2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 21K303

School Name: I.S. 303 HERBERT S. EISENBERG

Principal: CARMEN AMADOR
Comprehensive Educational Plan (CEP) Outline

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### School Information

**School Name:** Herbert S. Eisenberg  
**School Number (DBN):** 21K303  
**BEDS Code:** 3321000303  
**Grades Served:** Six through Eight  
**School Address:** 501 West Avenue; Brooklyn, NY 11224  
**Phone Number:** 718-996-0100  
**Fax:** 718-996-3785  
**School Contact Person:** Audrey Houston  
**Email Address:** ahousto@schools.nyc.gov  
**Principal:** Carmen N. Amador  
**UFT Chapter Leader:** Mario Caggiano  
**Parents’ Association President:** Maria Garces  
**SLT Chairperson:** Audrey Houston  
**Title I Parent Representative (or Parent Advisory Council Chairperson):** Maria Teitler  
**Student Representative(s):** n/a  
**CBO Representative:** n/a

### District Information

**Geographical District:** 21  
**Superintendent:** Isabel DiMola  
**Superintendent’s Office Address:** 1401 Emmons Ave Brooklyn, NY  
**Superintendent’s Email Address:** idimola@schools.nyc.gov  
**Phone Number:** (718) 648-0209  
**Fax:** 718-648-2165

### Field Support Center (FSC)

**FSC:**  
**Executive Director:** Lisa Gigoux
Executive Director’s Office Address: 5619 Flatlands Ave Brooklyn, NY

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

Phone Number: 718-968-6109

Fax: 718-968-6251
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>Carmen Amador</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Mario Caggiano</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Maria Garces</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>h/a</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
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<tr>
<td>Maria Teitler</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<tr>
<td>h/a</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>h/a</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>h/a</td>
<td>CBO Representative, if applicable/</td>
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</tr>
<tr>
<td>Marilyn Hall</td>
<td>Member/parent</td>
<td></td>
</tr>
<tr>
<td>Maria Teitler</td>
<td>Member/parent</td>
<td></td>
</tr>
<tr>
<td>Cielito Evangelista</td>
<td>Member/parent</td>
<td></td>
</tr>
<tr>
<td>Natalia Kuvshinova</td>
<td>Member/parent</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>
<td>Vacancy</td>
<td>Member/staff</td>
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<tr>
<td>Audrey Houston</td>
<td>Member/staff</td>
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<tr>
<td>Vacancy</td>
<td>Member/staff</td>
<td></td>
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<tr>
<td>Ruth Portalatin</td>
<td>Member/staff</td>
<td></td>
</tr>
<tr>
<td>Carmen Mitchell-Elsherif</td>
<td>Member/parent</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

**Strong Schools, Strong Communities**

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

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

**The Framework for Great Schools and CEP Development**

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

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

In accordance with the requirements of Chancellor’s Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans that align with...
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>
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<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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<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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<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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<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>
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<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>
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<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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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>
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<tr>
<th>1. What is your school’s mission statement?</th>
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Our mission statement reads as follows:

*Is 303 exists to benefit our entire student population and thereby the members of our community. The staff and parents of our school are committed to providing the best possible education to all of our students meeting their individual needs so they can succeed to the best of their abilities. We are committed to helping our students to fully...*
realize their skills and talents and to make use of them in their community and in the city, state and world beyond. Our students have always gone on to make us proud and we are committed to seeing that this continues. It is our firm belief that all students can reach their full academic and social potentials with the support of school and family – which in our school- form one working cohesive unit.

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.

Herbert S. Eisenberg - I.S. 303 is an Intermediate School, servicing grades 6–8. Within our population are the following subgroups: ELLs, SWDs (Students with Disabilities), black and Latino males and gifted and accelerated learners. The school is located in the center of a multicultural community, and situated on the border of Brighton Beach and Coney Island. A major strength of I.S. 303 is the diverse population of students with varied cultures who speak several different languages. This diversity serves as the context for the development of interdisciplinary projects and curriculum and community celebrations. We employ strategies that empower students intellectually, socially, and emotionally, by using cultural associations to build knowledge, skills and dispositions. We have several programs in our school such as News Literacy, WCS (Wildlife Conservation Society), Financial Literacy, the Sustainability Institute, The Audobon Society, Arts Connection and Arts Engage that further support our vision of teachers collaborating together, on grade level and across contents, to find new approaches and strategies to build on their students’ strengths, help them bypass their weaknesses, and capitalize on their talents and interests. Arts Engage and Arts Connection incorporate the arts into the content area of Language Arts in the ELL and Special Needs classrooms for three years with the same students, from grades six through eight.

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

Within our population are the following subgroups: ELLs, SWDs and gifted and accelerated learners. The ELLs in need grade level curriculum that can be provided to them despite the challenges they face due to their lack of proficiency in the language of instruction, in this case English. We have a diverse ELL population, with students of several different languages in addition to varied proficiency levels. Our Emerging and Entering students pose different needs than our expanding and transitioning ELLs. These needs range from acquiring the beginning stages of language acquisition to becoming fluent enough in reading and writing English to score commanding on the NYSESLAT. Arts Engage and Arts Connection will continue working with the ELL population to help these students, through art, transition smoothly and seamlessly through the stages of the second language acquisition.

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.

The element of the Framework for Great Schools that we have made the most improvement in is Effective School Leadership which states that 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. We have been able to grow in this area due to the Leader in Me program that we began in September of 2017. This initiative has provided teachers and staff with the opportunity to work collaboratively as they, and students, took the lead with school events that fostered community and a positive learning environment for students where they can achieve and take ownership of their own learning. We will continue to grow with the Leader In Me Program to include additional components that will provide the opportunity for students to be even more responsible for their own learning. For example, next year we plan to have students track their own data and progress beginning with Language Arts and Reading. We also plan to have student led parent teacher conferences where students, based on self-assessment, will be able to explain their progress to their parents. Our key areas of focus for the 2018-2019 school year this year are: (1) To provide students, more uniformly across the school, with more actionable feedback on student work that contains explicit comments about strengths, weaknesses, and next steps; (2) In line with students tracking their own data as part of the Leader In Me initiative, we will work toward providing students with the skills they need to be able to self-assess and reflect upon learning and the goals that they created; (3) To improve the element of trust, specifically the area of promoting respect across the school community where all staff value each other and feel valued by others; and (4) to increase the element of rigorous instruction, where Instruction is customized, inclusive,
motivating, and aligned to the Next Generation standards with high standards every classroom as evidenced by students that are actively engaged in ambitious intellectual activity and develop critical thinking skills.
### School Demographics and Accountability Snapshot for 21K303

#### School Configuration (2018-19)
- Grade Configuration: 06,07,08
- Total Enrollment (2017-18): 538
- 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): 24
- # SETSS (ELA): N/A
- # Integrated Collaborative Teaching (ELA): 43
- # Special Classes (Math): 22
- # SETSS (Math): N/A
- # Integrated Collaborative Teaching (Math): 44

#### Types and Number of Special Classes (2018-19)
- # Visual Arts: 12
- # Music: N/A
- # Drama: N/A
- # Foreign Language: 4
- # CTE: N/A

#### School Composition (2017-18)
- % Title I Population: 77.0%
- % Free Lunch: 74.5%
- % Limited English Proficient: 14.1%
- % Students with Disabilities: 92.4%
- % Attendance Rate: 1.5%
- % Reduced Lunch: 14.1%
- % Students with Disabilities: 15.8%

#### Racial/Ethnic Origin (2017-18)
- % American Indian or Alaska Native: 0.2%
- % Black or African American: 10.2%
- % Hispanic or Latino: 38.5%
- % Asian or Native Hawaiian/Pacific Islander: 21.6%
- % White: 29.0%
- % Multi-Racial: 0.7%

#### Personnel (2015-16)
- Years Principal Assigned to School (2018-19): 6.84
- # of Assistant Principals (2016-17): 2
- % of Teachers with No Valid Teaching Certificate: 0%
- % Teaching Out of Certification: 14%
- % Teaching with Fewer Than 3 Years of Experience: 14%
- SIG Recipient (2017-18): Yes
- State Certification Recipient (2017-18): Yes
- Recognition (2015-16): N/A
- In Good Standing: Yes

#### Student Performance for Elementary and Middle Schools (2017-18)
- ELA Performance at levels 3 & 4: 44.2%
- Mathematics Performance at levels 3 & 4: 25.4%
- Science Performance at levels 3 & 4 (4th Grade): N/A
- Science Performance at levels 3 & 4 (8th Grade): 67%

#### Student Performance for High Schools (2016-17)
- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A
- Global History Performance at levels 3 & 4: N/A
- US History Performance at Levels 3 & 4: N/A
- 4 Year Graduation Rate: N/A
- 6 Year Graduation Rate (2011 Cohort): N/A
- % ELA/Math Aspirational Performance Measures (2015-16): N/A

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

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

##### Elementary/Middle School
- American Indian or Alaska Native: N/A
- Black or African American: Yes
- Hispanic or Latino: Yes
- Multi-Racial: N/A
- Asian or Native Hawaiian/Other Pacific Islander: Yes
- Limited English Proficient: Yes
- ALL STUDENTS: Yes

##### High School
- American Indian or Alaska Native: N/A
- Black or African American: N/A
- Hispanic or Latino: N/A
- Multi-Racial: N/A
- Asian or Native Hawaiian/Other Pacific Islander: N/A
- Limited English Proficient: N/A
- ALL STUDENTS: N/A

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

##### Math (2017-18)
- American Indian or Alaska Native: N/A
- Black or African American: Yes
- Hispanic or Latino: Yes
- Multi-Racial: N/A
- Asian or Native Hawaiian/Other Pacific Islander: Yes
- Limited English Proficient: NSW
- ALL STUDENTS: N/A

### 2018-19 CEP

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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.

This year we look to refine the element of rigorous instruction, where instruction is customized, inclusive, motivating, and aligned to the Next Generation Standards and high standards are set in every classroom with students that are actively engaged in ambitious intellectual activity and developing critical thinking skills. After reviewing student portfolios, the 2018 NYS ELA scores and the NYSESLAT scores for the 2017-18 school year, we found that a disproportionately high percentage of students in the LEP (Limited English Proficient) subgroup performed at or below the median scale score between a level 2/partially proficient and a Level 3/proficient on the 2018 NYS ELA as compared to all the other subgroups and the general population. In addition, only a small number of ELLs scored CM on the 2018 NYSESLAT particularly in the sixth and seventh grades. We also found that we have a growing number of newcomers and SIFE (Students with Interrupted Formal Education) students that are only at an entering level; this year we have a total of 28 out of the 124 ELLs, that are newcomers or first year ELLs at entering or emerging levels. As a result, we have made progress for the ELL (English Language Learners) subgroup a priority goal for the 2018 – 2019 school year. An increase in individual student improvement via teacher-generated culminating tasks will consequently reduce the number of ELLs performing at levels 1 and 2. These individual gains will move these students from levels 1 and 2 to levels 2 and 3 and move students through the various NYSESLAT levels especially in the modalities of reading and writing.

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.

