2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 17K353
School Name: ELIJAH STROUD MIDDLE SCHOOL
Principal: TRICIA DELAUNEY
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Elijah Stroud Middle School
School Number (DBN): 17K353
BEDS Code: 331700010353
Grades Served: 6-8
School Address: 750 Classon Avenue
Phone Number: 718-638-3067
Fax: 718-638-3515
School Contact Person: Tricia Delauney
Email Address: tdelaun@schools.nyc.gov
Principal: Tricia Delauney
UFT Chapter Leader: Roxanne Sargeant
Parents’ Association President: Tiffany Alston
SLT Chairperson: Damian Mattis
Title I Parent Representative (or Parent Advisory Council Chairperson): Tiffany Alston
Student Representative(s): New York Edge
CBO Representative: New York Edge

District Information

Geographical District: 17
Superintendent: Mr. Clarence Ellis
Superintendent’s Office Address: 1224 Park Place
Superintendent’s Email Address: Cellis3@schools.nyc.gov
Phone Number: 718-221-4372
Fax: 718-221-4326

Field Support Center (FSC)

FSC: Brooklyn South
Executive Director: Mauricier de Govia
Executive Director’s Office Address: 415 89th Street, Brooklyn, NY 11209

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

Phone Number: 718-759-4868  Fax: 718-630-1634
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>Tricia Delaune</td>
<td>*Principal or Designee</td>
<td></td>
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<tr>
<td>Roxanne Sargeant</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Tiffany Alston</td>
<td>*PA/PTA President or Designated Co-President</td>
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<td></td>
<td>DC 37 Representative (staff), if applicable</td>
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</tr>
<tr>
<td>Tiffany Alston</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<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>
<tr>
<td>h/a</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>New York Edge-Monique Josephs</td>
<td>CBO Representative</td>
<td></td>
</tr>
<tr>
<td>Meshach Cummings</td>
<td>Teacher Member</td>
<td></td>
</tr>
<tr>
<td>Racquel Simpson</td>
<td>Teacher Member</td>
<td></td>
</tr>
<tr>
<td>Damian Mattis</td>
<td>Chairperson/Teacher</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>
<tr>
<td>Michelle Fullerton</td>
<td>Parent Member</td>
<td></td>
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<tr>
<td>Takeisha Robinson</td>
<td>Parent Member</td>
<td></td>
</tr>
<tr>
<td>Valerie Lionel</td>
<td>Parent Member</td>
<td></td>
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<tr>
<td>Barbara Brown</td>
<td>Parent Member</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.

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

<table>
<thead>
<tr>
<th><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.</th>
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<tbody>
<tr>
<td><strong>Supportive Environment:</strong> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<tr>
<td><strong>Collaborative Teachers:</strong> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.</td>
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<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>
</tr>
<tr>
<td><strong>Trust:</strong> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.</td>
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</tbody>
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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>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tbody>
<tr>
<td>Our mission is to promote and sustain high levels of academic achievement for all of our students, by understanding their individual needs and personalizing the instructional process to positively impact learning outcomes. Given a rigorous and nurturing environment, students will be able to think judiciously and analytically; absorb useful information, discuss world events, pose thoughtful questions, and develop a sense of civic duty. Ultimately, students will be life-long learners who are able to perform, produce and compete effectively in the global marketplace of the twenty-first century technological age.</td>
</tr>
</tbody>
</table>
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.

Overview

Elijah Stroud Middle School, 17K353, is located in the Prospect Heights section of Brooklyn, New York. Currently, we serve approximately 175 students from grades 6-8. It is a small school which opened in September 2005. This school is part of District 17 and is a Title I school. Eighty-one percent (81%) of the student population is entitled to free or reduced lunch. The staff includes the Principal, Assistant Principal, 14 Teachers, 4 Paraprofessionals, 1 Secretary, 1 Guidance Counselor, 1 Parent Coordinator, 1 Family Assistant, and 2 School Aides. One hundred percent (100%) of the pedagogical staff is fully licensed. The school is housed on the third floor of a building containing an elementary school with grades Pre K through 5. There are three Integrated Co-Teaching classes (one per grade). Three general education classes which comprises of one grade six, one grade seven and one grade eight general education class.

Vision

We envision our school as a community where students are actively engaged in the learning process through interdisciplinary, technology-based instruction, project-based learning, enrichment programs, extracurricular activities, visual and performing arts. We expect students at MS 353 to tap into and develop their individual passions, in an environment that empowers them to be viable assets in their global community. Students develop good citizenship through local and international community service projects by proactively responding to needs within their society.

Strategic Collaboration

The school climate is collaborative and comprised of a dedicated community of learners. Led by an Administrative team of Principal, Assistant Principal and teacher leaders, all members of the school community are actively involved in the education of our children and have been extremely supportive. All staff members intentionally collaborate and have a strong commitment to improving student achievement by increasing student engagement in all content areas. In addition, we are committed to strengthening our instructional, administrative and support staff teams to promote sustainability and build leadership capacity.

The school's community is culturally diverse with students and their families speaking a variety of languages, including Arabic, English, Spanish, French, and Haitian Creole. The school is one of two schools on a campus which partners with community based organizations to provide a variety of skill development and enrichment activities for students and families for all students to be successful. There are collaborations with Harvard Graduate School of Education Data Wise Leadership Institute, Collaborative Action Research Project (CARP), Teacher Leadership Program (TLP), Teaching...
Matters, Algebra For All, Medgar Evers College, NOBLE Mentoring Program, NY Historical Society, Brooklyn Public Library, New York Cares, New York Edge, Learning Gardens and the Center for Nursing and Rehabilitation. These partnerships aid in supporting the school's mission.

To provide all students with high quality learning experiences, the school has integrated all of the city's mandated literacy and mathematics programs across the grades, with ongoing use of Common Core Learning Standards curriculum materials in all subject areas. In addition, our school provides a variety of day and after-school services that address the academic, as well as social and emotional needs of our students. These support services include Academic Intervention Services with individualized student support via the push-in and pull-out programs, guidance referrals, and peer mediation.

To provide ENL students with support, the school builds the progressive language proficiency development through push in and pull out services in standalone classroom. ELL students of all proficiency levels share the same curriculum with general education students and follow their individual language goals in listening, speaking, reading and writing. ELL students take mandated time of ENL services, texts and student activities modifications, writing support in forms of sentence frames and target vocabulary work. To build essential social-emotional relationship in school, ELL students have opportunities to interact with native English speakers inside and outside the classroom.

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

There are 63 Individualized Educational Plan (IEP) students and 23 English Language Learner (ELL) students. These students are mainstreamed in age appropriate grades and all students have access to a full time Guidance Counselor.

ELL special population of the school includes SIFE students and ENL students with IEPs. The specific needs of ELL students in school are: to build positively friendly social relationship with peers and teachers and be an active part of Social, Emotional Learning in culturally-responsive school community. They need extra support in academics and educational environment in forms of visuals, anchor charts, videos, translation devices and special computerized programs.

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.

**Highlights of the Framework for Great Schools**

According to the 2017-2018 Framework for Great Schools, the areas that MS 353 received a rating of 85% or above were:

- Effective School Leadership 91%,
- Strong Family-Community Ties 90%
- Trust 89%
• Collaborative Teachers 86%

According to the 2017-2018 Framework for Great Schools, the areas that MS 353 received a rating of 75-84% were:

• Rigorous instruction 81%
• Supportive Environment 77%

Based on the 2017-2018 Quality Review, we were also rated Well-Developed for components 1.4 Maintain a Culture of Mutual Trust; and 3.4 Establish a Culture for Learning that Communicates High expectations.

Key Areas of Focus

Based on the 2017-2018 Framework for Great Schools, the key areas that MS 353 will strive to strengthen will be in Rigorous Instruction and Supportive Environment. Based on our Instructional Focus:

We will strive to provide consistent explicit teaching, with opportunities for students to self-select roles/tasks with scaffolded strategies as needed to ensure access for all students to engage in rigorous tasks.

Based on the data we have analyzed, we will support the students in our school by providing:

• timely and actionable feedback with a ‘follow up’ strategy
• students with multiple entry points, along with necessary scaffolds to support diverse learners, in order to access common core learning standards.
• students with more opportunities to read and analyze informational texts
• sufficiently challenging question sequences for our students.
• Students with groups of appropriate tiers according to their academic capabilities in order to improve engagement and rigor.

