidance sessions with students to review upcoming assessments and transcripts. Parents are informed in writing (multilingual letters) of the dates and times of the ELA State exam. Multilingual phone outreach is also conducted on a consistent basis to inform parents of upcoming assessments, attendance issues, tutoring opportunities, parent meetings, etc. During the ELA State exam bilingual word-for-word dictionaries are distributed. In recent years we have purchased Georgian, Uzbek, Armenian, French, Bengali, Punjabi, Turkish, Ukrainian and Haitian Creole dictionaries to accommodate to the linguistic needs of newly arrived immigrants speaking these languages. We continue to distribute Albanian, Arabic, Chinese, Hebrew, Italian, Korean, Russian, Spanish, Ukrainian, Urdu and Vietnamese dictionaries. Teacher teams address ELLs in ELA, particularly off-track ELLs. We offer Title III tutoring. Intensive tutoring is also offered in all of the content-areas mentioned above. For all content-area exams we offer students the opportunity to use bilingual glossaries, word-for-word bilingual dictionaries and translated versions of the exam where available.

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

There will be more classes available to the ELL students all contents with push in ESL support. Targeted Mathematics instruction by providing an increase in math instructional periods per week. Targeted English instruction by providing an increase in ELA periods per week.

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

There will be no ELL programs discontinued.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

We ensure that all ELLs are afforded equal access to the full range of school programs including tutoring, extended day, clubs, Millennium Program, sports activities, Spring Musical, etc. These programs are invitation and application and all constituents, including the ELLs are notified in their preferred language. Academic intervention, ELL methodologies, Achieve 3000, word Generation, Great Leaps, Anita Archer REWARDS, CHAMPS, volleyball and basketball etc.

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.

The list includes support texts and resources in an effort to familiarize English Language Learners with the ELA State test tasks. Major instructional emphasis is being placed on Reading Standards 1 and 10 and Writing Standard 1. All ESL curricula are aligned with the Common Core Listening, Speaking, Reading a Writing Standards. They analyze and interpret informational text and are taught how to formulate arguments based on the content of the text. Teachers use the technology of the SMART Board to design effective lessons. Lessons are enhanced visually for English Language Learners and teachers make extensive use of audio and video and ancillary materials and resources.
13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
   Each English and math class has double periods which is 400 minutes a week in each class, in addition to the content-area instruction and the mandated ENL/ELA instruction. Home language support is delivered through technology including, but not limited to, Ipads, listening devises, Google translator, native language glossaries, etc. The program model of ENL is only for English as new language.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
   We ensure that all ELLs receive RTI programming will provide Tier II, Tier III intervention to remediate all basic skills that are deficient. Students are placed in RTI by grade levels, which is age appropriate. Students are given the opportunity to join in enrichment programs such as GAME 24. For each English language learner who scores below specified levels of performance on the annual English language proficiency assessment, the school must determine the additional support services to provide the student, taking into consideration evidence such as the following: Number of years of instruction in English as a new language program, English and home language literacy, Content area and socio-emotional support needs of students with inconsistent/interrupted formal education (SIFE), English and home language literacy needs of long-term ELLs, Results on the annual English language proficiency assessment exam, Bilingual education or English as a second language teacher recommendation, Content area teacher recommendation, and Parent or guardian request. Services and resources are differentiated to include ELL methodologies, including but not limited to, structured lessons so students work together to understand what they read by listening, speaking, reading, and writing collaboratively about the academic concepts in the text. Teachers include vocabulary and language development, as well as, a variety of activities to check students’ understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not reliant on advanced language skills. Teachers will use explicit instruction, or direct teaching of concepts, academic language, and reading comprehension strategies needed to complete classroom tasks. Teachers differentiate lessons and tasks.

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?
   The list includes support texts and resources in an effort to familiarize English Language Learners with the ELA State test tasks. Major instructional emphasis is being placed on Reading Standards 1 and 10 and Writing Standard I. All ESL curricula are aligned with the Common Core Listening, Speaking, Writing Standards. They analyze and interpret informational test and are taught how to formulate arguments based on the content of the text. Teachers use the technology of the SMART Board to design effective lessons. Lessons are enhanced visually for English Language Learners and teachers make extensive use of audio and video and ancillary materials and resources.