1. By June 2019, at least 75% of English Language Learners will advance at least ten points on at least two of the modalities as measured by the 2019 NYS NYSESLAT exam.
**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>
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</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). |
| **Target Group(s) Who will be targeted?** |
| ELL Teachers of SWDs and ELLS |
| **Timeline What is the start and end date?** |
| September 2018 to June 2019 |
| **Key Personnel Who is responsible for implementing and overseeing the activity/strategy?** |
| ELA grade leads  
Assistant Principal in charge of ELA, Assistant Principal in charge of Special Education |

Weekly Math and ELA meetings, will be facilitated by coaches and lead teachers to provide teachers with the opportunity to reflect on student work and share best practices. During these meetings both ENL (English as a New Language) and content area teachers will examine student work, assessment results and additional student data. While analyzing the item skills analysis data, teachers will review student errors and how students can learn from their mistakes and what teachers can learn about their teaching practices from student errors. Teachers will be trained on how to plan instruction and form instructional groups based on item skills analysis and other forms of summative and formative assessment. As a group, teachers will look at the lessons that led up to the tasks, what student misconceptions were made and what re-teaching, if any, needs to be done. Additionally, teacher comments and feedback to students will be actionable based upon individual student responses.

The professional development team will continue to refine and update the existing curriculum maps to include the benchmark assessment pieces per unit for ELA and Mathematics. The assistant principal, coaches, grade leads and selected teachers will work together to examine and tailor benchmark assessments. These benchmark assessment pieces will be uniform across the grades and included in the respective portfolios. Coaches and the data specialist will work with teachers to train them on how to analyze the data from the aforementioned assessment pieces.

In addition to the math and ELA assessments, iReady will be purchased and utilized as a base line assessment and a once-per-week data driven resource to help improve reading comprehension. The iReady diagnostic exam will be completed for all students, including the ELLs, by the third week in October. Teachers will work with the lead teacher
and/or coach to create individual learning targets. Student progress will be measured in February and June. Teachers will also create mid-year individualized learning targets by Teachers will be trained on how to utilize the program and the data from the program to drive instruction and target the deficient reading skills that students have. Through this reflection of student work, we will continue to refine the ENL curriculum maps to include the scaffolding needed to promote student progress. ENL teachers and content teachers will have weekly planning time to co-plan effectively to meet the demands of the integrated co-planning model of the CR Part 154 mandate.

Two ENL teachers will service our ENL population which will allow us to comply with the Part 154 mandate of servicing students through both stand alone and integrated teaching models as well as servicing those CM students. ENL teachers and content teachers will have weekly planning time to co-plan effectively to meet the demands of the integrated co-planning model of the CR Part 154 mandate. ENL teachers will work collaboratively to reflect and refine a curriculum map that incorporates, ELL standards, Next Generation Language Arts standards and the National Geographics and My Perspectives programs. To increase proficiency among the ELL subgroups we will work toward incorporating the ELL standards into all content areas while developing the aforementioned comprehensive curriculum map that will encompass the varied students’ entry levels, needs and specific supports. Tasks will be refined to incorporate more investigation skills with a heavy emphasis on vocabulary and Tier II words. Teachers will review the tasks assigned to students using “The Cognitively Demanding Task Tool” and the Cognitive Rigor Matrix to ensure that students are challenged based on their current level. New portfolio menus will support the newly created tasks and programs will be created that support student goals and the Next Generation Standards.

Title III and Title I programs, will be offered to target students based on the 2018 ELA and Math exams. These programs will run both after school and on weekends and will address students’ skill deficits. The after school programs will focus primarily on ELL students and address their language skills, math skills and the deficits they carry in each. The Saturday classes will focus on all students within the aforementioned range. Principles of Wilson, WEX and Framing Your Thoughts will be utilized to address student deficits based on data analysis of the students enrolled in the Title III after school program. On the weekends we will run the program, "Parents and Students Learn Together" to improve English Language Skills for both parents and students to further engage parents. This program will teach...
parents the language skills needed to navigate. The principals of learning a new language. As a culminating project the participants of this Title III program will see a TBD Broadway play with transportation included.

We will include two programs that infuse the Arts into ELA to improve the literacy of ELLs. Our school has received grants from both the Center for Arts Education and Arts Connection. This grant specifically targets the ELLs and will consist of one teacher and a teaching artist collaborating together to infuse the visual arts and ELA to increase the ability of ELLs to articulate and express their ideas and thoughts in more than just verbally and in the written form. The Arts Connection initiative uses theatre as the artistic medium to increase and offer the ELLs another way of expression and the Arts Engage initiative uses the visual arts.

**ENL Teachers, Content Teachers, Teaching Artists**

**September 2018 to June 2019**

Principal, Assistant Principal in charge of ELA, ENL and Special Ed, coaches

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### 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.

The math coach will present to parents during the September orientation and at various parent engagement sessions throughout the year. These presentations will focus on how to utilize the online Go Math and iReady resources to bridge the home-school connection in terms of homework help for math. The ENL teacher will also provide training on the iReady reading program. Training will also be provided to parents on Datacations to help parents feel connections to our school is at their fingertips. In addition, the ENL teachers will meet with a parent of each ELL throughout the school year in addition parent teacher conferences.

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### 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.

Contract for Excellence will be utilized to fund teachers based on the extra periods of ELA that will support Wilson, WEX and Framing Your Thoughts. Title I funds will be utilized to pay for the partial salary of the supervisor of ELLs and SWDs.

Title III will be utilized to fund the after school and Saturday Title III programs.

Tax Levy funds will be utilized to fund the additional ENL teacher.

Tax Levy funds will be utilized to purchase Datacations and the iReady program for reading.

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

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**Part 5 – Progress Monitoring**

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

(September 28, 2018; February 4, 2019)

By February 4, 2019, 75% of ELLs will meet their mid-year individualized learning targets as evidenced by the ELA mid-year assessments.

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

The iReady mid-year assessment will be utilized to determine student progress toward their individual learning targets.

**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

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.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

In line with the element of the Framework for Great Schools, Supportive Environment where the school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers, we reviewed the 2018 NYS ELA and Math exams, we found the following: 33% of our students scored a level one in on the 2018 NYS Math exam and 21% of students scored a level one on the 2018 NYS ELA exam. 30% of our students scored a level two on the 2018 NYS math exam and 32% of our students scored a level two on the 2018 NYS ELA exam. Only 37% of our students scored at a Level 3 or 4 on the 2018 NYS Math exam and 47% of our students scored at a level 3 or 4 on the 2018 NYS ELA exam. Additionally, when reviewing data from student portfolios, iReady data, Reading Plus data and classroom observations for the 2017-18 school year, it has become clear that there exists a need to support the attainment of the CCLS, and now the Next Generation Standards, through various methods including scaffolding for those at-risk students, especially the ELL and SWD subgroups to ensure that all students are performing at the grade-appropriate CCLS/ Next Generation Standards level while simultaneously differentiating for those students that are at or approaching standards. After reviewing student work during common planning sessions, teachers expressed concerns as to how to bring those at-risk students, especially the ELL and SWD subgroups, to their grade appropriate Next Generation Standard while including the rigor associated with these standards. Key members of the SAT will provide ongoing training to teachers to help them implement key strategies and monitor progress for students individually and collectively.

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.

2 - By June 2019, 90% of students in grades 6-8 reach their individual performance targets in Math and ELA as measured by iReady for Math and Reading and the 2019 NYS ELA and Math Exams.
### 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>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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<tbody>
<tr>
<td>Teachers, students</td>
<td>September 2018- June 2019</td>
<td>Teachers, Instructional Specialist, Math Coach and Content supervisors.</td>
</tr>
<tr>
<td>ELLs, SWDs and students 3 levels below grade level</td>
<td>September 2018 – June 2019</td>
<td>ENL teacher, SETSS teacher, Speech Teacher, ENL and Special Education supervisor / AP</td>
</tr>
</tbody>
</table>

In order to meet the needs of our diverse learners in Math and ELA as we aim to make progress in meeting the Next Generation standards, we will continue to utilize the Math and ELA programs that we purchased for the 2016-17 schools year. Ongoing professional development will be provided by the coaches and personnel from My Perspectives, iReady and Go Math. We will provide training to the math and ELA teachers on how to use the individualized iReady lessons that target students' deficits for our Levels ones and twos. We will continue to refine and follow the revised curriculum maps and will incorporate additional texts, tasks and resources that are scaffolded for the different learners and different populations. Teachers will work together during the scheduled common planning periods to ensure the tasks created are challenging and have triangulated rubrics that can serve as a guide for student self and peer assessment. The refinement of the curricula will continue throughout the year prior to the onset of each unit. In ELA we continue to add supplemental novels and texts that are leveled for the targeted groups of students for each unit and create additional performance tasks that are scaffolded, rigorous and are aligned to the Next Generation standards.

We will continue to utilize programs, such as News Literacy to enhance and enrich the ELA curriculum. To support growth in ELA and improve Reading, the iReady program will be utilized as Language Arts support at least once per week for all students. Students' reading levels will be assessed in September, November, February and lastly in June. This program will foster gains in comprehension, but will promote student awareness of current news topics that are cross content and actionable. Through the News Literacy curriculum, at the end of the cycle, students will research ways they can take action and become activists by writing to local politicians and / or raising awareness by starting a movement geared toward community change. Additionally, the programs iReady, Framing Your Thoughts and principles of Wilson will be utilized to help those targeted students that are identified as being three grade levels or more below their current grade in reading and / or writing. Through these programs, students are expected to improve at least two reading levels by building a foundation in phonics, reading and
the fundamentals of writing. The ENL, SETSS and Speech teachers will work with the targeted groups with components of the Wilson program which is a highly structured remedial program that will provide students with a systemic and cumulative approach to teach total word structure for total encoding and decoding. Students that will be identified for this program will be students that scored below a level on the ELA exam and have been identified by the ENL or ELA teacher as being at least three grade levels below their respective grade level. Framing Your Thoughts, Teachers’ College Writers’ Workshop, writing tasks from My Perspectives and WEX will be implemented together to promote stamina in writing while simultaneously teaching written language sequentially and systematically. This instruction will move students from basic sentence writing through paragraph development and comprehension.

Level one students receive at risk service that include, at-risk ICT or integrated classrooms, at-risk, pull-out SETSS services, small groups instruction utilizing programs such as the Rewards program. Our students at levels ones and twos are also encouraged to attend our after school program and our Saturday program.

We will continue to provide professional development for teachers in Universal Design for Learning and looking at current data to scaffold and differentiate for the various students’ entry points to ensure access to content and required benchmark tasks to support student learning to meet grade-appropriate Next Generation standards. Scaffolding will be geared toward building a foundation for those struggling subgroups while differentiating will be geared toward both the struggling students and the gifted learners. The ELLs receive pull-out and integrated teaching models dependent upon their respective NYSESLAT levels as per the CR 154 mandate. This small group instruction allows the teachers (ENL and content) focus on student deficits. During instruction, depending on the objective of the lesson, students are grouped by NYSELAT level, skill deficits or reading levels. This allows the teacher(s) to provide students with the necessary scaffolds that will bridge the gap of the deficits while allowing students to access the grade-appropriate standards. In addition, ELLs are highly encouraged to attend our Title three after school and Saturday programs. These programs are taught by the ENL and content area teachers to reinforce the concepts during the day with a focus on the skills necessary for second language acquisition.