Our school’s Instructional Focus is a collaborative approach to triangulating 2017-2018 data points. Through Instructional Round Cycles, we will continue to delve further into analyzing current data points. We will utilize the Data-Wise Improvement Process and intentionally collaborate to improve teaching and learning through evidence-based analysis. These steps will include the “Prepare” phase, which involves creating and maintaining a culture in which we collaborate effectively and use data responsibly. In the “Inquiry” phase, we will use a wide range of data sources, including test data, student work, and classroom observations, so that we can define a very specific problem of practice that we will be committed to solving. In the “Act” phase, our teams will articulate how students will learn and utilize high-leverage strategies to address our problems, and assess the extent to which the plan improved outcomes. After we assess the effectiveness of our actions, we will identify needed adjustments to our plan and determine the focus for the next cycle of collaborative inquiry.

While we strive to strengthen all of the areas of growth, we will specifically focus more on ensuring professional development initiatives will support teacher development and implementation of rigorous, engaging, needs-based Common Core Learning Standards-driven lessons. We will strive to provide high-quality instruction to improve student achievement. We will ensure teachers acquire skills and expertise by providing opportunities for them to develop, grow, and learn from peers and experts. We will develop our teachers to become strong teachers capable of innovation and determined to hone their practice through continuous learning and frequent professional development sessions to support the academic and emotional well being of all our students. These sessions will be facilitated by the Principal, Assistant Principal, Teacher Leads, peers, as well as consultants from District 17.
Instructional team and the Brooklyn South Borough Field Instructional supports; to ensure that teacher practices utilize instructional strategies that support learning for all students, including English Language Learners and students with disabilities.

In addition, we will continue to assess and adjust our curriculum aligned to the Common Core Learning Standards, to continue to challenge our students, scaffold their experiences, and engage our students through relevant, cognitive engagement, rigorous tasks and high-level discussions. Our goal is to meet students where they are and customize rigorous instruction and strategies within and across grades. Students will learn how to become engaged in rigorous conversation about their work, becoming more empowered to self assess and peer assess. Furthermore, we will continue to utilize parent/family outreach and student learning experiences and support, to ensure the adoption of effective academic and personal behaviors.
### School Demographics and Accountability Snapshot for 17K353

#### School Configuration (2018-19)
- Grade Configuration: 06,07,08
- Total Enrollment (2017-18): 146
- SIG Recipient (Y/N): No
- English Language Learner Programs (2018-19): N/A
- 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): 20
  - # SETSS (ELA): 28
  - # Special Classes (Math): 20
  - # SETSS (Math): 29
  - # Integrated Collaborative Teaching (ELA): 20
  - # Integrated Collaborative Teaching (Math): 20
- Types and Number of Special Classes (2018-19):
  - # Visual Arts: N/A
  - # Music: N/A
  - # Dance: N/A
  - # Drama: N/A
  - # CTE: N/A
- School Composition (2017-18):
  - % Title I Population: 95.0%
  - % Attendance Rate: 98.9%
  - % Free Lunch: 92.5%
  - % Reduced Lunch: 3.4%
  - % Limited English Proficient: 6.8%
  - % Students with Disabilities: 37.7%
- Racial/Ethnic Origin (2017-18):
  - % American Indian or Alaska Native: 0.7%
  - % Black or African American: 78.1%
  - % Hispanic or Latino: 17.8%
  - % Asian or Native Hawaiian/Pacific Islander: 2.1%
  - % White: 1.4%
  - % Multi-Racial: 0.7%
- Personnel (2015-16):
  - Years Principal Assigned to School: 5.99
  - # of Assistant Principals (2016-17): 2
  - % of Teachers with No Valid Teaching Certificate: 6%
  - % Teaching Out of Certification: 17%
  - % Teaching with Fewer Than 3 Years of Experience: 39%
  - Average Teacher Absences (2014-15): 7.5
- Student Performance for Elementary and Middle Schools (2017-18):
  - ELA Performance at levels 3 & 4: 32.3%
  - Mathematics Performance at levels 3 & 4: 11.6%
  - Science Performance at levels 3 & 4 (4th Grade): N/A
  - Science Performance at levels 3 & 4 (8th Grade): 28%
- Student Performance for High Schools (2016-17):
  - ELA Performance at levels 3 & 4: N/A
  - Mathematics 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
  - Regents Diploma w/ Advanced Designation: 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: N/A
  - Focus District: Yes
  - Focus School Identified by a Focus District: No
  - Priority School: No
  - Focus Subgroups: N/A

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

**Elementary/Middle School**
- Met Adequate Yearly Progress (AYP) in ELA (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: YES
  - Economically Disadvantaged: YES
- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: NO
  - Economically Disadvantaged: NO
- Met Adequate Yearly Progress (AYP) in Science (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: NO
  - Economically Disadvantaged: NO

**High School**
- Met Adequate Yearly Progress (AYP) in ELA (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
- Met Adequate Yearly Progress (AYP) in Graduation (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

2018-19 CEP

14
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.

Our School strengths include:

- We reduced the percentage of students performing at level 2 from 53% to 38% in ELA; and we increased the percentage of students performing at level 4 from 5% to 7%.
- In Mathematics we decreased the percentage of level 2 students from 39% to 31%.
- There is a distributive leadership model with targeted goals to address every student's need.
- Professional Development includes vertical and horizontal collaboration to ensure a quality implementation of the Common Core Learning Standards curricula.
- There is a systematic plan in place to provide teachers access to pedagogical support. The implementation of the curriculum is closely monitored by the school leaders and they regularly examine summative assessments and student work.
- Teachers use a variety of assessments data including pre, post, formative and summative assessment data across all grades and subject areas to ensure cohesiveness between the assessment tools and the curriculum and they revise/adjust as necessary.
- Instructional supports such as academic intervention services (AIS) built into teachers schedules, we will be able to provide quality support to all students by supporting students in small group individualized instruction.
- Benchmarks are in place to garner data on students' academic progress.
- The fundamental skills required to problem solve and think critically are built into the current curricula to impact learning outcomes.
- Support through on-site and off-site Professional Development are provided to teachers in order to foster effective instructional practices.
- Assessments are administered quarterly in the framework of pre-assessments, benchmarks, and unit assessments.
- The data derived from each assessment is used to scaffold instruction thereby impacting learning outcomes. Additional resources will be consistently used to supplement the CodeX (English Language Arts) and CMP3 (Mathematics) instructional curricula.

Our needs include:
The 2018 NYS Common Core Learning Standards Assessments results revealed that 27% of students were performing at or above proficiency level in English Language Arts which was a 5% decrease from the 2017 NYS Common Core Learning Standards Assessment results in English Language Arts. The 2018 NYS Common Core Assessments in mathematics results revealed that 10% were performing at a proficiency level in Mathematics. We would like to see an increase of at least 25% of our students' NYS Common Core Assessments results indicate students performing at or above proficiency level in Mathematics.

Addressing the School-wide pre-assessment data results which displays less than 50% of students performing below standards with performance levels 1 and 2 in English Language Arts and Mathematics.

That our economically disadvantaged, lowest third students who are performing below proficient levels, utilize i-Ready diagnostic and other researched-based instructional software/strategies to improve the academic progress in English Language Arts and Mathematics.

The school utilizes the skills and expertise of the teachers and educational consultants to develop state aligned curricula.

There is continuity in conducting data analysis by school leaders, teachers and educational consultants to connect the standard strands to the lowest leveled performers.

According to the current Quality Review the pedagogical staff continue to build purposeful coherence and promote college and career readiness for the diversity of learners.