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).
   A student parent orientation is given just before the start of the new school to assist and inform new ELL and 6th grade students to our school. The parent coordinator provides a tour and meets with new ELL students when necessary throughout the year. All main office staff contacts the ESL team including grade Assistant Principal, guidance counselor and ESL teacher to meet with all new admits who register at our school throughout the year.

17. What language electives are offered to ELLs?
   Spanish is the language that is offered.

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)?
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?

   1. We offer a strong professional development program for staff serving English Language Learners. It is an ongoing and comprehensive plan consisting of interdisciplinary teacher academies. Teachers, Guidance Counselors and Assistant Principals share research-based Bilingual/ESL methodologies and practices in order to enhance English Language Learners’ performance in ESL, ELA and ESL content-area classes (as mandated by Federal Legislation) and their performance on the NYSESLAT. In accordance with the New York City Department of Education’s Children First guidelines, the interdisciplinary teams of teachers collaborate to incorporate six main types of scaffolding. They ensure that ELLs benefit from strong instruction in English through a rigorous core academic curriculum. We focus on sharing practices that accelerate language acquisition and content-area skills mastery, focusing on skills that are especially challenging for ELLs. We ensure continuity of initiatives by using specialized curricula developed over the years. Interdisciplinary teacher teams meet to share ESL methodologies and practices and to be trained in assessment methodologies. Professional development efforts have also been focused on the development of training packets for English Language Learners to familiarize them with the terminology of the ELA State test. This year a major focus will be the continued implementation of the Common Core Standards with special emphasis on Reading Standards 1 and 10 and Writing Standard 1. We shall continue to focus on using the ELL Predictive Assessment, Periodic Assessment, Pupil Path, and SchoolNet to empower teachers to tailor instruction to the diverse needs of our ELLs. Pupil Path which we purchased last year, is a student information system for tracking student grading data. It enables teachers to get in touch with parents by sending weekly emails regarding student’s status and has an integrated online grade book. We conduct professional development for all teachers of ELLs so that they can better serve students. Members of teams will continue to turnkey methodologies at department meetings and through small learning communities. Through the integration of local, state and federal funds over the years, the ESL/Foreign Language Department has made significant strides to ensure that teachers of ELLs are better able to teach to the higher standards. After determining instructional needs based on testing data, we anticipate the continued need to foster collaboration among staff and supervisors and to train interdisciplinary professional development teams to drive best practices into the classrooms of English Language Learners by addressing the following:

   Danielson’s Framework for Teaching
   Understanding MOSL
   Formative and Summative Assessments
   Looking at Student Work and Establishing Protocols to Analyze Student Work
   Use of data from the ELL Periodic Assessment, NYSESLAT, NYC Performance Test, PupilPath, SchoolNet and State exams
   Instruction/Data-Driven Lesson Planning
   Implementing the Universal Design for Learning Guidelines: Scaffolding and Differentiating Instruction to Accommodate to the Learning Styles and Learning Rates of ELLs
   Sharing of Best Practices for Implementing the Common Core Standards
   Technology Training
   Backward Design of units and organization of instruction around Big Ideas and Essential Questions in each discipline.
   Development of questioning techniques to engage students in the learning process; to promote Accountable Talk and the implementation of structured group work methodologies, and to facilitate the development of higher-order thinking skills.
   Alignment of curricula with assessments.
   Use and design of rubrics.
   Sharing of Best Practices for Preparing English Language Learners for NYSESLAT and the ELA State Examination NYSESLAT training (administration and scoring)
Infusing the Common Core Standards and the UDL Guidelines in ESL Curriculum Maps
Implementing Strategies for the Development of Cognitive/Academic Vocabulary
Closing the Achievement Gap for ELLs
Dealing with Students in Crisis
ELL Mandates
Common Core Lesson Plan
Dealing with Students in Crisis