In Social Studies and Science, we will continue to develop and refine the performance tasks while aligning our work to the NYS Scope and Sequence and incorporating initiatives like the Center for Arts Engage and Vision Maker. For the ENL curriculum, we will continue to utilize the National Geographic program to supplement and create a close alignment to the content area curricula which will be reflected in the pacing calendar and curriculum map to ensure proper support is implemented in

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<th>Students</th>
<th>Dates</th>
<th>Teachers</th>
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<tbody>
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<td>ELLs, SWDs and students 3 levels below grade level, gifted learners</td>
<td>September 2018 – June 2019</td>
<td>Content area teachers, literacy and math coaches, content area supervisors</td>
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<tr>
<td>All students, Teachers</td>
<td>September 2017 – June 2018</td>
<td>Content area teachers, literacy and math coaches, news literacy coordinator, content area supervisor</td>
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fostering language acquisition. Where appropriate, as aligned to the NYS scope and sequence for science and social studies and the Next Generation standards for ELA and Math, we will develop cross curricular units which will be reflected in the aforementioned curricular maps that are created. Teachers will work together, under the guidance of the instructional specialist, to re-order the curriculum maps and integrate key concepts from the various programs that we have adopted, such as News Literacy, and The Center for Arts Education. This will encourage critical thinking for all students while making the curriculum more relevant and accessible to all students.

### 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.

We will continue using Datacations / Skedula (Pupil Path) as a way to keep parents informed and up to date with student progress in content area classes. During the September Meet and Greet, parents were given Pupil Path log in information and classroom teachers provided training to parents on how to log on and view student progress. In addition, the math coach will present to parents during the October PTA meeting on the iReady program, how it is being used in the classroom and how it can be utilized as home to address student deficits and promote student progress in reading and math.

### 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.

Strong Communities funding partially fund the salary of the math coach. Title I funds will be utilized to pay for partial salary of the supervisors of ELLs and SWDs. Tax Levy funds will be utilized to purchase the iReady program in reading and math.

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

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**Part 5 – Progress Monitoring**

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

(September 28, 2018; February 4, 2019)
By February 4, 2019, 90% of ELLs will meet their mid-year individualized learning targets as evidenced by the ELA and Math mid-year assessments in iReady, MyPerspectives and GoMath

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

Go Math, My Perspectives and iReady and Math and ELA mid-year assessments.

**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

<table>
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<th>Question</th>
<th>Response</th>
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<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>
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</table>

In line with the Collaborative Teacher element of the Framework for Great Schools where teachers are committed to the success and improvement of their classrooms and schools and have the opportunity to participate in professional development within a culture of respect and continuous improvement, we reviewed the different programs, mandates and mandated programs and how the students in these programs perform on the various teacher-created writing tasks that are part of our ELA curriculum. Upon review of the arts engage and arts connection programs that had been implemented in our school through language arts this past school year, it became evident that students that are not at grade level are able to express themselves more when the output is not only in the form of writing. We also found, through portfolio writing pieces, ELA MOSL assessments and NYSESLAT scores that student writing is below standards for many of our students, particularly those ENL and SWD students. Of our 124 ELLs, 36 are at the expanding level and 27 are at the transitioning level. 100% of these students scored lowest on the writing modality of the NYSESLAT. If these students showed significant gains in the writing modality, they would be able to score commanding. 82% of our SWDs, although gains have been seen on the ELA MOSL performance tasks and teacher generated tasks, are still at a level 2 or lower.

#### 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, teacher collaboration on developing and implementing units of study that incorporate the arts, particularly for the the ELLs and SWDs, will result in at least 80% of students improving at least one level of writing proficiency as evidenced by the My Perspectives unit writing tasks.
### Part 3a – Action Plan

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

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

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<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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<td><strong>Content Area Teachers and teachers of special needs students and LEP students.</strong></td>
<td><strong>September 2018-June 2019</strong></td>
<td><strong>Content Area Supervisors, Instructional Specialist, Math Coach</strong></td>
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Professional development will be given to teachers, while placing an emphasis on how to provide students with specific and actionable feedback on student drafts, in all content areas. Feedback is most effective when it is given immediately, therefore teachers will also be trained on how to effectively weave assessment in instruction into lesson planning and how to hold effective conferences with students. There will be a gradual release to students as we shift to an increased emphasis on student self-assessment. Teachers will train students to reflect on their own writing and engage in self-assessment and peer revisions, and teacher conferences. During weekly common planning periods that are embedded into the school day for content area teachers, the ELA leads on each grade and assistant principal will provide training and resources on utilizing assessment in instruction that compliment My Perspectives and Expeditionary Learning. The resources provided by WeTeachNYC.org will continue to be utilized as a tool to foster proficiency amongst teachers in utilizing assessment in instruction.

The administration and coaches will provide teachers with professional development on scaffolding, differentiating and UDL so that all students can have access to the curriculum and students can build to their grade appropriate standards. Professional development sessions will also focus on working collaboratively and building trust and accountability amongst the collaborating teachers for ENL teachers, special needs teachers and general education teachers. The collaboration between content teachers and teaching artists includes creating and reviewing both the ELA curriculum maps and the theatre / art goals for the duration of the program. Teachers meet and plan on how to infuse the art goals into the ELA standards and skills that are being taught through the trade book for each unit. We have also created a lesson plan template that promotes both teachers to detail their specific roles for each lesson through the different components of the lesson and how each teacher will be instrumental in providing students with the necessary scaffolds and supports.
We will also train all teachers on how to use the same practices and scaffolds across the different content areas so students can be successful in all content areas. In addition, the Arts Connection teaching artist and Language specialist collaborate with the ELA supervisor to provide training to the teachers of ELLs and SWDs that are identified for the grant. These trainings focus on the special needs of the ELL and SWD student and what strategies can be used to promote student participation and increased writing, even in the beginning language states. The ENL and SWD Language arts teachers in grades 6, 7 & 8 will meet weekly with the teaching artists from the Arts Connection and in the latter part of the year, CAE (The Center for Arts Education) to co-plan and infuse the arts into the lesson plans so that both content and art standards are taught during these lessons. The teaching artists and content area teachers work collaboratively to plan lessons that result in students writing original scripts, that will later be performed by students. Student groups use iPads, graphic organizers, sentence frames and writing outlines to support and scaffold them in the writing process. These collaborative lessons are scaffolded and differentiated for all of our students' needs, with an emphasis on scaffolding for ELLs and SWDs. This year, these grants will infuse the arts into ELA instruction to aid students in oral and eventually written expression. The supervisor will review lesson plans and give feedback to ensure that there is an equal balance of content and the arts.

Teachers and teaching artists will engage families through parent teacher conferences and an art exhibition for parents. Teachers will utilize Parent Engagement sessions to share student progress updates with parents. Parent Teacher conferences will be student led and another opportunity for parents to be made aware of student progress. The math coach will present to parents during PTA meetings on how to access and utilize programs at home to help with coursework.

| Coaches, Teachers, parents, students | September 2018-June 2019; specifically at the end of each marking quarter. | Supervisors |

### 3b – Parent and Family Engagement

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

The Arts Connection teaching artist will work with the assistant principal and school-based arts liaison to prepare presentations for parents that will inform them, during PTA meetings, of the collaboration between teachers and teaching artist. In addition, at the end of the both programs (in the Spring), we will showcase highlights from these programs through a PTA meeting so parents can view samples of student work that resulted from the collaboration between the teaching artists and ELA teachers.

### 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.
Strong Communities funding partially fund the salary for the ELA coach / instructional specialist.

Title I funds will be utilized to pay for partial salary of the supervisors of ELLs and SWDs.

Tax Levy funds will be utilized to fund teachers’ salaries.

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

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**Part 5 – Progress Monitoring**

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

By February 4, 2019, students’ performance tasks will show progress in writing as evidenced by an increase of at least one performance level in at least two of the components of the rubric as evidenced by the My Perspectives unit writing tasks.

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

ELA unit writing tasks

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

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

Part 1 – Needs Assessment

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

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

In line with the element of Effective School Leadership from the Framework for Great Schools where 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, we reviewed the impact that the first year of the implementation of the Leader In Me had on both staff members and students through focused school walk-throughs, informal and formal classroom observation and the Leader in Me survey. In addition, upon reviewing past Quality Review data and informal and formal teacher observations for the 2016-2017 and 2017-18 school year and student portfolios, it has become clear that there exists a need to support teachers’ use of assessment in instruction in order to promote more genuine student understanding, critical thinking and growth on performance tasks. We have found that on the seventh grade, students underperformed in math, and as a result we have identified the seventh grade math teachers and students as the focus of targeted supervision, feedback and goal-setting and tracking. The Student portfolio reviews and informal and formal observations have further shown that students do not engage enough in self assessment and reflection of their own work as described in the Danielson Framework (3d). Peer editing does not occur consistently across classrooms nor do formalized group roles, where there is an assessment piece for students built in.

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, through targeted support, supervision and feedback of seventh grade math teachers by school leaders, 90% of seventh grade students scoring a level 1 or 2 will improve their proficiency in mathematics by at least .5 as measured by the 2019 NYS Math Exam.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>Assistant Principal, Math Coach, students, Teachers</td>
<td>September 2018 - June 2019</td>
<td>Assistant Principal, Principal</td>
</tr>
<tr>
<td>Teachers</td>
<td>September 2017 - April 2018</td>
<td>Principal, Assistant Principal, Math Coach.</td>
</tr>
</tbody>
</table>

The mathematics curriculum has been refined to include the scaffolding and differentiation needed to provide all students with access to the grade level curriculum being taught. The Mathematical practices are interwoven into the curriculum and the math coach continues to train teachers on how to seamlessly integrate the appropriate mathematical practices into daily lessons. Teachers will also be trained on using the Cognitive Rigor Matrix Tool to assess the rigor in the tasks and problems that are assigned to students.

Teachers of mathematics on the sixth grade will be given an additional period of mathematics to focus on students' deficits. Teachers will be equipped and trained with differentiated and different approaches to teach the topics that are Next Generation standards aligned as they progress through the curriculum map. Teachers will also be trained by both the data specialist and the math coach on how to utilize the item skills analysis to target the individual needs, deficits and create learning targets for those students that are between the ranges of 1.5-1.9, 2.5-2.9 2019 NYS Math exam. In addition students on every grade level and taking the Go Math assessment in Mathematics at strategic points in the year to assess a baseline, progress and deficits as we get closer to the date of the NYS Math exam. Teachers will be trained how to read the test results and examine the item skills analysis of the Go Math baseline assessment and how to utilize the site to assign differentiated and targeted work to students. We have purchased the iReady online program to be used this year with students. We will begin the program in September by administering a baseline assessment and through the data obtained, teachers will be able to individualize instruction and target student deficits. We will also administer an iReady MOY and EOY to assess student readiness and progress. The program will be utilized with students once per week in the classroom and at home as well. A review of the 2017-18 math teachers began at the end of last year and is reflected in the school's organization. Two new teachers, licensed in mathematics, have been hired and are now teaching on the eighth grade. The administrative team, including the math coach, will create a plan where each classroom is
visited at least once per and feedback is given to the teacher on
teaching practices, behavior management strategies and the
implementation of differentiation and scaffolding based on
student data. These teachers will also have one-on-one meetings
with the Math coach on data and how to use it in the classroom.
Classroom visits and training sessions will be logged for each
teacher and progress will be checked bimonthly through the
Danielson portal. At the beginning of the year, the administrative
team and math coach will review the Danielson ratings of last
year’s math teachers, particularly in the seventh grade.