Part 2 – Annual Goal

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

By June 2019, students will utilize success criteria to self assess improved mastery of learning standards across all mathematics classrooms as evidenced by at least 10% increase on the i-ready benchmark assessment data and report card data.
## Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s) 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>
</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). | All teachers | September 2018 – October 2018 | Administration and Teacher Leads |
| School leaders and teachers identify priority standards on each grade level based on the expectations of the New York State Mathematics assessment. | All teachers | September 2018 – October 2018 | Administration and Teacher Leads |
| Maths team create and implement a school-wide pre-assessment based on the standards identified on the New York State Assessment expectations. | Administration and Maths Teachers | September 2018 – October 2018 | Administration and Teacher Leads |
| Pre-Assessment data results will be used to generate a baseline for ongoing student growth monitoring, within 6 – 8 week cycles. | Administration and Maths Teachers | September 2018 – October 2018 | Administration and Teacher Leads |
| During STEM team meetings and collaborative inquiry, math and science teachers will align the current curriculum to already identified priority standards, ensuring adequate coherence between teaching and learning. | Maths and Science Teachers | October 2018 – November 2018 | Administration, Math and Science Teachers |
| All students will complete i-Ready diagnostic assessment that will be analyzed to drive small group instruction. | All students | November 2018 | Administration, Teacher Leads, teachers, Paras, Students |
| All students will utilize i-Ready software and workbooks to personalize instruction according to their needs | All students | November 2018 – December 2018 | Administration, Teacher Leads, Teachers, Paras, Students |
| In aligning our teaching practice to the Danielson’s Framework for Teaching, administration will utilize the Danielson’s Framework of Teaching to complete at least two (2) observation cycles to support rigorous instruction, which will include multiple points of entry through teaching strategies such as guided practice, small group instruction, whole class modeling and group discussions. | Grades 6 –8 Students | December 2018 | Administration, Teachers, Specialists, Teacher Leaders, Teachers and Paras |
| Math and science teachers, in collaboration with Special Education and English Language Learner teachers will modify lessons to meet the needs of all targeted students inclusive of native language supports. | Grades 6-8 ELL and SWD Students | September 2018 – June 2019 | Administration, Teachers, Specialists, Teacher Leaders, Teachers and Paras |
Parents will be provided with at least four maths workshops that will provide academic strategies to support their child at home, which include:

Understanding The Maths Common Core Learning Standards."

"Discovering your child's maths learning style."

"Strategies I can use to support my child's maths learning at home."

"How to provide effective maths feedback at home."

School leaders will train pedagogical staff in the Data Wise Improvement Process to develop a learner centered problem and action plan to address student learning needs.

School leaders and pedagogical staff will engage in the Data Wise Improvement Process to develop a learner centered problem and action plan to address student learning needs.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Several Workshops will be provided by the Parent Coordinator and math team to support parents in understanding the math strategies.</td>
<td>Administration, Teacher Leads, Teachers, Paras,</td>
</tr>
<tr>
<td>Parent Teacher Association and School Leadership Team meetings will also have scheduled agenda item to discuss how to support students challenged in mathematics and Rigorous Instruction in maths at least four times this school year.</td>
<td></td>
</tr>
</tbody>
</table>

**3b – Parent and Family Engagement**

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

Several Workshops will be provided by the Parent Coordinator and math team to support parents in understanding the math strategies.

Parent Teacher Association and School Leadership Team meetings will also have scheduled agenda item to discuss how to support students challenged in mathematics and Rigorous Instruction in maths at least four times this school year.


**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.

- Funds for professional development by on site and off site school leaders and specialists. Funding will be used to support a Saturday School Program and an expansion of student center resources and to offer students added opportunities for independent problem solving activities.
- Funds will be allocated to support the purchase of instructional materials for day and after school mathematics programs.
- Funding for teachers will be programmed for professional development by on-site teacher leaders and specialists.
- School leaders will support Data Wise Improvement Process through after-school and professional development activities on selected days.
- School leaders will continue to refine Common Core Learning Standards based curriculum through after-school professional development activities on selected days.
- Math consultant will be utilized to support strengthening of instructional practices with deliberate focus to direct instruction and rigorous tasks.
- EngageNY and Common Core Learning Standards Library to aid in strengthening practice.
- Push-In and Pull-out Academic Intervention Services with a specific focus on mathematics will be programmed during the school day in an effort to target students who are economically disadvantaged.
- Budget allocation for technology resources will be used to provide individual laptop with mathematical programs such as i-Ready and Castle Learning, aligned to the Common Core Learning Standards. Students will be scheduled to engage in instructional sessions utilizing technology to strengthen students' skills.

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>X</strong></td>
</tr>
<tr>
<td>**</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

Progress will be monitored and assessed during at least four (4) determined checkpoints throughout the year using qualitative and quantitative measures of assessment and evaluation.

Effectiveness will be measured in February 2019, as evidenced by an increase of at least 7% of students attaining 80% or better on their GPA in mathematics on report card data, results from January Benchmark Assessments and an increase of at least 7% in I-Ready mathematics data.

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

In February 2019, review of student coursework, mastery of standards and benchmark assessment such as pre- and post-unit exams and report card data should show 7% increase in student work. This will demonstrate that we are on target to meet our annual goal. If not adjustments will be made to the action plan as necessary.

**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?

Strengths

- There are structures in place to address student’s social and emotional learning and youth development. School documents reflect guidance and support for students and families through various programs.
- The principal believes that building a strong culture is paramount to creating a positive learning environment. School leaders and faculty create and refine a theory of action statement that guides expectations and practice. This year’s theory is reflected in the school leader’s belief about how students learn best. School leaders believe that if teachers provide explicit instruction to support personalized instruction, students will develop self efficacy and ultimately will be successful.
- There is a strong partnership with parents and the school provides multiple structures to communicate the expectations with parents and reciprocal communications are encouraged. Parents have a voice in the decision-making via the school leadership team. Parents are engaged in a series of specific meetings to delve into the Common Core Learning Standards and grade specific expectations.
- Phone calls to parents to increase positive behavior and address the needs of individual students.
- Student Government Organization (SGO) participates in choosing incentives such as school dances, dress down days and Service Learning projects.
- Incentive system in place to reward students for positive behavior.
- Family events to reward students for Perfect Attendance, academic progress /behavior and Honor Roll.
- Monthly meetings with staff to ensure ALL members are aware of the discipline policy.
- System for monitoring and responding to student social and emotional developmental and measures in place such as ”Lunch and Learn / Flexible Academic Intervention groupings / Teacher- Team- Family Conferences” to ensure measures are implemented specifically for individual students if progress is not actualized.
- Across the school community, students, teachers and families have a voice in the decision-making process for developing our school culture.

School’s needs based on the 2016 School Quality Guide, the Quality Review, and the NYC School Survey

- Levels of student engagement and ownership still need to be strengthened school-wide.
- Adults in the building must de-escalate disruptive behavior as social-emotional challenges arise.
- Pedagogues need more school based supports to assist in behavioral/emotional escalations.
- Academic supports for students are needed to ensure students follow the rules and behave appropriately in class even when the teacher isn’t watching.
- Pedagogues must acquire more instructional strategies to support student’s diverse needs to learn information.
**Part 2 – Annual Goal**

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—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.</th>
</tr>
</thead>
</table>

By June 2019, teachers will utilize Strategically Designed Instruction to strengthen student capacity and competencies in Social, Emotional Learning in developing a culturally-responsive school community as evidenced by a 5% increase in the NYC school survey results (Supportive Environment).
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</strong></td>
<td>All staff</td>
<td>September 2018 - June 2019</td>
<td>Guidance Counselor</td>
</tr>
<tr>
<td><strong>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).</strong></td>
<td>All Staff</td>
<td>September 2018 - June 2019</td>
<td>Teachers, Student Leaders - Teacher Leads, Parent Coordinator and Administrators, Dean of Student Affairs</td>
</tr>
</tbody>
</table>

**Guidance Counselor will provide monthly professional development sessions to support staff in developing awareness of social -emotional situations:**

- October 2018 - Child Abuse
- November 2018- De-escalation
- January 2018-LGBTQ Respect For All
- March 29, 2018 -Suicide Ideation
- April 26, 2018- De-escalation
- May 31, 2018 -LGBTQ/ De-escalation

**Teacher leaders will provide three sessions of introducing growth mindset best practices to provide common language across the school.**

- November 2018
- January 2019
- March 2019

**During instructional sessions, teachers will engage in specially designed instruction adapting, as appropriate to the needs of a student, the content, methodology, or delivery of instruction. For example, teachers use various scaffolds such as graphic organizers as a learning tool around the task.**

- Teachers | October 2018 - June 2019 | Teachers
Dean and Teacher Leaders will implement monthly Student Assemblies to ensure students awareness of social emotional issues including:

1. Bullying/Child abuse
2. Suicide Ideation
3. Respect For All
4. LGBTQ
5. Relationships/ Friendships
6. Appropriate Social Media
7. Hygiene
8. Transitions for Life and School

Parents will be involved in informational sessions regarding social emotional issues as part of the monthly PTA/SLT Meetings.