We offer a wide range of professional development opportunities to teachers of ELLs in support of ELLs as they engage in the Common Core Learning Standards. In Department Meetings and teacher team meetings we continually review and update curricula to reflect alignment with the Common Core and UDL Guidelines. We work on lesson planning through Backward Design and train teachers in infusing the CCLS and the UDL Guidelines into their lessons. We train teachers in designing effective questioning techniques to strengthen their lessons by infusing academic rigor in accordance with the CCLS. In teacher teams we examine student work and develop protocols for assessing student work in light of the CCLS and the UDL Guidelines. Through Faculty Meetings, Department Meetings and Professional Development Workshops teachers share best practices for implementing the CCLS across the disciplines. We will use data from the ELA predictives for the Common Core ELA State Exam to inform instruction in terms of empowering students to formulate and defend arguments based on the reading and interpretation of informational text. In Title III Professional Development workshops interdisciplinary teacher teams share methodologies for assessing student work in light of the CCLS. The NYC News and Opportunities for ELLs is distributed on a weekly basis.

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.

Staff is supported to assist ELLs as they transition from grade school to junior high school by focusing on student attendance patterns in the ninth grade, apprising staff of guidance supports and academic interventions. Training in data gathering tools and student information systems like SchoolNet and PupilPath will greatly enhance our teachers' capacity to lead 6th graders to transition more easily into junior high school and 8th graders transition into high school.

We continue to conduct ongoing training for all staff through teacher teams, department meetings, staff development days and other staff trainings throughout the school year. There are four two-hour trainings scheduled in the Fall Semester of 2015. All newly-hired staff is given the following resource: Every Teacher's Toolkit: Closing the Achievement Gap for English Learners, published by Person Longman. We also avail to all staff ELL training via NYC DOE. As per CR Part 154.2 Professional development via lunch and learns for all staff, PLC UFT embedded professional development and PLC days. With the use of the UFT embedded Professional Learning communities our teachers will: form a book study and application on ELL strategies with ELL teacher team. Looking at ELL student work with a protocol to modify curriculum and/or lesson plans/units. There is peer to peer coaching.

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

We continue to offer outreach to parents/guardians of our English Language Learners through multilingual Placement, Continued Entitlement, Non-Entitlement, Parent Choice, Title III letters, multilingual announcements and multilingual Schoolmaster outreach. In accordance with CR Part 154 and Title III, parent orientation sessions are conducted in English and in the languages of our major populations (an on an ongoing basis for over-the-counter students) so that parents can be provided with appropriate information to make informed decisions and choices regarding the placement of their children in the appropriate programs. Parents are informed about state standards, assessments, school expectations, the discipline code,
2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Parent Coordinator facilitates meeting for academic intervention. Teachers meet with parents during the UFT embedded Parent involvement. The following are the topics for Title III Parent Meetings: Implementing the Common Core Learning Standards; College and Career Readiness; Preparing English Language Learners for the ELA state test; Preparing English Language Learners and Parents of English Language Learners to use Pupil path for Communication; Preparing English language Learners for the NYSESLAT. At the PTA meetings we provide translators in the major languages through the Translation Plan. In the Fall Semester each year we mail parents of ELLs individual Parent Reports for the NYSESLAT. We offer Parent Trainings to explain the data. All communication is translated into the parents preferred language. The Parent Coordinator is part of the administrative team working under the supervision of the principal. The Parent Coordinator will engage with and involve parents in the school community by working with the principal, school staff, school leadership team, parent associations. Parent coordinators duties include: Increased parent involvement in the school by working closely with all school, parent and community organizations. Serves as facilitator for parent and school community concerns and issues including; ELL parent meetings, school policies or facilities issues. Conducts outreach to engage parents in their children’s education. Convenes regular parent meetings and events around topics of key concerns to parents. Attends parent meetings along with the principal. Works with the school parent association to provide assistance in establishing by-laws, holding elections and conducting their affairs in accordance with Chancellor’s Regulation A-660. Serves as a school liaison to Central and Field-based parent support staff. Maintains ongoing contact with community organizations that are involved with providing services to the school’s educational program. Organizes back to school and other events to increase parental and community involvement and creates a welcoming school environment to all parents.