In September of 2017, we rolled out the Leader in Me initiative
to students. During the 2017-18 school year, staff members were
provided with an additional two days of professional
development which focused more on the implementation of the
Leader in Me program into student learning. This year staff
members were able form lighthouse teams that synergized to
produce school events and guide students to taking more of the
lead in regard to these events. The Lighthouse teams steered the
students as we moved forward in year one of the
implementation of the Leader in Me- A common school wide
understanding will be adopted. Social -emotional learning is the
ability to understand, manage, and express the social and
emotional aspects of one’s life in ways that enable the successful
management of students’ own learning and ability to self assess.
This year we plan to move forward with students tracking their
own goals and the data to support those goals. We will also
implement student-led conferences beginning with the second
parent-teacher conference of the year. We will begin with the
seventh grade math classes as a pilot. Once students' individual
learning targets are established, each student will track his / her
progress in mathematics.

The Leader in Me initiative will continue to be shared with
students and their parents to develop the language of the The
Leader in Me through PTA meetings and other workshops. We
will offer workshops to parents during the Tuesday parent
engagement time allocation and PTA meetings. Parents who
attend the workshops will be offered a Parent Guide and our
Parent’s Guide is designed to help them and their children learn
the 7 Habits at home. We want to show them that as parents,
they can teach these lessons and activities in a fun way while
spending time with their children. In addition, we will promote
students taking more responsibility for their own learning and
progress.

### 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.

The math coach will present to parents how to utilize the Go Math Coach to help students at home. In addition, we
have purchased Datacations this year to help keep parents informed as to their child's progress. Training will also be
provided to parents on Datacations to help parents feel connections to our school is at their fingertips. In addition, we will show parents the new iReady math program that is designed to individualize student deficits. We will provide parents with training on how they can work with their child at home with this program to supplement and reinforce what is being done in 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.

| Tax Levy, Title I |

**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, Title III, Immigrant |
|---|---------|---|------------|---|------------|---|------------|---|------------|---|------------|
|   | C4E     |   | 21st Century Grant |   | SIG        |   | PTA Funded |   | In Kind | X | Other |

Part 5 – Progress Monitoring

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

By December 20, 2018, 75% of students in the seventh grade will increase by at least .2 points, in comparison to the 2018 NYS math exam, on the mid-year iReady mathematics assessment practice state exam, inclusive only of the topics covered from September to June as per our seventh grade curriculum map, and the mid-year iReady mathematics assessment

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

Student portfolio items; student interview / conference notes / parent log in recorded data activity sheets / iReady benchmark assessments

**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.

In line with the element of Strong Family and Community Ties from The Framework for Great Schools where the school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school, we reviewed the student report card data for the 2017-18 and 2018-19 school years. We found that a large number of students had failing grades in their courses, especially in the seventh and eighth grades. Additionally we found that students that were absent over ten days in the school year and had chronic lateness, had a higher frequency of failing courses.

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.

5 - By June 2019, 80% of targeted students will achieve grades of 75% or higher in the four core subject areas all as evidenced by student portfolios, Skedula (the online grading system) and quarterly report cards.
### 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>Students in the seventh and eighth grades that are in general education classes, are ELLs or have IEPs that had over ten days absent and more than 20 days late in the 2018-18 school year and students that failed one or more subject area from last year.</td>
<td>September 2018 to June 2019</td>
<td>Principal, Assistant Principal and teachers</td>
</tr>
</tbody>
</table>

The administration and coaches will provide teachers with professional development on scaffolding and differentiating so that all students can have access to the curriculum and students can build to their grade appropriate standards. Professional development sessions will also focus on working collaboratively and building trust and accountability amongst the collaborating teachers for ENL teachers, special needs teachers and general education teachers. We will also train all teachers on how to use the same practices and scaffolds across the different content areas so students can be successful in all content areas. We will continue to work with teachers on reading, interpreting and analyzing data to drive instruction and craft differentiated lesson plans. Analyzing the data of baseline and benchmark assessments will allow teachers, coaches and administration to identify those students that are at risk of failing courses due to deficits.

Teachers and administration will work to increase parent involvement in order to keep parents informed about the importance of attendance and how it impacts students scores and performance. We plan to incorporate the use of an electronic attendance system where students have to swipe an electronic card and will be marked present or late. Parent communication and involvement will be further strengthened by the culminating unit events that will be planned throughout the school year. Parents and staff will come together to celebrate student successes within the different units. Our student achievement committee is working this year toward celebrating two students from each class that have shown improvement and made progress. Beginning with the November PTA meeting, we will celebrate a "Student of the Month" for those students that have shown improvement in homework, school work and good attendance. We invite parents to these events and use this as an opportunity to inform parents of the multiple opportunities that
exist for them to be involved in parent leadership roles such as the school leadership team and/or the school's PTA. Through parent outreach, we plan to increase the number of parent involvement at our PTA meetings by 10%. During these sessions our teachers, coaches and support staff will provide training for parents on how to use the tools to help their children become successful with our new programs, how to use online grading systems so parents can continually be aware of their child's progress and how to promote positive mental health in our students. In addition, parents and teachers will be trained on Datacations, which is the online parent communication system that we purchased last year and will continue to use for the 2018-19 school year. All teachers will be asked to update their content-specific website with their child's homework, progress and attendance. We will also specify the importance of attendance and provide those students that have perfect attendance and/or improved attendance for the month awards during the PTA meeting.

Our data specialist will generate student lists for those students that failed one or more courses for the previous year (2017-18) in seventh grade for eighth graders and those students that failed one or more subjects in the sixth grade for current seventh graders. She will also generate student lists of those students that were absent for ten or more days. This group of students will serve as our target group and in addition to the regular outreach, the parents of these students will be targeted so that they are invited to special events during the day and after school that will focus on helping these parents to meet the needs of the needs of these students. By October 31, 2018 we will identify and target all of the students in the eighth grade that scored below a 70 in any of the core subjects. In addition, celebratory events will be held for these targeted students that show improvement.

We will continue to provide training for teachers on how to utilize Skedula/Datacations to increase parent communication, track student progress and behavior and calculate student grades. We will provide training for teachers in September and again at the end of October (during the end of the first marking quarter). In the IS 303 teacher handbook, teachers are reminded of the importance of updating daily student assignments, students grades, missing assignments and attendance into Skedula. The grading policy will be entered into Skedula in order to ensure that the grading policy is consistent across all content areas. Teachers will receive training on how they can use Skedula and Excel to formulate student grades that are aligned to the school's grading policy. All parents will be given their log-in information for Skedula during the September back to school night.

| Students that were absent for more than ten days and were late for 20 or more days during the 2017-18 school year and students that failed one or more subject during the 2017-18 school year. | September 2018- June 2109 | Principal, Assistant Principal, student achievement committee |
| Students in the seventh and eighth grades that are in general education classes, are ELLs or have IEPs | September 2018- June 2109 | Principal, Assistant Principal, seventh and eighth grade content area teachers |
### 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.

Teachers will train parents on the use of Datacations / Skedula as an online grading and communication system. Parents will be invited to a presentation on the importance of attendance and the impact it has on student performance in and out of the classroom.

### 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.

Title I, Title III

#### 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| || C4E | | 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.

By January 2019, 80% of targeted students will have achieve a grade of 75% of higher in at least one of the two marking quarters in the four core subject areas all as evidenced by student portfolios, Skedula (the online grading system) and quarterly report cards.

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

- online grading system, quarterly report cards, electronic attendance system and attendance records

#### 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>all students performing below the median scale score between a level 2/partially proficient and a Level 3/proficient on the English language arts (ELA) state assessment shall be considered for AIS.</td>
<td>EXTENDED DAY READING: Academic Intervention services are provided for at risk students in grades 6, 7, and 8. Students in our school are eligible to receive Title I and Title III services. All at-risk students who are ELLs, are encouraged to receive these free tutoring services on Saturdays during the after school program, which include small group instruction. Title I students are eligible are eligible to receive these services on Wednesdays ad Thursdays.</td>
<td>Individual and small group instruction provides standards-based work to accelerate the concepts and skills that are in need of remediation. RESOURCE ROOM Students who are identified as “at-risk” receive additional instruction and support by resource room teachers in a small group setting.</td>
<td>For Title I and Title III programs, students will attend these classes after school and on Saturdays. SETSS students receive support during the school day.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>all students performing below the median scale score between a level 2/partially proficient and a Level 3/proficient on the mathematics state assessment shall be considered for AIS.</td>
<td>EXTENDED DAY MATH: Academic Intervention services are provided for at risk students in grades 6, 7, and 8.</td>
<td>Individual and small group instruction provides standards-based work to accelerate the concepts and skills that are in need of remediation. SETSS students who are identified as “at-risk” receive</td>
<td>For the Title I program, students will attend these classes after school. SETSS receive support during the school day.</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Students are identified by their teachers' diagnostic exams and benchmark tasks.</td>
<td>SETSS: Students who are identified as “at-risk” receive additional instruction and support by resource room teachers in a small group setting</td>
<td>Individual and small group instruction provides standards-based work to accelerate the concepts and skills that are in need of remediation.</td>
<td>SETSS students receive support during the school day.</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Students are identified by their teachers diagnostic exams and benchmark tasks.</td>
<td>SETSS: Students who are identified as “at-risk” receive additional instruction and support by resource room teachers in a small group setting</td>
<td>Individual and small group instruction provides standards-based work to accelerate the concepts and skills that are in need of remediation.</td>
<td>SETSS students receive support during the school day.</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>At-risk students and those students identified by teachers are discussed during weekly SAT meetings. The team decides if the behaviors are impacting student performance and if so, at-risk counseling is initiated with parental consent.</td>
<td>Guidance is provided for students based upon teacher recommendation and guidance intervention. Students are identified and progress is documented, as well as articulated regularly, between the guidance counselor(s) and the classroom teacher. Our guidance program is dedicated to ensuring regular attendance in school and the well being of our students both academically and emotionally.</td>
<td>Our School Psychologist operates as a member of the School Assessment Team and provides at-risk students with counseling and intervention based upon individual needs. The School Psychologist works closely with our guidance staff, social worker, IEP teacher and classroom teachers to review student progress, assess student needs, create and monitor FBA and BIPs when necessary and provide direct support to students as well as network with external resources to further Social Work services are provided for students based upon teacher recommendation and guidance intervention. Students are identified and progress is documented, as well as articulated regularly, between the social worker, guidance counselor(s) and the classroom teacher. Our staff is dedicated to the well-being of our students, both academically and emotionally.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>support the social and emotional development of our students.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

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

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

Part A: FOR TITLE I SCHOOLS
1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
   | zero |
2. Please describe the services you are planning to provide to the STH population.
   Students are provided with full fare metrocards and school supplies, including backpacks, notebooks, pens pencils and anything else needed to be successful in their classes. In addition, the guidance counselor, social worker and parent coordinator will work with the families to ensure that they are in a safe shelter and getting any and all resources that are available to them.