Utilize Collaborative inquiry opportunities for teachers to collaborate, plan, and make curricula adjustments for students which include reviewing and developing data, IEP’s, BIP’s, incentives, and classroom behavior management plans.

During Data days which occurs after every marking period, students will reflect on their growth and effort and set goals for improvement.

### 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.

Parent Coordinator will engage families in the following workshops during PTA/SLT meetings or scheduled sessions:

- **October 2018 - Child Abuse**
- **November 2018 - De-escalation of crisis situations**
- **January 2019 - LGBTQ Respect For All**
- **March 2019 - Suicide Ideation**
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.

- Funding will be used to support opportunities for student incentives. [$2000]
- Teachers will have access to day or after-school professional development activities on selected days, and will use Habits of Mind academic behavior to aid in strengthening practice. [$2000]
- Increase in levels of parent workshops to increase academic levels and social emotional awareness.
- Monies for supplies [$1000]
- Funding for substitute teachers to ensure off-site Professional Development [$4000]
- CBO- New York Edge, to implement social-emotional programs

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February 2019, OORS data will be compared to the February 2018 OORS data to verify that there is at least a 5% decrease in the number of recorded incidents in Level 3 and Level 4 infractions.

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

Progress will be measured in February 2018, towards meeting the annual goal and adjustments will be made to the Action Plan, if applicable.

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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

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

Strengths

- Teacher teams collaboratively analyze assessment data and student work to address trends and learning gaps.
- Distributed leadership structures are in place.
- There have been shared improvements in teacher practice and mastery of goals for groups of students.
- Teachers have built leadership capacity and have a voice in key decisions that affect students’ learning across the school.
- Teachers design appropriate instruction that is matched to coherent instruction and review student work products.
- Feedback from the Quality Review indicates that we are proficient in the area of Collaborative Teachers.

Needs

- Although we received a 86% in the area of collaborative teachers, we need to fine tune our modifications/scaffolds of lessons for English Language Learners (ELL) and students with disabilities.
- All teachers and stakeholders that provide instruction to students must ensure there are multiple entry points for ALL students to access the work.
- All teachers must be able to effectively use their data to plan instruction that is rigorous and engaging.
- Modify instructional activities and materials to meet the developmental needs and learning interests of all students.
- Pedagogues must be willing to take risks to make effective instructional practices.
- Pedagogues must help maintain discipline in the entire school, not just their classroom.

Part 2 – Annual Goal

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

By June 2019, all teachers will utilize the Data Wise strategies to improve student engagement and comprehension across content areas resulting in improved professional practice as measured by at least 5% increase of teachers being rated effective/ highly effective in components 3b, 3c and 3d in the ADVANCE data.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
</thead>
</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). |

<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>School Leaders collect lesson plans to analyze teacher preparation for questioning and discussion opportunities throughout the lesson.</td>
<td>All Teachers</td>
<td>September 2018</td>
</tr>
<tr>
<td>Data Wise Improvement Process introduced and integrated into Professional Learning Communities (PLC's) to ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans to target and improve questioning and discussion techniques.</td>
<td>Teachers</td>
<td>Professional Learning cycles September 2018 - December 2019</td>
</tr>
<tr>
<td>Per Session opportunities provided after-school to analyze data and make adjustments to lesson plans to meet the needs of all learners, by creating question and discussion prompts protocols for students to use during small group tasks and discussions across the content areas.</td>
<td>Teachers</td>
<td>October 2018</td>
</tr>
<tr>
<td>Data Wise Team will create a checklist of expectations as it aligns to section 3B, 3C and 3D of Danielson's Framework to use during inter-visitations as a tool for recording and analyzing teacher practice.</td>
<td>Teachers</td>
<td>November 2018</td>
</tr>
<tr>
<td>Teachers use Data Wise Team checklist during classroom inter-visitations to observe, record and analyze the effectiveness of Questioning and Discussion practices, Student engagement and assessment in instruction to improve teacher practice across all classrooms.</td>
<td>Teachers</td>
<td>December 2018 - June 2019</td>
</tr>
<tr>
<td>Based on the analysis of inter-visitations data, teachers will create and implement an action plan focused on improving student engagement practices</td>
<td>Teachers</td>
<td>December 2018</td>
</tr>
<tr>
<td>During walk-through sessions, School leaders and the Data Wise Team will collect data and assess whether student engagement practices are improving student learning.</td>
<td>Teachers, Students</td>
<td>November 2018, January 2019</td>
</tr>
</tbody>
</table>
As part of the Data Wise Improvement Process, school Leaders will provide Professional Development sessions to share and develop best practices to ensure teachers utilize effective questioning and discussion skills to promote and support student growth and achievement.

Teachers

January 2019 - June 2019

Administration, Teachers, Specialists, Teacher Leaders, Teachers, and Paras

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.

Parent Coordinator will conduct workshops in addition to scheduled agenda item at PTA and SLT meetings.

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.

- At least one period per week for grade team and one period for subject team based meetings.
- New teacher Center Model used to provide teachers with: modeling, developing norms and common language among teachers and students in the implementation of curriculum, development of assessments, best teaching-learning practices and analysis of students’ work for the subject/grade.
- The use of teacher teams for conducting walk-throughs with critical eyes.
- Professional Development sessions for engagement in common planning funding will be necessary for using our teachers to cover classes during their preps.
- Per session rate for professional development after school.
- Per diem funding for off site Professional Development.
- Subgroups across content areas meet weekly to discuss best instructional practices.
- Teachers collaborate to strengthen curriculum/unit plans, lesson plans, evaluate student work and provide feedback on next steps that will enhance student performance.
- Lesson plans will be created and developed collaboratively utilizing Google Docs as the technological support resource.

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

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

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

By February 2019, at least 60% of our teachers will provide coherent, rigorous instruction that leads to effective instructional techniques by at least 85% of lesson plans collected throughout the school year will include student choice/ differentiation for individual student needs.

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

Progress monitoring Tool

### 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.

**Strengths:**

- Ninety-six percent (96%) of the parents agreed or strongly agreed that the principal is an effective manager who makes the school run smoothly.
- One hundred percent (100%) of the teachers agreed or strongly agreed that the principal places the needs of children ahead of personal interests, that the principal works to create a sense of community in the school.
- Ninety-seven percent (97%) of parents stated school leaders are strongly committed to shared decision making.
- We were rated Well Developed in 3.4 High Expectations on the 2016 Quality Review.
- School leaders consistently communicate high expectations to the entire staff and provide quality training to help meet these expectations. Expectations connected to a path of college and career readiness are effectively communicated to families.
- A culture of mutual accountability for high expectations exists among staff and families in support of college and career readiness expectations for students.

**Needs:**

Based on the 2017-2018 School Quality Snapshot, the areas that leadership will continue to strengthen are as follows:

- Continue to align the resources to the instructional goals.
- Continue to utilize action plans to strengthen the school’s assessment practices to make necessary adjustments to meet all learning needs and refining the tracking of school-wide goals and action plans to improve teacher practice and student learning outcomes.
- Continue to make sound decisions to inspire the school community with a clear instructional vision and effectively distribute leadership to realize this vision.

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.