Additional Information

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

Paste response here:
Part V: ELL Identification Attestation

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, Debra Garofalo, 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-interrupted/inconsistent-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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. Garofalo</td>
<td>Principal</td>
<td></td>
<td>6/29/18</td>
</tr>
<tr>
<td>J. O'Connell</td>
<td>Assistant Principal</td>
<td></td>
<td>6/29/18</td>
</tr>
<tr>
<td>M. Barr</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/29/18</td>
</tr>
<tr>
<td>T. Skalet</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>6/29/18</td>
</tr>
<tr>
<td>T. Russo</td>
<td>Parent</td>
<td></td>
<td>6/29/18</td>
</tr>
<tr>
<td>E. Heyman</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/29/18</td>
</tr>
<tr>
<td>S. Gaskowitz</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/29/18</td>
</tr>
<tr>
<td>K. Shedd</td>
<td>Coach</td>
<td></td>
<td>6/29/18</td>
</tr>
<tr>
<td>J. Kelly</td>
<td>Coach</td>
<td></td>
<td>6/29/18</td>
</tr>
<tr>
<td>N. Dougherty</td>
<td>School Counselor</td>
<td></td>
<td>6/29/18</td>
</tr>
<tr>
<td>J. Bove</td>
<td>Superintendent</td>
<td></td>
<td>6/29/18</td>
</tr>
<tr>
<td>N. Hemmings-Noble</td>
<td>Field Support Center Staff Member</td>
<td>6/2018</td>
<td></td>
</tr>
<tr>
<td>N. Hemmings-Noble</td>
<td>Brooklyn South</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L. Maniscalco</td>
<td>Other IEP</td>
<td></td>
<td>6/29/18</td>
</tr>
<tr>
<td>A. Arbuse</td>
<td>Other Related Services</td>
<td></td>
<td>6/29/18</td>
</tr>
<tr>
<td>n/a</td>
<td>Other <em>n/a</em></td>
<td></td>
<td>n/a</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor's Regulations A663 for all schools

DBN: 22K278  School Name: I.S. 278  Superintendent: Mrs. J. Bove

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>Tatyanna</td>
<td>Esther</td>
<td>LAC</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Melissa</td>
<td></td>
<td>Parent coordinator</td>
<td>yes</td>
<td>yes</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.

Children's home language surveys and informal student and parent questionnaires determine the interpretation and translation needs of our school. There are multiple school created reports regarding parent preferred language. Each of our school created reports are based on ATS reports such as HLIS, RHLA, RAPL, RYOS, RSFE, ELPC, ELLO, RELC, RNM, RLAT, RLCB and RBPS to name a few. Language survey forms are reviewed to see which languages are spoken in our students' homes. In addition, the parent surveys affords us the opportunity to learn which language parents prefer. Parent needs are identified and addressed through the SLT, PA meetings, through the Parent Coordinator and the Learning Environment survey. Paraprofessionals and teachers serve as translators to parents during Parent Teacher Conferences. Translation equipment and bilingual staff are available for meetings and conferences. Professional resource books are available for ELL parents in the Parent Coordinator's office and in the school library. Parent surveys are issued periodically to continually assess needs and efficacy of
services provided. From those surveys, we provide activities which meet the needs of those parents. Finally, emergency contact cards are checked as they contain parent language preference. Data is collected and updated quarterly or upon new admission.