Part B: FOR NON-TITLE I SCHOOLS
1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
   | n/a |
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
We will purchase materials for students in regards to school supplies. In addition, any other school items like homework planners, gym uniforms, entrance fees for school dances and senior dues (if applicable) will be paid for with these funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an **STH liaison**.
Section 8: Title I Program Information

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

Part 1: Title I Status

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

| X | Schoolwide Program (SWP) | | Targeted Assistance (TA) Schools | | Non-Title I |

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

As evidenced by our BEDS report, our staff is highly qualified. To continue to support our highly qualified teachers and in an effort to ensure that we will hire highly qualified teachers in the future, we will:

- Provide teachers with weekly, facilitated departmental and / or Inquiry meetings
- Facilitate opportunity for coaches and Curriculum Specialists to consult with teachers throughout the school year to discuss challenges and successes during the implementation of the Common Core curriculum.
- Provide opportunities for teachers will collaborate to create standards – based lessons for each unit.
- Provide the opportunity for teachers will meet during Inquiry Team and / or ELA common planning to review student work.
- Attendance to Recruitment Fairs
- Research Teacher Finder information to match candidates to vacancies

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).

- Weekly departmental and / or Inquiry meetings.
- Coaches and Network Curriculum Specialists will consult with teachers throughout the school year to discuss challenges and successes during the implementation of the Common Core curriculum.
- Teacher will collaborate to create standards – based lessons for each unit.
- Teachers will meet during Inquiry Team and / or ELA common planning to review student work.
- Mentors will be assigned to support newer teachers, struggling teachers and non – HQT teachers, if applicable.
Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

- Teachers will collaborate to continue to modify the program, Expeditionary Learning, to include rigorous culminating tasks which will utilize benchmark assessments with the scaffolds built in for those at-risk students, especially the ELL and SWD subgroups, where needed.
- Teachers will meet during Inquiry, Monday Professional Learning Opportunities and/or ELA common planning to review student work as it relates to the question(s) and task(s) being assigned by the teacher.
- Staff determined that a 5% increase on the teacher generated performance tasks, along with the scaffolded drafts, as assessed by the respective rubrics, would be the interim benchmark used by teacher teams to measure the effectiveness of the scaffolding and differentiation.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (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. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>333,480.00</td>
<td>x partial salary of ELL and SWD supervisor, Math coach</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td>n/a</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>12388.00</td>
<td>x After school programs and Saturday School for the ELLs and parents of ELLs</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>n/a</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>3,047,220.00</td>
<td>x teachers and supervisors salary as well as program materials</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.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. IS 303, in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary School (ESSA) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS 303 will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>● providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

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

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

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

● maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

● conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;

● provide opportunities for parents to help them understand the accountability system, e.g., 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 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in...
the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Elementary and Secondary School Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

### 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)

**IS 303**, in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary School (ESSA) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for
improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### I. School Responsibilities: 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 Elementary and Secondary School (ESSA) Act;

### 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 Elementary and Secondary School Act 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>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td></td>
</tr>
<tr>
<td>☑ conceptually consolidated (skip part E below)</td>
<td>☐ NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

### 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>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Before school</td>
<td>☑ After school</td>
</tr>
</tbody>
</table>

| Total # of ELLs to be served: | |
| Grades to be served by this program (check all that apply): | |
| ☑ K | ☑ 1 | ☑ 2 | ☑ 3 | ☑ 4 | ☑ 5 |
| ☑ 6 | ☑ 7 | ☑ 8 | ☑ 9 | ☑ 10 | ☑ 11 | ☑ 12 |

| Total # of teachers in this program: | |
| # of certified ESL/Bilingual teachers: | |
| # of content area teachers: | |
### 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: 

IS 303 will provide ELL and their families with a "Parents and Students Learn Together" on Saturdays. This program is intended to improve English Language Skills for both parents and students and further engage parents. The family literacy course is offered to parents and their children on Saturdays starting in late October of 2018 for approximately 28 sessions and will be taught by our licensed ENL teacher. This course supports our Title III population to reinforce the students in our Title III programs and is funded by Title 1 and Title III Immigrant. The group of 20-30 parents and 15-20 students in grades 6, 7 & 8 who will engage in real world scenarios while using Wilson strategies to refine and improve their language skills and learn about different strategies they can use to assist their children and support their child's academic and social growth. The ENL teacher works on providing adult and student participants with a basic language skill yet while utilizing different real-world scenarios and addressing how parents can support what their children are doing and learning in the classroom. The goals of this program include: (1) encouraging greater participation from our parents of ELLs, who traditionally do not participate in school programs and/or workshops due to their lack of confidence in their English language skills, despite our efforts to offer translation services; (2) To provide activities using ENL strategies to support and enhance English Language acquisition; and (3) To provide scaffolding for ENL students, grouped by NYSESLAT levels, in ELA and Math. Home-language is supported by sending school letters home in the students' native language about the program, their child's ELL status and how they can support their child's learning in school. The ENL teachers and content teachers use translation services when necessary via the phone translator of Google translator for written correspondence. We would also like to support and strengthen the home-school connection for our ENL students and provide these students and their families with opportunities and programs that will support their literacy and language development. As a culminating project the participants of this program will see a TBD Broadway play with transportation included. This culminating project will be funded by Title I and Title III Immigrant and supports language acquisition through real-world scenarios, including the plot and story line of the TBD play. The tentative date for this culminating activity is TBD date in June of 2018. The aforementioned program will run on Saturdays from 9:00am to 12:00pm beginning in late October through mid-June.

We will also offer an after-school program for our ELLs in grades 6, 7 & 8 who need extra support. This program is offered to all of the ELLs. Permission slips for the Wednesday/Thursday after school and Saturday after school programs are given to all parents. We have the capability to run two different classes. The combination of the after school and Saturday programs allows for all of the students to take part in these programs. This program will run from October 26, 2018 through June 22, 2019 on Wednesdays and Thursdays from 2:30 - 4:30pm. Instruction will focus on early language skills and language acquisition. Students will be grouped according to NYSESLAT levels and special attention will be given to those students who are newcomers and SIFE students. These students will be grouped separately and instructed using the principles of Wilson and WEX. Additionally students will be grouped based on their
Part B: Direct Instruction Supplemental Program Information

Math levels for one hour of each session and the content teacher will work collaboratively with the ENL teacher to deliver math instruction.

The materials for both programs are supplemented and will be purchased with Title I and Title III. The materials that will be utilized for this program are different than those being utilized during the school day. School records will be maintained, including student attendance, by the classroom teacher and family assistant. Attendance will be taken daily and kept on file with the ENL teacher. The families of students that are absent from the program will be called by the family worker using the translation services when necessary.

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: ______

Professional development for our two ENL teachers will focus on curriculum mapping and using this map as a guide to create scaffolded and differentiated lesson plans that support the CCLS. Professional development will be provided by CEI specialists, National Geographic personnel, DOE opportunities, the assistant principal and the literacy coach and the ELL supervisor. Professional development will focus on effective strategies for teaching language instruction as well as research-based literacy strategies that will further strengthen students’ and parents’ literacy skills in English. Additionally, weekly meetings and planning sessions will be provided for ENL teachers and their collaborating co-teachers where the curriculum maps will be refined to best serve the current student population. Professional development for this program is at no cost to the program. Records of professional development will be maintained by agendas and sign-in sheets maintained in the main office and with the ELL supervisor. The professional development sessions offered are offered by school personnel at no additional cost to the program.

Presenter: Audrey Houston
Rationale: To review and refine the curriculum map of the topics that will be covered and the resources that will be utilized to support those topics.
Time: 2:30pm -3:40pm
Audience: ENL teachers

For the dates below, the presenter, time, rationale and audience are the same:
Presenter: Literacy Coach / ELL Supervisor
Rationale: How to infuse various language acquisition and literacy strategies into the ELA and ENL classroom.
Time: 9:44 a.m.
Audience: ELA and ENL teachers
9/17/18 Unpacking Next Generation Standards and the Implications for ELLs
9/24/18 Looking at the essential questions, as planned by the ELA curriculum maps, and how they play a role in the ENL classroom
### Part C: Professional Development

- 10/15/18 - Analyzing NYSESLAT results and its Implications in the ENL and ELA classrooms
- 10/29/18 - The different models of Integrated Co-Teaching
- 11/5/18 - ENL lesson planning, lesson delivery and The Implementation of ENL Strategies
- 11/19/18 - Incorporating the TC Writing Strategies into the ENL classroom
- 12/10/18 - How to Create Effective Writing Lessons
- 3/20/19 - Fusing Language Standards and Next Generation Standards
- 4/10/19 - Preparing for the ELA exam - Role in the Classroom and ELL support in the ENL Classroom
- 5/20/19 - NYSESLAT administration

The two licensed ENL teachers will provide professional development for the staff on implementing ENL strategies in the content classroom:

- 11/6/18 "Using The ENL Toolkit for Content Area Teaching"
- 12/17/18 "Building Academic Vocabulary"
- 6/6/19 "Using UDL in the Content Area Classrooms for ELLs"

### 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: ________

Because of the large number of newcomers to our school and in order to involve parents of ELLs in their children's progress, workshops will be provided to parents to help them use myschoolsaccount, the IS 303 website and Skedula during Parent Orientation in September 15. ENL and content area teachers will utilize the aforementioned web-based tools to translate important updates and student progress in different languages. Additionally, regularly scheduled meetings will be hosted by the ENL teacher and other staff on the following dates:

**Topic 1:** American Holidays and Celebrations / Patriotic Songs / and the language that coincides Rationale: Real-World Scenarios which will introduce parents to American culture and introduce them to the language embedded within this scenario.

- **Date:** November 3, 2018
- **Time:** 9:00 am
- **Name of Provider:** Deborah Roslak
- **Audience:** Parents of ELLs

**Topic 2:** Multicultural Celebrations

Rationale: Real World Scenarios that will celebrate celebrations around the world and give participants a forum to use the English Language to engage in conversations regarding these celebrations.

- **Date:** December 15, 2016
- **Time:** 9:00 am
### Part D: Parental Engagement Activities

**Name of Provider:** Deborah Roslak  
**Audience:** Parents of ELLs

**Topic 3:** Understanding the Government  
**Rationale:** Participants will be immersed in the English language as they have an informative session about American Government  
**Date:** January 12, 2019  
**Time:** 9:00 am  
**Name of Provider:** Deborah Roslak  
**Audience:** Parents of ELLs

**Topic 4:** Preparing Your Child For State Exams  
**Rationale:** Parents will be given information of how to help their children prepare for state exams.  
**Date:** March 2, 2019  
**Time:** 9:00 am  
**Name of Provider:** Deborah Roslak  
**Audience:** Parents

(The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.) Parents will be made aware of the program by a translated flier that will be sent home to parents of all ELLs and on our website. Additionally, the program will be discussed at our PTA meeting and translated fliers will be hand out at our Meet and Greet and during Parent Teacher Conference. Parents and families of ELLs will be strongly encouraged to participate in the Saturday "Parents and Children Learn Together" program beginning late October 2018. Our parent Coordinator, Ms. Marletta Barrow and a licensed ENL teacher will work together and serve as active liaisons to recruit the families of our immigrant students for this program. Topics such as "Understanding the Promotional Policy", "How to Help Your Child With Homework", "Reading With Your Child", "Culture in NYC" and "Meeting with the Classroom Teacher" will be embedded in teaching Second Language Skills to parents. Parents and students will be required to sign in each Saturday session. Agendas and sign-in sheets will be kept on file with the ENL teacher.