2018-19 CEP 29
By June 2019, Administration will support staff by providing professional learning sessions to improve the use of Data Wise strategies, to improve more evidence-based decision making, strategic goal setting, focused teaching, use of innovative approaches resulting in a 10% increase on the i-ready benchmark assessment data and report card data.
## Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline 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>School leaders create a &quot;data-at-a-glance&quot; document that is used to collect school-wide assessment data.</td>
<td>All Teachers</td>
<td>September 2018</td>
<td>Administration, Teachers</td>
</tr>
<tr>
<td>School leaders will strategically collect student portfolios to carefully analyze and track student work products.</td>
<td>All Students</td>
<td>November 2018 to March 2019</td>
<td>Administration, Teachers, Students</td>
</tr>
<tr>
<td>School leaders will provide teachers with actionable feedback based on portfolios collected to support teachers in providing focused next steps and actionable feedback to students</td>
<td>All Teachers</td>
<td>January 2019 to March 2019</td>
<td>Administration, Teachers, Students</td>
</tr>
<tr>
<td>School Leaders along with the school community will implement Data Wise Improvement Process</td>
<td>School community</td>
<td>October 2018 to June 2019</td>
<td>Administration, Teachers, Specialists, Teacher Leaders, Teachers and Paras,</td>
</tr>
<tr>
<td>1. Organize for collaborative work. Establish structures and teams. School wide meeting agenda template and norms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Build assessment literacy. Increase comfort with data. Professional development on interpreting assessment reports related to literacy, the school wide focus area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Create data overview. Identify a priority question</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4. Examine instruction. Identify a problem of practice</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>


7. Act and assess. Document improvements in teaching and learning

8. Adjust as needed

Parent workshops will orient parents to the Data Wise Improvement Process initiative. We will conduct these workshops during parent orientations and in regular PTA/SLT and scheduled workshops. meetings as well as in letters sent home with updates regarding this goal and its progress.

The school leader, in collaboration with the school community, will monitor and revise evidence-based systems that address practices used by staff members connected to improvement areas in the SCEP at least four times for the 2017-2018 school year.

| School Leaders | November 2018 | Administration, Teachers, Specialists, Teacher Leaders, Teachers, Parents, Parent Coordinators and Paras |
| Parents        | January 2019  | |
| Teachers       | March 2019    | |
| Students       | May 2019      | |

**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.

In addition to family workshops, the school will host Parent-Teacher Conferences. Families will be encouraged to attend to discuss the importance of the role of the family in developing positive tracking progress, encouraging and supporting rich discussion around how to encourage progress.

Parents will be provided with tools such as Skedula that informs them of the school’s academic systems and daily access to their child’s progress reports, report card data, and mastery of Common Core Learning Standards. They will learn how to monitor their child’s progress and use all of the above strategies to strengthen the home-school connection in teaching and learning. Workshops will be held with focuses on Pupil Path to help monitor children performances, progress and areas requiring improvements.

Parent Coordinator will conduct workshops in addition to scheduled agenda items at PTA and SLT meetings.

December 2018
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.

- Administrators require laptops for low inference note takings and feedback.
- The use of the school leaders, teacher teams and teachers for conducting walk-throughs.
- PDs for evaluation of the Danielson Framework and NYCDOE Advance System for teachers’ evaluation and students’ progress.
- Professional Development Support Team will work collaboratively with administration to design required next steps.
- School schedules include allotted time for professional development sessions and collaborative workshops for all educators and families to monitor/adjust school systems.
- Subgroups of educators will meet weekly and bi-weekly to develop plans for implementing best professional and instructional practices.
- Per Session/Per Diem funding will be utilized to support professional development.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February 2018, School leaders will have provided quality professional learning sessions at least six times to improve academic achievement as evidenced by the rolling agendas.

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

School created survey

Results from Data Wise Improvement process

Advance Data

January Benchmark results

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.

Based on the Framework for Great Schools Report 2017 data,

- Ninety-one percent (91%) of our parents agreed or strongly agreed that the school regularly communicates with them about how they can help their child learn.
- The school keeps the parents informed via progress reports, phone calls/School phone blasts, and letters to home.
- We foster strong community ties through a collaborative partnership with all stakeholders.
- School collects data in the form of feedback to assess needs of our families/parents.
- Title 1 budget allocations are used to purchase materials/resources to support parent engagement and involvement.
- The School’s regular program will be adjusted to schedule meetings and workshops for parents on topical issues to support the education process and family life dynamics.

We have developed relationships with the following groups/organizations:

- The Center for Nursing and Rehabilitation (CNR) where students give back to the community twice for the year via music production, making cards and providing holiday gifts.
- The school participates in an Annual Breast Cancer awareness with both students and families.
- Canned Food Drive with City Harvest in December and June.
- The Leukemia & Lymphoma Society, where student and parents donated to Pennies for Patients
- New York Edge, where at least six school-wide family functions are hosted for the school community.
- The school hosted the annual "Dads Take Your Child to School Day and created Moms Take Your Child to School Day."

Needs:

Based on the current NYC School Survey

- Families would like to be asked more often to volunteer time to support this school (for example, spent time helping in classrooms, helped with school-wide events, etc.)
- Thirteen percent (13%) of our families would like more communication with their child’s teacher about their child’s performance
- Thirteen percent (13%) of our families would like to see more of their child’s projects, artwork, homework, tests and quizzes.
### Part 2 – Annual Goal

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

By June 2019, the school will support the home school connection by providing various learning strategies that will render a positive increase on the NYC school survey. (Strong Family-Community Ties)
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>October 2018-May 2019</td>
<td>CACS teachers, staff and School Administration</td>
</tr>
</tbody>
</table>

Students will engage in a minimum of ten week seminar which will include but not limited to topics such as:

- Why college
- Exploring your passion and career
- College exploration
- A day in the life of a college student
- College mapping
- What's your ideal high school
- Different high schools and the admission process
- Getting to college
- Paying for college
- Celebrations/reflection

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent, Guardians, Families</td>
<td>October 2018-June 2019</td>
<td>School Leaders, Teachers, Parent Coordinator; PTA members; SLT members</td>
</tr>
</tbody>
</table>

Parents will be exposed and engaged in on-site collaborative family events to build a sense of community and foster a consistent positive partnership with all parties. Conducting regularly scheduled parent and school meetings (School Leadership Team, PTA meetings, Title 1 Parent meetings)

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Families</td>
<td>November 2018-May 2019</td>
<td>School Leaders, Teachers, Parent Coordinator;</td>
</tr>
</tbody>
</table>

Parents will complete an evaluation form at the end of meetings stating one thing they learned and suggestions for improvements and topics.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration, Teachers</td>
<td>November 2018-May 2019</td>
<td>School Leaders, Teachers, Parent Coordinator; PTA members; SLT members</td>
</tr>
</tbody>
</table>

MS 353 will empower parents to support students path to higher education by providing Standards based curriculum in addition to college-career readiness curriculum which will include opportunities to visit high school/college campus.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration, Teachers</td>
<td>November 2018-May 2019</td>
<td>School Leaders, Teachers, Parent Coordinator; PTA members; SLT members, families</td>
</tr>
</tbody>
</table>

MS 353 will collaborate with families to host instructional rounds to support a deeper understanding of what students might be challenged with in a classroom and what instructional practices are conducive to learning.
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.

- New York Edge

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.

- Allocations will be used to purchase materials/resources to support parent engagement and involvement.
- Combined PTA budget and fund raising efforts will be supported by allocated funds for improving our partnerships.
- Per session/Per Diem funding when the school’s regular program is adjusted to schedule meetings and workshops for parents on topical issues to support the education process and family life dynamics.
- Monies to purchase coach buses for transportation for college visits.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February 2018, effectiveness will be measured by positive school based survey results provided by parents.