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

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>63</td>
<td>5.56</td>
<td>65</td>
<td>5.73</td>
</tr>
<tr>
<td>Haitian</td>
<td>30</td>
<td>2.65</td>
<td>31</td>
<td>2.73</td>
</tr>
<tr>
<td>Georgian</td>
<td>2</td>
<td>.18</td>
<td>2</td>
<td>.18</td>
</tr>
<tr>
<td>Urdu</td>
<td>25</td>
<td>2.2</td>
<td>24</td>
<td>2.12</td>
</tr>
<tr>
<td>Bulgarian</td>
<td>1</td>
<td>.09</td>
<td>1</td>
<td>.09</td>
</tr>
<tr>
<td>Russian</td>
<td>2</td>
<td>.18</td>
<td>2</td>
<td>.18</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>1</td>
<td>.09</td>
<td>1</td>
<td>.09</td>
</tr>
<tr>
<td>Tagalog/PI</td>
<td>1</td>
<td>.09</td>
<td>1</td>
<td>.09</td>
</tr>
<tr>
<td>French</td>
<td>1</td>
<td>.09</td>
<td>1</td>
<td>.09</td>
</tr>
<tr>
<td>Arabic</td>
<td>1</td>
<td>.09</td>
<td>1</td>
<td>.09</td>
</tr>
<tr>
<td>Greek</td>
<td>1</td>
<td>.09</td>
<td>1</td>
<td>1.09</td>
</tr>
<tr>
<td>Uzbek</td>
<td>1</td>
<td>.09</td>
<td>1</td>
<td>.09</td>
</tr>
<tr>
<td>UD</td>
<td>2</td>
<td>.18</td>
<td>2</td>
<td>.18</td>
</tr>
<tr>
<td>TZ</td>
<td>1</td>
<td>.09</td>
<td>1</td>
<td>.09</td>
</tr>
<tr>
<td>French/Haitian</td>
<td>2</td>
<td>.18</td>
<td>2</td>
<td>.18</td>
</tr>
<tr>
<td>English</td>
<td>1085</td>
<td>83.6</td>
<td>1085</td>
<td>83.9</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.

Our school has 1130 students 45 are ELLs. 4% of our students are ELLs. English consists of 96% of our parents preferred language. Spanish is the second highest with 1%. Our preferred languages do not reach 10%

**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>Welcome Back</td>
<td>September 2018</td>
<td>DOE employees, teacher volunteers and parent volunteers provide written translation services. Our school has purchased a Poster Printer Maker to enable the administration and parent coordinator to physically enlarge important information seen as helpful to parents. Every effort is made to translate the documentation in the language identified in the RAPL and/or home language survey. These posters will be in our located in the main lobby and on the Parent Coordinator’s bulletin board. It is important to provide this information to parents in their home language and/or preferred language in order to increase parental involvement. In addition, all key letters sent home are notated with a message (in various foreign languages) stating that said letter contains important school information. All contact can be made via PupilPath which is translated into the parents preferred language. All backpacked letters, all mailed letters and all pertinent information are translated using the DOE employees, teacher volunteers and parent volunteers.</td>
</tr>
<tr>
<td>Schedule/Routines/ Calendar/ Parent contract</td>
<td>September 2018</td>
<td>DOE employees, teacher volunteers and parent volunteers provide written translation services. Our school has purchased a Poster Printer Maker to enable the administration and parent coordinator to physically enlarge important information seen as helpful to parents. Every effort is made to translate the documentation in the language identified in the RAPL and/or home language survey. These posters will be in our located in the main lobby and on the Parent Coordinator’s bulletin board. It is important to provide this information to parents in their home language and/or preferred language in order to increase parental involvement. In addition, all key letters sent home are notated with a message (in various foreign languages) stating that said letter contains important school information. All contact can be made via PupilPath which is translated into the parents preferred language. All backpacked letters, all mailed letters and all pertinent information are translated using the DOE employees, teacher volunteers and parent volunteers.</td>
</tr>
<tr>
<td>Open School</td>
<td>September 26, 2018</td>
<td>DOE employees, teacher volunteers and parent volunteers provide written translation services. Our school has purchased a Poster Printer Maker to enable the administration and parent coordinator to physically enlarge important information seen as helpful to parents. Every effort is made to translate the documentation in the language identified in the RAPL and/or home language survey. These posters will be in our located in the main lobby and on the Parent Coordinator’s bulletin board. It is important to provide this information to parents in their home language and/or preferred language in order to increase parental involvement. In addition, all key letters sent home are notated with a message (in various foreign languages) stating that said letter contains important school information. All contact can be made via PupilPath which is translated into the parents preferred language. All backpacked letters, all mailed letters and all pertinent information are translated using the DOE employees, teacher volunteers and parent volunteers.</td>
</tr>
<tr>
<td>Year</td>
<td>Event</td>
<td>Details</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td>2018</td>
<td>High School Application Process</td>
<td>October 2018</td>
</tr>
<tr>
<td>2018</td>
<td>Reminder of no school days</td>
<td>November 2018</td>
</tr>
</tbody>
</table>