### 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>
</tr>
</thead>
</table>
| Professional salaries  
(schools must account for fringe benefits)  
- Per session  
- Per diem | $5,095 | teacher rate 60.65 per hour / 1.5 hrs / twice per week for a total of 84 hours |
### Part E: Budget

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

**Allocation Amount:** $[ ]

<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>
</tr>
</thead>
<tbody>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td>$7,169</td>
<td>supervisory rate 63.45 per hour / 2 hrs / twice per week for a total of 113 hours</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td>$103</td>
<td>Materials for the students in after school program such as notebooks, pencils and crafting supplies (glue, tissue paper, markers, chart paper)</td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
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<tr>
<td>Other</td>
<td></td>
<td></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>12,366</td>
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</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
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</thead>
<tbody>
<tr>
<td>21</td>
<td>Brooklyn</td>
<td>303</td>
</tr>
</tbody>
</table>

School Name Herbert S. Eisenberg

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>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carmen Amador</td>
<td>Audrey Houston</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
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</thead>
<tbody>
<tr>
<td>Michelle Sullivan</td>
<td>Brett Dobin</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ann Hall / ENL</td>
<td>Maria Garces</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rina Fligel / ENL / Common Bra</td>
<td>Marletta Barrow</td>
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<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
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</thead>
<tbody>
<tr>
<td>Olina Korroll</td>
<td>Christine Etienne</td>
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<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
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<tbody>
<tr>
<td>Isabel DiMola</td>
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</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 ENL teachers currently teaching in the ENL program</th>
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<tbody>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
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<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]</td>
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<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
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<tr>
<td>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]</td>
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<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
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<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
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<tr>
<td>Number of special education teachers with bilingual extensions</td>
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</table>

D. Student Demographics
Total number of students in school (excluding pre-K) | 540 | Total number of ELLs | 78 | ELLs as share of total student population (%) | 14.44%

Part II: ELL Demographics

A. ELL Programs

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
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<th>11</th>
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This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Transitional bilingual education program (TBE)</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
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<tbody>
<tr>
<td></td>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td>If yes, indicate language(s):</td>
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<tr>
<td></td>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
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Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   Our school currently uses The ELL Periodic Assessment, New York City Performance Tasks, NYSESLAT or NYSITELL, Scantron and teacher generated assessments to assess the early literacy skills of our ELLs. The results of these exams show that the newcomers who are "entering" are non-readers of English. The long term ELLs and those ELLs that are entering but not new-comers, score 3 to 5 levels below their grade levels in reading. Driven by this data, we have implemented reading strategies that build upon phonemic awareness, encoding and decoding skills for these groups of students. Components of Wilson and Orton Gillingham are being used to provide these students with the foundations needed in phonics and decoding, as part of AIS for these students. The principal conducts weekly training sessions with the ENL teacher, Speech teacher and ELL supervisor in the Wilson principles. These teachers then work collaboratively to utilize these Wilson principles with these targeted groups of students based on the aforementioned data. The majority of our ELL population fall in the Expanding Level,
as gauged by the 2017 NYSESLAT. The additional assessment tools listed above show that these students are one to two years below their current grade levels in reading. These students, as well as our Transitional leveled students, who are performing at or near grade level, are provided with leveled texts and leveled articles, as one way to provide the scaffolding needed. Components of the WEX program are also utilized to promote stamina in writing and improve writing skills as the majority of ELLs, regardless of proficiency level, score lower in the writing modality of the NYSESLAT than on the other three modalities. This year we are incorporating components of Framing My Thoughts by Project Read which is a multi-sensory, structured approach that helps students master the structure of simple, complete and compound sentences. It incorporates symbols for different parts of the sentence which makes abstract concepts more concrete. Through this program, students are able to manipulate various parts of their sentences using the symbols to expand on their sentences and thoughts. As a way to increase proficiency in writing, this program targets paragraph and essay structure for student writing.

2. What structures do you have in place to support this effort?
Weekly common planning periods are built into the ELA and ENL teachers' programs. In addition, as previously mentioned, the ENL teachers, Speech teacher and Assistant Principal are trained weekly by the principal on programs that address the encoding and decoding needs of ELLs that are low-level readers.

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?
Indicators of progress for our ELLs are closely monitored through focus walks, analysis of student work during common planning periods, student portfolios and feedback from teachers, parents and students. Additionally, the LAP and Core Inquiry Teams review periodic assessment results, NYSESLAT, ELA and Math State Exam scores and the related item skills analysis. Teachers, led by a lead teacher on each grade review the ELA and Math item skills analysis to identify areas in need. We have also incorporated an online program this year, called Reading Plus. This program identifies students' reading grade level and we are able to target those students that are performing at grade reading levels of grade three and below. For example, our RTI teacher meets twice per week with a group of sixth and seventh grade ELLs to use the REWARDS program with these students to improve reading levels. Areas in need include decoding, comprehension and central idea.

4. What structures do you have in place to address interventions once the summative data has been gathered?
The weekly scheduled planning meetings and Monday professional development meetings are utilized not only to review the data but to also plan for remediation and provide intervention. Teachers work on scaffolding and differentiating lesson plans. They also revise pacing calendars to include intensive instruction on those skills that students are lacking. In addition, weekly School Assessment Team meetings are held where the school's key stakeholders review those students that are falling far below standards. When needed, these students are sent to at risk services with either the SETSS teacher or the Speech teacher. The progress of these students is reviewed monthly.

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.]

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].
Examination of the data from the 2017 NYSESLAT AND NYSITELL reveal that across the grades and levels, the majority of the students scored significantly lower in writing than the other modalities; most students scored an average of 10 points lower on the writing than they did on the reading. On average, students scored highest on the speaking and received similar scores on reading and listening. Additionally, most students across the grades and levels show an increase in their scores in all modalities except for the writing modality. Overall, our students show growth in reading, writing and listening as they move through grades 6-8 with more students at the Transitioning and Expanding levels and the majority of our students score at the Expanding level. However, even the students that score at the Expanding level still score low on the writing modality. In addition, this year we have Entering students that are newcomers, particularly in grade 7.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
The programmer meets with the ENL teachers and the data specialist in the beginning of the year to review all students’ levels and ensure that each ELL is programmed according to their respective level as outlined by the CR Part 154 mandate. In addition, ENL teachers meet regularly with content area teachers.

**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.
      
      Our school’s ENL program has two stand alone classes taught by two ENL teachers who hold ENL licenses. The ELLs are grouped based on their grade levels and differentiated based on their NYSESLAT levels. The sixth grade students meet with one ENL teacher and travel together as a grade. The sixth grade students are grouped heterogeneously. The seventh and eighth grade students that receive stand alone ENL services, are seen by another ENL teacher and are grouped heterogeneously but differentiation is provided for them based on their NYSESLAT level. Grades seven and eight are grouped together so that students can be in classes of stand alone ENL.
      
      To accommodate the integrated model, ELL students are grouped together within a homeroom by grade but heterogeneously by NYSESLAT levels. Because of this grouping, the ENL teacher is able to co-teach with the language arts teacher on grades seven and eight. In grade six, we have an ENL teacher that is also a common branch teacher who teaches students the core subjects and infuses the ELL standards into the Language Arts curriculum and standards. This teacher also provides the integrated ELL services for the other sixth grade students that require integrated services for up to 180 minutes.

   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)?
      
      A teacher program is generated in the beginning of the year for the ENL teacher which is inclusive of the entire ELL population. Entering and Emerging ELLs are serviced 360 minutes per week, Transitioning and Expanding ELLs are serviced 180 minutes per week and Commanding ELLs are serviced 90 minutes per week. Students are grouped by grade and level. The aforementioned instructional times are the New York State-mandated ENL/ELA allotted instructional times based on student proficiency levels. The program consists of a “block” of ENL instruction, by grade. All levels receive instruction together during the 180 minutes integrated ENL while Entering and Emerging students receive stand alone instruction for an additional 180 minutes.

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.

   Teachers are trained on incorporating Universal Design for Learning strategies to scaffold instruction in the different content areas, including Math, English Language Arts, Science and Social Studies. This scaffolding allows students to meet the demands of the Common Core Learning Standards at their grade levels which beginning at students entry levels. For example,
In each grade the ELLs are exposed to the reading texts from both the Expeditionary Learning and My Perspectives programs that we use which are mapped out on our curriculum maps. The teachers provide access to these complex texts, by front loading vocabulary, chunking and providing visuals for example. The ENL teacher is able to utilize texts at individual student levels due to the articulation between the general education teacher and/or the special education teacher and the ENL teacher.

Both the core subject teachers and ENL teachers differentiate instruction based on various forms of data, including the number of years of ELL service and reading and math levels as assessed via Reading Plus, Scantron, teacher-generated exams, DRA assessments and student-teacher conferences.

All ELLs have access to a variety of genre through a school library and leveled classroom libraries. Students and teachers regularly practice the “Seven Habits of Good Readers”. In addition to books rich in text, the ENL libraries have a multitude of picture books in different genre including picture books in the different content areas and languages. In addition to the ENL standards, with the embedded tasks, English As A Second Language literary Instructional Guide (Grades 6-8) is one of the ENL teacher’s resource guides. This guide provides teachers with scripted lesson that serve as a springboard for the collaborative planning sessions shared between the ENL teacher and the content area teacher. The ENL teachers work collaboratively to plan lessons that use authentic reading materials to spark the writing process. Writing is based on reading materials; for example; many collaborative lessons focus on memoir writing that grows out of read alouds. The implementation of an articulation log serves to track articulation and collaboration among the ENL and grade teachers.

ELLs are placed in mainstream classrooms that consist of ELL students (grouped by NYSESLAT scores), English Proficient students and a common branch teacher. In addition to articulating with the ENL teacher, the classroom teacher (literacy teacher) utilizes many ENL methodologies in the mainstream classroom. The classroom teacher maintains a leveled classroom library equipped with picture books in various genre, easy novels and content area picture books. Classrooms (mainstream and ELLs) contain word-walls and labels for every day materials in order to immerse the ELL student in the English language. Content area teachers provide sheltered instruction to students which ensures they are exposed to standards-based, grade appropriate work. In alignment with sheltered instruction and UDL, content area teachers provide this instruction through multi-media presentations, including videos, pictures and audio. Teachers also provide students the opportunity to work in groups where content is discussed and socialization practices allow the content to be more accessible. In this way, English proficiency and content are acquired simultaneously.

Our assistant principal facilitates articulation between the ENL teacher and the sixth, seventh and eighth grade literacy teachers regularly. Articulation focuses on curriculum and pacing in various content areas and reinforcing reading and writing skills for the week. The ENL teacher focuses on the same skill as the literacy teacher but teachers the skills at different levels for purposes of differentiated instruction. Many of our ELL students practice the respective skill through elementary skill packets that are picture based. Teachers also articulate common practices in the classroom such as the workshop model where academic rigor is made accessible in the ESL and mainstream classroom. The articulation and collaboration between classroom and ENL teachers provides for improved English language development and assists the ENL teacher in providing content area instruction to ELLs.

ELLs are given access to native language libraries, when available and leveled libraries that match their performance and reading levels. Books on tape are also available to ELLs. In addition, translation dictionaries and glossaries are available during all instructional periods, including content area instruction.