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

- ilog monthly data
- January Benchmarks results
- February Student Report Card Data
- Data from attendance logs for school functions

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

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Summative Assessments, Formative Assessments, reading levels, Teacher recommendation, progress report data, report card data, student input and parental input</td>
<td>Close reading, repeated readings, technology resources</td>
<td>small group, one-to-one</td>
<td>During the day, after-school and Saturday School</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Summative Assessments, Formative Assessments, Teacher recommendation, progress report data, report card data, student input, and parental input</td>
<td>Interactive math tools technology resources</td>
<td>small group, peer tutoring, one-to-one</td>
<td>During the day, after-school and Saturday School</td>
</tr>
<tr>
<td>Science</td>
<td>Students who score poorly on unit tests and Baseline/Benchmark Assessments,</td>
<td>Urban Advantage graphic organizers and tools annotating text</td>
<td>small group, peer tutoring, one-to-one</td>
<td>During the day, after-school and Saturday School</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Baseline/ Benchmark Assessments</td>
<td>repeated readings/close reading of text</td>
<td>small group peer tutoring one-to-one</td>
<td>During the day, after-school and Saturday School</td>
</tr>
<tr>
<td>---------------</td>
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<td>--------------------------------------</td>
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<td>-----------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Unit Assessments</td>
<td></td>
<td>small group peer tutoring one-to-one</td>
<td>During the day and after-school</td>
</tr>
<tr>
<td></td>
<td>exit slips</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Based on SiT referrals, Parent request, pedagogues and recommendations</td>
<td>individual goals and strategies</td>
<td>Small group one-to-one</td>
<td>During the day and after-school</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

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

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

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.)</td>
<td>Based on school data there are nine (9) students attending school and live in temporary housing.</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
</tbody>
</table>

Title 1 funding in the school’s budget is assigned to develop programs for our families. Programs include specialized counseling sessions, and Career Support workshops for parents and students requiring assistance. School developed collaborative partnership with local social service organization such as Center for Counseling and Mediation (CCM), that provides family counseling sessions and individual sessions for students on campus. Insurance programs workshops provide information to support parents requiring services from local support groups. Additional services provided by the school for students and families in temporary housing, include back-packing groceries home, providing hot meals through canteen services to specific families, annual Clothing and Coat Drive in aid of families in need, and food drives to supplement grocery bags back-packing program.

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP
Title 1 funding in the school’s budget is assigned to develop programs for our families. Programs include specialized counseling sessions, and Career Support workshops for parents and students requiring assistance. School developed collaborative partnership with local social service organization such as Center for Counseling and Mediation that provides family counseling sessions and individual sessions for students on campus. Insurance programs workshops provide information to support parents requiring services from local support groups. Additional services provided by the school for students and families in temporary housing include back-packing groceries home, providing hot meals through canteen services to specific families, annual Clothing and Coat Drive in aid of families in need, and Food Drives to supplement grocery bags backing program.

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.

n/a
Section 8: Title I Program Information

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

Part 1: Title I Status

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

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

- The school attracts highly qualified staff through postings on the school’s portal, distribution of a school brochure, recommendations by teachers on staff and participation in employment fairs.
- We have been able to staff our school with pedagogues in all areas of need.
- High quality professional development is provided to staff to ensure that the staff is highly qualified.
- School also participates in Teacher Incentive Fund to support capacity building amongst staff.
- Various staff members lead Professional Learning Sessions.
- Administration will continue to attend hiring fairs to identify and recruit highly qualified teachers as needed.
- Administration will collaborate with the District’s Staffing Specialist to gain support in hiring highly qualified teachers to fill vacancies when necessary.

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).

- Administration will continue to attend hiring fairs to identify and recruit highly qualified teachers as needed.
- Administration will continue to collaborate with the District’s Staffing Specialist to gain support in hiring highly qualified teachers to fill vacancies when necessary.
- Staff will continue to receive on-site professional development support from administrator, instructional leads, and peers.
- Administration will continue to develop teachers’ instructional practice by utilizing a research based framework for performance evaluations.
- Professional Development will be provided in areas identified by needs assessment of the entire school and the performance of students in relation to CCSS, Danielson’s Framework and student achievement standards.

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.

- The School Improvement Team consists of both administration and teacher leads from core subjects who engage in discussions/workshop sessions creating the Annual Assessment Calendar.
- The Curriculum Team (teachers and administration) meets weekly to unpack resources, develop and strengthen curricula utilizing updated school/student data.
- During Professional Learning Community meetings, teachers engage in activities with agendas focusing on developing assessment for instruction and share best practices and instructional strategies to strengthen current practices.
- Teachers collaborate on subject and grade levels to design instructional assessments based on Units of Study, progress report and STARS data.
- All assessments are aligned to the Common Core Learning Standards and rubrics are used for scoring student work.
- Professional Learning provided to ensure the use of assessment results are utilized to adjust curriculum as needed.

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>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>147,985.00</td>
<td>X</td>
<td>x</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>1,192,271.00</td>
<td>X</td>
<td>x</td>
</tr>
</tbody>
</table>

Column A: Verify with an (X) Column B: Section Reference(s)

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. 17K353, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elijah Stroud Middle School 17K353 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;

### Parental Involvement and School Quality

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

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

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

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

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

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

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

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

- provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, 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 Every Student Succeeds Act (ESSA);
● schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

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

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

### Encouraging School-Level Parental Involvement

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

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

### School-Parent Compact (SPC)

17K353, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.
## I. School Responsibilities: High Quality Curriculum

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

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

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

Support home-school relationships and improve communication by:

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

## I. School Responsibilities: Providing Parents Reasonable Access to Staff

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

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

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

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

### I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

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

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

● Supporting parental involvement activities as requested by parents;

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

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

### II. Parent/Guardian Responsibilities

● Monitor my child’s attendance and ensure that my child arrives to school on time, as well as follow the appropriate procedures to inform the school when my child is absent;

● Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

● Check and assist my child in completing homework tasks, when necessary;

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

● Set limits to the amount of time my child watches television or plays video games;
● Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

● Encourage my child to follow school rules and regulations and discuss this Compact with my child;

● Volunteer in my child’s school or assist from my home as time permits;

● Participate, as appropriate, in the decisions relating to my child’s education;

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

● Respond to surveys, feedback forms and notices when requested;

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

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

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

● Share responsibility for the improved academic achievement of my child.

III. Student Responsibilities

Student Responsibilities:

● Attend school regularly and arrive on time;

● Complete my homework and submit all assignments on time;

● Follow the school rules and be responsible for my actions;

● Show respect for myself, other people and property;

● Try to resolve disagreements or conflicts peacefully;

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

**Part I: School ELL Profile**

**A. School Information**

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>Brooklyn</td>
<td>353</td>
</tr>
</tbody>
</table>

**School Name** Elijah Stroud Middle School

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

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Tricia Delauney</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Osmond Miller</td>
</tr>
<tr>
<td>Coach</td>
<td>Nikita Hunter</td>
</tr>
<tr>
<td>Coach (if applicable)</td>
<td>type here</td>
</tr>
<tr>
<td>ENL/Bilingual Teacher</td>
<td>Ra’Ven Pritchard</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Davida Smith</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Elizabeth Stemmer/ELA</td>
</tr>
<tr>
<td>Parent</td>
<td>type here</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Caroline Higgins</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Onisha Brown</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Racquel Simpson</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>Dr. S. Fougere</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Clarence Ellis</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>type here</td>
</tr>
</tbody>
</table>

**C. Teacher Qualifications**

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

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

**D. Student Demographics**

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students in school (excluding pre-K)</td>
<td>206</td>
</tr>
<tr>
<td>Total number of ELLs</td>
<td>10</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>4.85%</td>
</tr>
</tbody>
</table>
Part II: ELL Demographics

A. ELL Programs

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

This school offers (check all that apply):

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

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

Bilingual Program Breakdown

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td></td>
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<td></td>
<td>0</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
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<td>0</td>
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<tr>
<td>DL</td>
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</tbody>
</table>

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?

Students are assessed utilizing the Reading-Level Indicator and then a deeper analysis is conducted utilizing the DRA. These assessments inform instruction by providing accurate information on the students independent reading level as well as the instructional reading level. In addition, the ESL instructor uses the DRA to understand students ability of Rhyming, alliteration, phonemic awareness. Letter naming, word-list reading, spelling, decoding, analogies, structural analysis, and syllabication.

After administering the RLI it has been determined that the ELL students tested at least 3 grades below reading level. After administering the ELA baseline assessment it was determined that they will need to work on reading comprehension skills after analyzing the ELL's results, as all ELL's tested at a two or below. Also student's reading fluency, as well as contextual reading, vocabulary, comprehension, and reading engagement skills are also measured in the test. The results of these assessments provides data for the ESL teacher to determine the priorities in her instructional practice, and how to effectively drive her instruction for optimal student achievement. Based on the assessment results the ESL instructor provides levels corresponding to the DRA levels.
2. What structures do you have in place to support this effort?

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

   The success of the entire program is measured by the NYSESLAT scores. NYSESLAT results, state tests scores, and school assessments are used to evaluate the effectiveness of the ESL program. In the school year 2013-2014, most of our ESL students showed improvement on the NYSESLAT. Some of our students are approaching proficiency in mastering the NYS Common Core standards on the state ELA and Math assessments; and in some case, our ELL students are attaining higher scores than their English-speaking classmates.