2018-19 CEP
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<table>
<thead>
<tr>
<th>Curriculum Night</th>
<th>December 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOE employees, teacher volunteers and parent volunteers provide written translation services. Our school has purchased a Poster Printer Maker to enable the administration and parent coordinator to physically enlarge important information seen as helpful to parents. Every effort is made to translate the documentation in the language identified in the RAPL and/or home language survey. These posters will be in our located in the main lobby and on the Parent Coordinator's bulletin board. It is important to provide this information to parents in their home language and/or preferred language in order to increase parental involvement. In addition, all key letters sent home are notated with a message (in various foreign languages) stating that said letter contains important school information. All contact can be made via PupilPath which is translated into the parents preferred language. All backpaked letters, all mailed letters and all pertinent information are translated using the DOE employees, teacher volunteers and parent volunteers.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PupilPath Access</th>
<th>December 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOE employees, teacher volunteers and parent volunteers provide</td>
<td></td>
</tr>
</tbody>
</table>
quarterly exam grades

written translation services. Our school has purchased a Poster Printer Maker to enable the administration and parent coordinator to physically enlarge important information seen as helpful to parents. Every effort is made to translate the documentation in the language identified in the RAPL and/or home language survey. These posters will be in our located in the main lobby and on the Parent Coordinator's bulletin board. It is important to provide this information to parents in their home language and/or preferred language in order to increase parental involvement. In addition, all key letters sent home are notated with a message (in various foreign languages) stating that said letter contains important school information. All contact can be made via PupilPath which is translated into the parents preferred language. All backpaked letters, all mailed letters and all pertinent information are translated using the DOE employees, teacher volunteers and parent volunteers. DOE employees, teacher volunteers and parent volunteers provide written translation services. Our school has purchased a Poster Printer Maker to enable the administration and parent coordinator to physically enlarge important information seen as helpful to parents. Every effort is made to translate the documentation in the language identified in the RAPL and/or home language survey. These posters will be in our located in the main lobby and on the Parent Coordinator's bulletin board. It is important to provide this information to parents in their home language and/or preferred language in order to increase parental involvement. In addition, all key letters sent home are notated with a message (in various foreign languages) stating that said letter contains important school information. All contact can be made via PupilPath which is translated into the parents preferred language.