We have incorporated the program, Reading Plus which is an online program designed to target students at their current reading levels and provide them with leveled texts that will build upon the skill set they need at their current reading levels. The use of this program enables ELA teachers to deliver individualized instruction to students as texts are automatically modified to reflect each student’s reading level so all students may participate in classroom assignments about the same text on his or her own level. Students are able to participate in assignments both in class and at home via the internet. All classrooms are now equipped with Smart Boards and document cameras to provide ELLs with video clips, pictures and additional visuals that support and scaffold lessons for the ELL population. Additionally laptop carts are utilized for additional
access for all students, especially the ELLs, to alternative programs and resources that are instrumental in second language acquisition.

In addition, during the Integrated instructional time, when programmed, the ENL teacher plans and teaches collaboratively with content area teachers. This collaborative teaching approach is embedded into the program when the classroom teacher is involved in lesson planning with the ELL teacher. In this way, articulation between the two is optimized and serves to enhance the learning in both the subject-area and the ENL classroom.

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

ELLs are tested throughout the year with ELL testing accommodations in place in all classrooms. These accommodations include native language glossaries, extended time and tests in students' native languages when available. Periodic assessments, which are benchmark pieces, and standardized exams are administered in students' native languages when available. Teachers also use Google translator when possible to administer exams in students' native language. Teacher translators in Russian, Spanish and Arabic are utilized when needed.

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

Differentiated instructional strategies for SIFE students and Newcomers include acting out scenarios, sequence writing and occupational skills including cutting and pasting to create story sequences. In addition, SIFE and Newcomers are part of a "buddy system" where the SIFE student or Newcomer is paired with a students (preferably) with the same native language that can help the student adjust to the procedures, scheduling and class work. The differentiation for these students, which is most predominant during students' work periods, also includes an increased focus on phonemic awareness, letter names and sounds, demonstrations and hands on activities. Most recently this phonetically based mutli-sensory approach has led to grouping our ELLs and helping them acquire proficiency.

Differentiation for ELLs receiving four to six years of service includes activating prior knowledge, allowing students to work with less teacher direction where the work period is more student-centered and constructivist in nature. Students have the opportunity to view presentations via Smartboard, utilize computers and other manipulatives. Articulation with the Language Arts teachers allows for students to read texts at their respective guided reading levels and focus in on the writing skills that particular students are in need of improving.

Instruction for long-term ELLs focuses on test-taking strategies in addition to focusing on the specific skills pertaining to the different NYSESLAT modalities that students may be deficient in. Some of the strategies utilized are effective note taking, pre-reading, the use of dictionaries to support definitions derived from inference skills and visualizing the text.

Students with Interrupted Formal Education (SIFE) require special attention. Our school provides these students with extended individualized attention through after school programs in order to bridge the gap of instructional time lost. The ENL classes conducted after school meet two times per week. The sessions last approximately two hours and students are instructed in small homogeneous settings. The three classes consist of Entering and Emerging, Transitioning and Expanding ELL learners. These after-school sessions focus on language skills, reading and writing skills and mathematics.

Another group of ELLs that require special attention are Long Term ELL students. This year we have two Long Term ELLs both of whom are students with IEPs. In addition to differentiating and scaffolding based on classroom and standardized assessments, these students' IEPs are reviewed and instruction is additionally differentiated based on the student's IEP.
Students that have recently tested out of ENL (one or two years after testing proficient) are generally placed in a classroom with current ELLs, when possible. This allows these former ELLs to continue to be exposed to ESL strategies that content area teachers are utilizing in the classroom. Additionally, former ELLs (up to two years) are given the testing accommodations mandated by the state for standardized and classroom exams. Portfolios are also kept for these students to track their progress and ensure that they are meeting standards. Additionally, the ENL teacher articulates with content area teachers weekly providing integrated teaching to these students 90 minutes per week in the different core content areas.

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?

Students are provided with services and supports that are appropriate to their current age levels and their assessed educational levels. However, students that have displayed a need for modified instructional or emotional support, or have IEPs are given services based upon his or her individual IEP goals.

Teachers in all subjects follow the NYC scope and sequence for Science and Social Studies and the core curriculum for ELA and Mathematics along with the new programs, Go Math, My Perspectives, Teacher College and Expeditionary Learning. Teachers utilize differentiated and leveled grade-appropriate texts with the ELL-SWDs. In addition, instruction is highly scaffolded for this population. Teachers, having been trained in UDL and differentiation, utilize different support texts based on student individual reading levels, multi-media, graphic organizers, individualized glossaries and native language glossaries.

ELL-SWDs receive all services mandated as per their IEPs through individualized programs that are created for students. Facilitated by an administrator, the School Assessment Team collaborates with the special needs teacher to create a program where related services, including ENL services can be provided to each student with minimal disruption to the regular class program.

ELL-SWDs whose IEP mandates bilingual instruction are provided with an alternative language placement paraprofessional. All ELL-SWDs are provided with the appropriate number of ENL units as student programs are tailored to the individual. Students either receive ENL instruction during language arts or other content areas, based on the students' NYSESLAT levels, or are pulled our for stand alone ENL instruction during minor subjects. As with all SWDs in our school, IEPs are reviewed by the IEP teacher, the special education supervisor and the school assessment team to ensure that all ELL-SWDs receive all services mandated on their respective IEPs.

In addition to all the services required by the Individual Instructional Plans, we provide students with literacy and numeracy support in after school programs.

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?

The school's curricula is designed in such a way where texts (in Language Arts) and tasks are scaffolded and differentiated to access all students' entry points. Additionally both general education and special needs teachers have been trained in differentiating and scaffolding to meet the needs of these students to meet their IEP goals. The School Assessment Team, along with the ENL and SWD teachers, review students' progress via state exams, periodic assessments and portfolios. The teachers review IEP goals and complete period progress reports for these students. When students demonstrate growth in a particular subject area, those students are placed in a less restrictive program for that subject as part of the Special Education Reform. Flexible scheduling has been implemented for those SWDs/ELLs that have shown growth in the special education classroom. These students continue to be serviced as per the appropriate ENL mandates with general education students where possible. The general education teacher and SWD teacher then articulate so the general education teacher is aware of the student's IEP goals and the general education teacher is provided with additional professional development to include
scaffolding strategies for this student if needed. These students are tracked and discussed during weekly SAT team meetings. During annual reviews, as is done for all SWDs, the special education teacher meets with the SAT and the parent to review if the student is in fact in the LRE to meet his / her instructional needs.

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 intervention programs for ELLs identified as students with disabilities as well as for ELLs in ELA, math and other content areas include:

Long-Term ELL Sub-Group:
- At-risk SETTS services
- At-risk speech

ELLs that are SWDs:
- Counseling / At-risk counseling

- Phonics-based program for Emerging and Long Term ELLs during an additional literacy period
- An additional period of Mathematics per week by the content area teacher
- Two additional periods per week of ELA support

Expanding ELLs That Are at a Third Grade Reading Level
- Rewards Program with the SETTS teacher

All ELLs:
- After-school Saturday programs

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

This year we are incorporating components of Framing My Thoughts by Project Read which is a multisensory, structured approach that helps students master the structure of simple, complete and compound sentences. It incorporates symbols for different parts of the sentence which makes abstract concepts more concrete. Through this program, students are able to manipulate various parts of their sentences using the symbols to expand on their sentences and thoughts. As a way to increase proficiency in writing, this program targets paragraph and essay structure for student writing. The ENL teacher will also be using the National Geographic Program to support the ELL and ELA common core standards during stand alone ENL instruction.

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

n/a Never had a bilingual program.

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

Title I and Title III programs are available to all ELLs, regardless of performance level. Title III programs take place after school on Wednesdays and Thursdays and Saturday mornings. Title III instruction focuses primarily on re-enforcing basic literacy and numeracy skills that are necessary for ELLs to be successful in a mainstream classroom. All ELLs are also invited to attend our NIA after school program which includes a homework help portion as well as non-academic activities that support students' second language acquisition through activities that incorporate listening, speaking, reading and writing of English.
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.

Smartboards and laptop carts have been purchased and are used to scaffold and enrich ENL instruction as well as content area instruction for all ENL students. We use Expeditionary Learning and Engage NY as the base for ENL instruction in Language Arts and Mathematics. This material is modified and scaffolded to help ELLs meet grade standards. Our school currently uses Achieve 3000, a software based differentiated instructional software, electronic glossaries and audiobooks to provide instruction to ELLs.

ELLs now have the opportunity to take part in our News Literacy program, which helps create an awareness of current events and an awareness of the manipulation that can sometimes occur through the media. Through this program, used in conjunction with Achieve, Teen Tribune and the centerfornewsliteracy.com, students are able to read articles on their respective levels and have the opportunity to be immersed in genuine conversations based on text as well as pictures and video clips.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

In the program that we have, ENL (stand alone and integrated), Native language support is delivered by utilizing the Buddy-System for students that speak the same language. When possible, we pair students of higher and lower proficiency levels to aid the lower level student while simultaneously supporting the native language for both students. Additionally, native classroom libraries are available in the ELL classroom and content area classrooms. Students are supplied with glossaries in native languages that can be utilized in all of their content areas. Students also have access to the internet and laptops which they use as a resource for transactions and information in their native languages as well.

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

Through Title I and Title III funding, we are able to provide students after school remediation with the support needed to provide additional support. Title III programs takes place after school on Wednesdays and Thursdays and Saturday mornings. Title III instruction focuses primarily on re-enforcing basic literacy and numeracy skills that are necessary for ELLs to be successful in a mainstream classroom. Additionally we use a wide array of resources from teacher-made materials to hands-on materials and laptops and internet.

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?

We are a co-located campus and share the campus with a high school and charter school. The co-location does not effect instruction. All schools have their own classrooms, services and materials. The campus' key stakeholders meet monthly to ensure that these spaces (cafe, gym, auditorium) are used equitably.

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).

ELLs that are enrolled before the school year are invited, along with their parents, to an orientation that is held at the end of June. If students are registered after this time, they are invited along with their parents to an orientation held in September to introduce them to our school, the programs offered in our school and specifically to our ELLs. We inform parents of the special after school programs that we have tailored to ELLs, the adult ENL program offered to our parents and provide parents with an overview of our ENL program and how they can support their ENL child at home. During this orientation, parents are given lists of books to read based on reading levels. Summer literacy and math packets are distributed to all students in all grades. These packets are designed to re-enforce literacy and numeracy skills and encourage parent-student interaction. One of the ENL teachers works with the parent coordinator to recruit parents of the ELLs to our English Language class on Saturdays for ELL parents and children. During these sessions, parents are informed on ways they can help their children with
the work in class and we also inform them of the upcoming school events. In addition, during our monthly PTA / SLT meetings, we provide translators for parents to facilitate their understanding of the very important content at these meetings that helps parents prepare their children for the important events throughout the school year. The guidance counselor works with our eighth grade ELLs to assist them with the

17. What language electives are offered to ELLs?
   ELLs are offered the opportunity to have Spanish as an additional language.