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

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.]

   Paste response to question here:

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].)

   The data results from the students who are assessed by the NYSITELL shows students below level with a need of 360 hours or more of ESL services. NYSESLAT results reveal students with 1 to 3 years of ESL services show progress in listening and speaking, while reading and writing skills are still emerging. These students are assigned individualized work on their reading level. Additionally, students are provided at-home and school practice to acquire grade appropriate reading and writing skills. Students receiving ESL services from 4 to 6 years often achieve proficiency in listening and speaking, while reading and writing skills are approaching proficiency standards.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

---

**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.

      ELL students in our school participate in a free standing English as a Second Language (ESL) pull-out program with services provided by a licensed ESL teacher. The students are grouped all together, in an ungraded model, with a heterogeneous mix. All students receive rigorous instruction in English Language skills as well as in the content areas of mathematics, social studies and science as mandated by the CR Part 154 and the Language Allocation Policy. Instruction is aligned with ESL and Native Language Arts (NLA) standards, the core curriculum, and CCLS. It is also data driven and customized to meet the needs of all ELLs. The workshop model of instruction is used to deliver high quality, differentiated instruction for our ELLs. The ESL Program also utilizes software, such as MySciLearn, DuoLingo, IReady and Skoolbo, as well as CD’s with pre-recorded text, web-sites for ESL students, computer quizzes and graphic
organizers. Students build a foundation of academic language which is enhanced by constant exposure to both new and familiar vocabulary.

b. TBE program. If applicable.
Paste response to questions here:

c. DL program. If applicable.
Paste response to questions here:

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)?

   The mandated instructional minutes are met because the ESL instructor provides the 8 ELL students with pull out instruction first and second period daily which totals up to 450 minutes. In addition, the ESL instructor provides push-in services for the rest of the day. Students are placed in small flexible groups for targeted instruction based on student needs. They are grouped according to proficiency levels as follows: Emerging/entering (4 students); transitioning (1 student); and Expanding (3), and all students receive 360 minutes of ESL instruction per week regardless of proficiency levels. Instruction is exclusively given in English and is differentiated based on ability and interests. However, students with the same home language are grouped together daily to support each other in small-group instruction.

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.

   Content area instruction is delivered in English through the use of ESL methodology. Teachers integrate modeling, bridging, and contextualization techniques to scaffold instruction for ELL students, utilizing reliable technology translators when necessary. Explicit vocabulary instruction supports language acquisition. Students who require home language scaffolds for content area, will be given translated work. Graphic organizers and visuals are used as a tool to develop students’ writing skills. To accelerate academic achievement we target language development across the grades and content areas, with great emphasis on active engagement via interactive experiences. Teachers meet weekly to review students’ progress and plan instruction. Specifically, the ESL teacher and content area teachers meet regularly to ensure curriculum alignment. The administration provides for common planning sessions to insure that: 1) Teachers provide students with opportunities to be involved in purposeful conversations; 2) All language modalities are incorporated into the lesson - for example group discussions, journals etc.; 3) There is ongoing collaboration between content area and ESL teachers to create a learning community knowledgeable about the linguistic needs of ELL students; 4) The literacy coach works closely with teachers to support rigorous instruction.

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

   All ELL students, regardless of proficiency levels, are required to take all content area citywide and state exams. Students for whom home language translations are available can take content area exams in their native language. Through common planning, updates are provided by the ESL teacher to provide up-to-date support for all ESL students.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

   a. To support Students with Interrupted Formal Education (SIFE), MS 353 will administer a variety of tests in order to accurately determine students’ strengths and weaknesses. ELL students are given time and a half during assessments to ensure the student has the best opportunity possible. This will guide instruction and the delivery of Academic Intervention Services (AIS). We will provide small group instruction that focuses on language acquisition, sight words, and vocabulary development to help students become beginning readers, they will use individualized computer programs to develop listening
comprehension and basic reading skills. They will also receive additional services in language acquisition via tutoring in our extended day and after-school program. Counseling services will be an integral part of this skills building program.

b. Newcomers, students with less than three years in the US, constitute a small portion of our classes at MS 353. When a new student is registered, we provide an informal student orientation, and a buddy system that will assist the student during the day. Newcomers receive intensive instruction in basic language skills such as pronunciation, phonics, phonemic awareness and vocabulary development. The students are in the classroom with their English-speaking peers and conversation is encouraged between all students to enhance English language acquisition. Additionally they receive differentiated instruction from the ESL teacher and classroom teachers who have been provided with professional development in "best practices" for ELLs.

c. The students receiving ESL services from 4 to 6 years perform well in listening and speaking, while reading and writing represent a challenge. Thus, they are assigned individualized supplemental work so they can have additional at-home practice to accelerate their progress. Further, based on data from the NYSESLAT and comparison of previous year levels on this test, we focus on areas of weakness and service these students in our after school program to enhance language acquisition. To build their reading fluency, they read books on their proficiency level and use the library books to read at home. To enhance their writing skills, the ESL teacher models the writing process and uses graphic organizers to assist students in sequencing and organizing their writing projects.

d. Our plan for long term ELL students will include targeting higher order thinking skills such as inference and analytical skills. In addition, our long term ELL students will read specially designed ESL books and the development of the four language skills - listening, speaking, reading, and writing – will be emphasized. Long term ELL students will also attend the After-school Enrichment Program which focuses on reading comprehension, shared reading, writing activities, as well as mathematics. Through day, extended day and after school academic intervention programs, long term ELL students will participate in a broad range of activities that promote literacy and mathematical skills. In addition to what we do for new-comers and developing ELLS, we implement and utilize a comprehensive literature and language arts program for our Long-term ELLs (LTEs). This academic intervention will be utilized in addition to our regular curriculum for our (LTEs) who are at a plateau in their English language development and need the additional support with the academic language and literacy skills to tackle challenging fiction and nonfiction. We will utilize an abundance of resources to effectively support our students. We will be strategic in utilizing supports that let students interact authentically with text, as they mark the text up with their notes, thoughts, opinions and reactions to the readings. In addition, we will provide students with a model of fluency through our interactive software and ensure that all students have access to the materials arranged by grade level. Lastly, we plan to weave this intervention into our established programs for our ELLs (i.e., push-in ESL teacher, team teaching literacy blocks) by carefully considering which portions of the students’ academic needs require strengthening, in conjunction with mandating our LTEs to participate in our After school/Saturday program provided.

e. Since all students are expected to meet all performance standards and benchmarks, our instructional program offers all students, including our special needs students, day, extended day and after-school instruction in literacy and math each week. Teachers in science and social studies differentiate learning for these ELLs by using visuals and manipulatives to illustrate concepts, and graphic organizers are used to sequence steps and increase students’ ability to recall information. ELLs with special needs have guided instruction that match the students’ IEPs, along with differentiated instruction planned collaboratively with the ESL teacher and the Special Education staff. Collaboration between all providers is the focus of our plan to enrich instruction and assist students in the classroom.

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?

To maximize language development we offer our ELLs students a large selection of resources, including materials such as classroom libraries, Side by Side, Shining Star and Getting Ready for the NYSESLAT. Oral communication skills are developed through the use of Read-Alouds and Shared Reading experiences, and technology is used to enrich the curriculum across the content areas. Classroom teachers differentiate instruction to engage students in the reading and writing process. Thus, a language and print rich environment provides support for cognitive language acquisition. The curriculum includes stories about families, life in a new country, as well as adjustments to new surroundings. Further, it is sensitive to the ethnicity, culture and customs of each student. If a student requires home language material during new language learning, the ESL teacher provides material in home language and translations to bridge learner.
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?

All ELL/SWD are enrolled in our pull-out ESL program and receive mandated ELL services. The ESL teacher monitors the academic progress and language development of those students. The classroom teacher and the ESL teacher determine if the child should receive additional AIS services. Further, the after-school tutorial program is also employed as a support for children with IEPs.

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.