College Awareness

January 2019
<table>
<thead>
<tr>
<th>Reminder of NO School days</th>
<th>February 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DOE employees, teacher volunteers and parent volunteers provide written translation services. Our school has purchased a Poster Printer Maker to enable the administration and parent coordinator to physically enlarge important information seen as helpful to parents. Every effort is made to translate the documentation in the language identified in the RAPL and/or home language survey. These posters will be in our located in the main lobby and on the Parent Coordinator's bulletin board. It is important to provide this information to parents in their home language and/or preferred language in order to increase parental involvement. In addition, all key letters sent home are notated with a message (in various foreign languages) stating that said letter contains important school information. All contact can be made via PupilPath which is translated into the parents preferred language. All backpaked letters, all mailed letters and all pertinent information are translated using the DOE employees, teacher volunteers and parent volunteers.</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Testing Procedures</th>
<th>March 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DOE employees, teacher volunteers and parent volunteers provide written translation services. Our school has purchased a Poster Printer Maker to enable the administration and parent coordinator to physically enlarge important information seen as helpful to parents. Every effort is made to translate the documentation in the language identified in the RAPL and/or home language survey. These posters will be in our located in the main lobby and on the Parent Coordinator's bulletin board. It is important to provide this information to parents in their home language and/or preferred language in order to</strong></td>
<td></td>
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</tbody>
</table>
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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>Meet the teacher</td>
<td>September</td>
<td>A team of teachers translate languages other than English. We can also use the New York City Department of Education translation hot line. As well as Google translate.</td>
</tr>
<tr>
<td>HS Applications</td>
<td>October</td>
<td>A team of teachers translate languages other than English. We can also use the New York City Department of Education translation hot line. As well as Google translate.</td>
</tr>
<tr>
<td>Parent Teacher Conference</td>
<td>November</td>
<td>A team of teachers translate languages other than English. We can also use the New York City Department of Education translation hot line. As well as Google translate.</td>
</tr>
<tr>
<td>Curriculum Night</td>
<td>December</td>
<td>A team of teachers translate languages other than English. We can also use the New York City Department of Education translation hot line. As well as Google translate.</td>
</tr>
<tr>
<td>Parent Teacher Conference</td>
<td>March</td>
<td>A team of teachers translate languages other than English. We can also use the New York City Department of Education translation hot line. As well as Google translate.</td>
</tr>
<tr>
<td>Parent Teacher Conference</td>
<td>May</td>
<td>A team of teachers translate languages other than English. We can also use the New York City Department of Education translation hot line. As well as Google translate.</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.

There is a team of educators at the school that are available for translation. School Messenger is sent in the parents preferred language. Immediately send IO Messenger/PupilPath which have email, text messages and information access is in preferred language.

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.
Staff members are provided with all necessary information regarding our ENL/ELL students. We provide multiple professional developments throughout the year so that all staff members are aware of their responsibilities. Each staff member is trained to use Google translate when necessary. All information is posted on the website which has the ability to translate into home languages. According to Chancellors Regulations A-663, The Bill of Rights and Responsibilities are distributed to all students including ELL students within the first two weeks of the new school year in English and the nine translated versions as per the ATS flag. Welcome signs and availability of translation services are posted/displayed in the main lobby of the school building. Students will be informed of the availability of translation services and written notices will be sent home. The school messenger system provides attendance/lateness information in three languages: Spanish, English, and Russian. For information related to school activities and functions, translation is provided for all languages represented at our school. Documents and policies sent home are provided by the NYC Department of Translation and Interpretation Unit. There are professional learning meetings that discuss the way to use the over-the-phone translation service.

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.)

All information is posted on the website which has the ability to translate into home languages. According to Chancellors Regulations A-663, The Bill of Rights and Responsibilities are distributed to all students including ELL students within the first two weeks of the new school year in English and the nine translated versions as per the ATS flag. Welcome signs and availability of translation services are posted/displayed in the main lobby of the school building. Students will be informed of the availability of translation services and written notices will be sent home. The school messenger system provides attendance/lateness information in three languages: Spanish, English, and Russian. For information related to school activities and functions, translation is provided for all languages represented at our school. Documents and policies sent home are provided by the NYC Department of Translation and Interpretation Unit. In addition, two teachers are fluent in the Spanish language. Handheld devices are available in the parent coordinator, assistant principal, and principal’s office to facilitate translation to parents and students in these languages as well as Punjabi, Arabic, Urdu, Bengali, and Chinese. The ESL teacher provides oral communication in Russian and French for parents whose home language is as such. Google translator is used to send written communication in the same languages flagged in ATS for the above-mentioned languages on the same day notices and written communication is sent home to our English speaking students.

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?

Parent survey, learning environment survey, parent coordinator in conversation with parents address parent needs and assure that they are met. The parent coordinator along with translators have informal conversations regarding parent needs and assess as necessary. The feedback is formal parent survey, and informal through conversation.