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

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
   Intensive professional development has been provided for all teachers who service ELL students, as well as Assistant principals, content area teachers, paraprofessionals, guidance counselors, common branches teachers, special education teachers, school psychologists, secretaries, parent coordinators and providers of related services. These professional development sessions include immersing students in language in the different content areas and helping students with the listening and speaking modalities. Both the classroom teacher and pull-out ENL teacher have received training in the Common Core Standards, lesson planning, Collaborative teaching, best ENL strategies, and incorporating these practices and strategies into the ENL and mainstream classrooms. Weekly meetings are held with content area teachers, including the language arts teacher, the math teacher and ENL teacher during the school day. These weekly meetings focus on aligning instruction in all content areas to the Common Core curricula and tailoring and scaffolding our school’s programs in these content area to ELL instruction. The common core standards have been unwrapped to uncover the skills that students need to attain their grade level standards. Weekly skills are mapped out onto a pacing calendar and teachers are trained on using the workshop model to craft lesson plans that are differentiated and provide access to all students, especially the ELLs. Additional professional development is provided for ENL teachers during the Monday Professional Learning Communities and our Tuesday Inquiry groups. For the first part of the year, the professional development will revolve around the new CR Part 154 mandates and collaborative teaching.
   Teachers have been trained on how to incorporate ELA standards into ENL lesson planning and the ENL curriculum. ENL teachers have been trained in unwrapping the standards of the core curriculum. All teachers, including the ENL teachers, have been trained on the structure of the reading and writing workshop using a workshop model approach to classroom teaching of reading and writing and in UDL to scaffold instruction for ELLs and ELLs with disabilities to help students meet standards. Teachers have been shown how mini-lessons are created out of student work and how these mini-lessons should be utilized in the workshop model classroom. Professional development has also been given on the importance of and the resources available to provide a real-world multi-media and sensory motivation to all lessons. The components of the ELL classroom have been a focus of the professional development conducted in order to ensure that classrooms are print-rich environments for all ELL students. A primary goal of the professional development among ENL teachers has been the implementation of Bloom’s Taxonomy in the ENL classroom. Teachers have been provided with the tools needed to engage in
scaffolding, to elicit critical thinking skills amongst the students, and to provide students with numerous opportunities to engage in academic rigor and accountable talk. Professional development for the ELL teacher includes weekly meetings; these weekly meetings are held on Mondays and involve two separate 44 minute sections: one session focuses on delivering phonics-based instruction for beginning ELLs while the other PD section focuses on tailoring and scaffolding the core curriculum for ENL students in addition to 85 minutes of professional learning communities where teachers work collaboratively and a weekly 40 minute inquiry period where teacher conduct analysis of student work and assessments in order to improve instruction.

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.

Our school schedule is reflective of elementary school in that students remain in the same classroom for their content area subjects. This promotes a safer environment especially for those students that are not familiar with the English Language and risk not understanding where and how they would have to travel in a new environment. We also provide staff with professional development on including parents in the educational process by using Datacations as a way to communicate with parents in their preferred language.

We provide a minimum of fifteen percent (15%) of the required professional development hours for all teachers as prescribed by CR Part 80 that are dedicated to language acquisition during Monday Professional Learning Opportunities and Chancellor Conference Days. The ENL teacher and supervisor provide these professional development sessions. We include a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. We also provide a minimum of fifty percent of the required professional development hours for our ENL teacher in ENL. We dedicate this time to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. This is done through our weekly ELA and Math planning periods where the curriculum and student work is reviewed, inquiry meetings where teachers focus on best practices and scaffolding for ELLs and Monday Professional Learning Opportunities.

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?

In addition to parent-teacher conferences, initial parent orientations, our ENL teacher meets individually with the parents or guardians of English language learners at least once per year. During these meetings, the goals of the program, their child's language development needs in all content areas and their language proficiency results are discussed. The teacher will schedule to meet with two parents per week during the parent engagement time to ensure that all parents are met with at least once per year.

During the individual, annual parent meetings, the teacher reviews student progress by examining student work. Begins with where the child began where they are now and how far they are from their grade appropriate standards. The goal is to make meaning out of what is being taught in the classroom. The teacher also reviews the NYSESLAT levels of the students with the parents and explains what they are capable of doing depending upon their stage of language acquisition.

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

Parents are strongly encouraged to be active participants in their child’s education. We offer a Saturday English Language Acquisition classes for the parents of ELLs where parents are taught English that can be used in real world situations and ways in which this language acquisition can help them become more involved in their child’s education and their respective school community.
## 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, Carmen Amador, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

**School Name:** Herbert S. Eisenberg  
**School DBN:** 21K303

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carmen Amador</td>
<td>Principal</td>
<td></td>
<td>8/30/17</td>
</tr>
<tr>
<td>Audrey Houston</td>
<td>Assistant Principal</td>
<td></td>
<td>8/30/17</td>
</tr>
<tr>
<td>Marletta Barrow</td>
<td>Parent Coordinator</td>
<td></td>
<td>8/30/17</td>
</tr>
<tr>
<td>Deborah Simmons-Roslak</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>8/30/17</td>
</tr>
<tr>
<td>Maria Garces</td>
<td>Parent</td>
<td></td>
<td>8/30/17</td>
</tr>
<tr>
<td>Olina Korroll / Speech</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>8/30/17</td>
</tr>
<tr>
<td>Ann Hall</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>8/30/17</td>
</tr>
<tr>
<td>n/a</td>
<td>Coach</td>
<td></td>
<td>8/30/17</td>
</tr>
<tr>
<td>Michelle Sullivan</td>
<td>Coach</td>
<td></td>
<td>8/30/17</td>
</tr>
<tr>
<td>Brett Dobin</td>
<td>School Counselor</td>
<td></td>
<td>8/30/17</td>
</tr>
<tr>
<td>Isabel DiMola</td>
<td>Superintendent</td>
<td></td>
<td>8/30/17</td>
</tr>
<tr>
<td>Christine Etienne</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>8/30/17</td>
</tr>
<tr>
<td>Rina Fligel</td>
<td>Other ENL / Common Branch Teacher</td>
<td></td>
<td>8/30/17</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 21K303  School Name: Herbert S. Eisenberg  Superintendent: Isabel DiMola

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>Deborah</td>
<td>Simmons-Roslak</td>
<td>ENL Teacher</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.

   Members of the LAP review the HLIS, Student Emergency Contact cards, and RHLA of newly admitted students to the Department of Education as well as our incoming sixth grade ELLs. The pupil personnel secretary and the ENL teacher will keep record of these languages and inform the homeroom and subject teachers of these language needs, so that they provide families with materials in the requested native languages.

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>Urdu</td>
<td>97</td>
<td>11.95</td>
<td>108</td>
<td>13.32</td>
</tr>
</tbody>
</table>

2018-19 CEP
### 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.

<table>
<thead>
<tr>
<th>Language</th>
<th>Total Families</th>
<th>% of Total</th>
<th>Total Families in School</th>
<th>% of School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>206</td>
<td>25.37</td>
<td>213</td>
<td>26.26</td>
</tr>
<tr>
<td>Russian</td>
<td>88</td>
<td>10.84</td>
<td>85</td>
<td>10.48</td>
</tr>
<tr>
<td>Arabic</td>
<td>17</td>
<td>2.09</td>
<td>19</td>
<td>2.34</td>
</tr>
</tbody>
</table>

They are included in the list.

### 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>Invitations to PTA meetings, parent nights and parent teacher conferences</td>
<td>Dates to be announced monthly</td>
<td>Google translation services will be utilized to translate documents. Copies will be made and distributed to the ELL homeroom teachers. Home language and translated version will be backpacked with those ELL students. In addition, copies of all invitations and gatherings will be sent home in English as well.</td>
</tr>
<tr>
<td>Overview of student curriculum</td>
<td>9/24/18</td>
<td>Translations to be accomplished through the assistance of a bilingual paraprofessional or pedagogue or the telephone translation service. In addition, handout materials will be provided in translated languages. Google translation services will be utilized to translate documents prior to curriculum night, copies will be made and distributed to the ENL teacher and content area teachers of ELLs.</td>
</tr>
<tr>
<td>Handbooks, newsletters, calendars, letters from school leadership, parent coordinator communication</td>
<td>September and then to be determined throughout the school year dependent upon event dates</td>
<td>Google translation services will be utilized to translate documents. Copies will be made and distributed to the ELL homeroom teachers. Home language/translated version will be backpacked with those ELL students. In addition, copies of all handbooks, newsletters, calendars, letters from school leadership, parent coordinator communication will be sent home in English as well.</td>
</tr>
</tbody>
</table>
Leadership and parent coordinator communications will be sent home in English as well.

Google translation services will be utilized to translate documents. Copies will be made and distributed to the ELL homeroom teachers. Home language and translated version will be backpacked with those ELL students. In addition, copies in English will be sent home.

Translations to be accomplished through google translation services and bilingual staff.

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>Curriculum Night</td>
<td>9/24/18, 5/06/19</td>
<td>Translations to be accomplished through the assistance of a bilingual paraprofessional or pedagogue or the telephone translation service. In addition, handout materials will be provided in translated languages.</td>
</tr>
<tr>
<td>initial ELL parent orientation</td>
<td>To be determined dependent upon registration dates</td>
<td>Translations to be accomplished through the assistance of a bilingual paraprofessional or pedagogue or the telephone translation service. In addition, handout materials will be provided in translated languages.</td>
</tr>
<tr>
<td>parent-teacher conference nights</td>
<td>09/20/18, 11/27/18</td>
<td>Translations to be accomplished through the assistance of a bilingual paraprofessional or pedagogue or the telephone translation service. In addition, translators are scheduled to be on site for ease of communication between parents and staff.</td>
</tr>
<tr>
<td>annual progress meeting with parents of ELLs</td>
<td>To be determined on Tuesdays dependent on meeting schedule</td>
<td>Translations to be accomplished through the assistance of a bilingual paraprofessional or pedagogue or the telephone translation service. In addition, translators are scheduled for parents needing further assistance.</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.

We have both Messenger and Skedula. Both of these services translate recorded/robotic calls and will be sent to parents in their home languages in a timely manner.

**Part C: Training Staff on Policies and Procedure**

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

The Translation and Interpretation Unit will provide periodic training to parent coordinators and other key school-based personnel, including all teachers, on the language access requirements contained in this regulation and on resources available to support these requirements. Training will take place on Tuesday September 4, 2018 and to be determined Monday dates.

**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.)

In order to comply with Chancellor's Regulations A-663 (Translations); we have posted the Welcome Poster in our main office and posted the Language ID Guide at the security desk and main office; posted and sent home the Parents’ Bill of Rights in the Parent Coordinator’s office in Arabic, Bengali, Chinese, Russian, Spanish, French and Urdu. In the beginning of the school year, we provide parents with written notification in their native languages of their rights regarding translation and interpretation services. Our Parent Coordinator, along with our PTA president, will work to ensure that letters are distributed to all parents. These rights are also posted in the school, on the parent bulletin board in the lobby, the parent information board in the main office, and in the guidance and parent coordinator offices. Our school safety plan explains the procedures in which the school safety officer, at the school's entrance, will adhere to in order to ensure the parents' needs of language access services are met and they are not prevented from reaching the school's administration. Any languages that we don’t have covered will be translated by the Translation and Interpretation Unit.

**Part E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

The staff actively seeks and encourages feedback from parents and guardians on an on-going basis. In addition, the annual school survey seeks quantifiable feedback regarding parents/guardians experience with the ease of communication within our school community. Further, the ENL teacher will send home a survey asking parents for feedback on the quality and availability of services.