For the current school year, we offer a sequence of intervention services that are designed to meet the needs of our students. Our ESL teacher and content area teachers provide additional intervention services for targeted students. All content area teachers (including ELA, MATH, and science teachers) participate in the AIS program. The AIS program has push-in and pull-out components. All content area teachers provide AIS services three times a week. In addition to the AIS program, ELL students receive an extended day and after-school programs to get extra support in math, language instruction, and other content areas. All intervention programs are designed for small groups of students. If the ELL student requires home language material during AIS the AIS supporter will provide translated material.

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

For the 2015-2016 school year, we redesigned the AIS program (see question 9); added Spanish as a foreign language and Spanish club. Our ESL students benefit from getting additional instructional support. There will also be a cultural club that students will be able to participate in. Our ESL teacher will also push-in to core content classrooms for her ELL students to ensure support of adequate differentiation and scaffolding.

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

For the school year 2015-2016, no service or programs for ELLs will be discontinued. Instead, there will be greater focus on differentiation of activities to match the proficiency levels of ELL students. In addition, the common core standards will be infused into instructional tasks and two new technology software programs (MySciLearn Starfall DuoLingo) will be used to enrich reading and writing skills by providing multiple opportunities for independent practice in all core disciplines. Further, each ELL student will have access to a desktop computer that supports guided as well as independent work in reading, writing, listening and speaking.

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

Students are offered ESL content area instruction aligned with NYC and NYS Common Core Learning standards in ELA, math, science and social studies. Besides receiving the mandated ESL services, students receive 90 minutes of ELA instruction daily. In addition, our instructional program offers all students, including ELLs, grade and age appropriate day, extended day and after-school intervention services in literacy and math each week. Their program also includes electives such as art, technology and college and career seminar, and community service, foreign language, and clubs.

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.

To maximize language development we offer our ELLs students a large selection of resources, including materials such as classroom libraries, texts such as Side by Side and Shining Star and Getting Ready for the NYSESLAT. Oral communication skills are developed through the use of read-alouds and shared reading experiences, and technology is used to enrich the curriculum across the content areas. Classroom teachers differentiate instruction to engage students in the reading and writing process. Thus, a language and print rich environment provides support for cognitive language acquisition. The curriculum includes stories about families, life in a new country, as well as adjustments to new surroundings. We utilize native language material if necessary by translating and material in the language. We also provide materials connected to the students culture, such as books, readings, projects, and writing. Further, it is sensitive to the ethnicity, culture and customs of each student.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
The ESL teacher collaborates with bilingual teachers to determine when support is needed in content areas. Native language support is frequently provided by our ELA and social studies teachers in the mainstream classroom. Content area teachers provide written instructions and guidelines in students' native language to foster comprehension, academic and language development. In addition, ELL students use bilingual dictionaries and glossaries in all content areas.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
To maximize language development we offer our ELLs students a large selection of resources, including materials such as classroom libraries, texts such as Side by Side and Shining Star and Getting Ready for the NYSESLAT. Oral communication skills are developed through the use of read-alouds and shared reading experiences, and technology is used to enrich the curriculum across the content areas. Classroom teachers differentiate instruction to engage students in the reading and writing process. Thus a language and print rich environment provides support for cognitive language acquisition. The curriculum includes stories about families, life in a new country, as well as adjustments to new surroundings. Further, it is sensitive to the ethnicity, culture and customs of each student.

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?
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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).
Students in transition from elementary to intermediate school participate in an orientation session before entering MS 353. Parents are invited to become acquainted with various programs and translation service is provided as applicable. Students receive information about the academic and enrichment opportunities available to them. They get a tour given by the ELL teacher, or another staff member of the building and meet the staff who will be working with them. Students who are transitioning into high school meet with the guidance counselor who assists them in reviewing the high school directory and completing the application process.

17. What language electives are offered to ELLs?
Spanish (foreign language instruction); Spanish clubs. All Spanish-speaking students are members of the Spanish club. They benefit from the additional language instruction provided in their native 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)?

Paste response to question here:
### 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?

   All staff members, including administrators, the Guidance Counselor, Secretary, Family Assistant, Parent Coordinator and general and special education teachers are provided with professional development relevant to the needs of our ELLs. Professional development workshops are provided by school staff and the School Support Organization to expand teachers’ repertoire in scaffolding instruction for ELL students. Teachers are also encouraged to attend professional development offerings through the Office of ELLs (DELLSS).

   Our tentative Professional Development calendar for the 2015-2016 school year includes:
   - **September 2015:** Looking at ELL Data
   - **October 2015:** Engaging All Learners in Instruction
   - **November 2015:** Questioning and Discussion Techniques
   - **December 2015:** Selecting Appropriate Vocabulary for Word Study
   - **January 2016:** The Language of the ELA
   - **February 2016:** The Language of MATH
   - **March 2016:** Getting Ready for NYSESLAT
   - **April 2016:** What the Data Says...
   - **May 2016:** Looking Forward: Planning for September

   This includes the 7.5 hours of ESL training provided by the Learning Support Organization and the (BETAC). Workshops include: Scaffolding Strategies for ELLs, Analysis and Interpretation of Data, and Understanding the NYSESLAT and the Implications for 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.

   All staff members, including administrators, the Guidance Counselor, Secretary, Family Assistant, Parent Coordinator and general and special education teachers are provided with professional development relevant to the needs of our ELLs. Professional development workshops are provided by school staff and the School Support Organization to expand teachers’ repertoire in scaffolding instruction for ELL students. Teachers are also encouraged to attend professional development
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**Parental Involvement**

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

   We have developed a process for the staff to meet with the parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas. In order to ensure this occurs, staff has put in place meetings with parents by semesters, and as well as progress report updates for the parents. The ELL teacher communicates with parents in the parents accesible mode, such as letters home, phone calls, emails, or conferences. If translation serves are needed they are provided.

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

   All parents including the parents of ELL students are invited to participate in the PTA and all regular school workshops. To support newly arrived families, the Parent Coordinator does outreach for parents to indicate the areas of need and schedules workshops in which they are invited to participate. In addition, they are encouraged to become involved in school celebrations and cultural events such as Culture Day, holiday concerts, curriculum fairs, award ceremonies and talent shows. They are also
offered the opportunity to come to school on selected days to learn technology skills and view their children’s performance data. Four bilingual staff members provide translation services when needed. Bilingual staff members provide support in different languages, including Spanish and Haitian-Creole.

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, Tricia Delauney, 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.
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

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<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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<td>Principal</td>
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<td>Assistant Principal</td>
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<td>Superintendent</td>
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<td>Field Support Center Staff Member</td>
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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>
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<td>Ra'Ven</td>
<td>Pritchard</td>
<td>Teacher</td>
<td>Yes</td>
<td>Yes</td>
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* 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.

   ELL students report that they do not get much help at home as most parents do not read, write or speak English. To meet the language translation and interpretation needs of our students and their families. We utilize our bilingual school aide and teacher of Spanish to facilitate parent conferences and telephone calls to families through use of DOE sites we are able to send home notices in all applicable 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.
The parents preferred language for both written and oral communication are Fulani, French, Spanish, and English.

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

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<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
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n/a

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
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<tbody>
<tr>
<td>The documents that we typically disseminate every year, that will require translations are disseminated a week in advance, to ensure understanding of the documents and if clarity is needed. We will disseminate entitlement letters, and continued entitlement letters to parents on a case by case basis. The documents include our annual handbook that is given at the beginning of the school year, monthly newsletters, monthly calendars, parent-teacher conference announcements, after-school information in the beginning of the year, NYS testing dates at the beginning of the year with a monthly calendar reminder, the students curriculum semesterly, and letters from the school leadership as deemed necessary.</td>
<td>September</td>
<td>Translation and Interpretation Unit</td>
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<td>October</td>
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2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.
The formal face to face meetings our school will typically have with parents throughout the year includes parent teacher conferences, Title 1 meetings mandated ELL parent orientation, ELL parent meetings, individual parent meetings. We will meet frequently to discuss academics, and behavior in class, as well as ways to support their ELL students at home.

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

Our School App translates into the languages of our students.

**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.

WE will determine within 30 (thirty) days of a student’s enrollment the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with our school community.

**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 fulfill parental notification requirements we will utilize online tools and resources, as well as staff who may speak the language.

**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 mechanisms that we will use to gather feedback from parents will be parent surveys distributed at parent meetings, and formal conversations with the Parent Coordinator and the Language Coordinator.