2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP-CS)

DBN: (i.e. 01M001): 19K364
School Name: I.S. 364 GATEWAY
Principal: NICOLE FRASER-EDMUND
Comprehensive Educational Plan (CEP) Outline

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- Section 5D Framework for Great Schools Element - Effective School Leadership
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**Section 1: School Information Page**

### School Information

<table>
<thead>
<tr>
<th>School Name: Gateway Intermediate School</th>
<th>School Number (DBN): 19K364</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEDS Code:</td>
<td></td>
</tr>
<tr>
<td>Grades Served: 6-8</td>
<td></td>
</tr>
<tr>
<td>School Address: 1426 FREEPORT LOOP, Brooklyn, NY 11239</td>
<td></td>
</tr>
<tr>
<td>Phone Number: 718-642-3007</td>
<td>Fax: 718-642-8516</td>
</tr>
<tr>
<td>School Contact Person: Nicole Fraser-Edmund</td>
<td>Email Address: <a href="mailto:NFraser@schools.nyc.gov">NFraser@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal: Nicole Fraser-Edmund</td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader: Mashantuck Bell</td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President: Marlene Kelly</td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson: Marlene Kelly</td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson): TBD</td>
<td></td>
</tr>
<tr>
<td>Student Representative(s): N/A</td>
<td></td>
</tr>
<tr>
<td>CBO Representative: Leah McClain</td>
<td></td>
</tr>
</tbody>
</table>

### District Information

<table>
<thead>
<tr>
<th>Geographical District: 19</th>
<th>Superintendent: Dr. Thomas McBryde, Jr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address: 557 Pennsylvania Avenue, Brooklyn, NY 11207</td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address: <a href="mailto:tmcbryde@schools.nyc.gov">tmcbryde@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Phone Number: 718-240-2700</td>
<td>Fax: 718-240-2747</td>
</tr>
</tbody>
</table>

### Field Support Center (FSC)
Brooklyn North

FSC: 

Executive Director: Bernadette Fitzgerald

131 Livingston Street, Brooklyn, NY

Executive Director's Office Address: bfitzge2@schools.nyc.gov

Executive Director’s Email Address: 718-935-3954

Phone Number: 917-338-1687

Fax: 

2018-19 CEP
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>Nicole Fraser Edmund</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Mashantuck Bell</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Marlene Kelly</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Christine Robertson</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Takeisha Williams</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Not Applicable</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>Not Applicable</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>Treena Green Hall</td>
<td>Member/ Staff</td>
<td></td>
</tr>
<tr>
<td>Tammi Turcina</td>
<td>Member/ Staff</td>
<td></td>
</tr>
<tr>
<td>Collette Williams</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<td>----------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>RichelSobers</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Naomi Reed</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Ebony Henriquez</td>
<td>Member/Staff</td>
<td></td>
</tr>
<tr>
<td>Sandra Shephard</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Leah McClain</td>
<td>Community School Director</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Member/</td>
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<td>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

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

The Six Elements of the Framework for Great Schools

<table>
<thead>
<tr>
<th>Rigorous Instruction</th>
<th>Supportive Environment</th>
<th>Collaborative Teachers</th>
<th>Effective School Leadership</th>
<th>Strong Family-Community Ties</th>
<th>Trust</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</td>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
<td>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>
<td>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>
<td>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>
<td>Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.</td>
</tr>
</tbody>
</table>

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
III. Systems for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

School Quality Guide

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

Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor’s Regulations A-655.

- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.

- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our mission at Gateway is as follows:</td>
</tr>
<tr>
<td><em>To cultivate a dynamic environment of advanced thinkers, high achievers, and model citizens.</em></td>
</tr>
</tbody>
</table>
## 2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Gateway Intermediate School is a community school housed in two separate academies located in the Spring Creek section of Brooklyn. At Gateway, our students are provided with a safe, supportive, and nurturing environment that fosters their academic, social, and emotional growth.

At Gateway we work tirelessly to provide our students with a quality education through immersion in an instructional program that demands academic rigor in a thinking curriculum. We work relentlessly to develop each of our students into lifelong learners with a strong personal sense of discipline and social responsibility.

Our mascot is the FALCONS, and at the close of the 2015-2016 school year, all current staff and sixth and seventh grade students voted on how we would use the FALCONS acronym to define our school values. The winning votes went to Focus, Action, Leadership, Community/Citizenship, Ownership, Never Giving Up, and Strength. Our Motto is FALCONS Rise Up by lifting others as we move "Together Toward Excellence".

While our school is housed at two separate sites (Freepor Academy and Geneva Academy) located approximately two blocks apart, Gateway forges a strong collaboration between the two, thus ensuring that instruction is seamless and consistent throughout both sites. Our entire learning community, consisting of students, faculty, parents, administration, service support staff, and our external partners all work collaboratively in helping all of our students to attain their fullest academic potential, while instilling in them a sense of pride and civic awareness. This partnership amongst all of the stakeholders in our learning community promotes a continual collaboration, whereby all constituents take ownership in the process of moving Gateway Intermediate toward becoming one of the elite middle schools in New York.

Our school includes a 100-minute weekly block to include structured time for teacher teams to meet. This is a wonderful opportunity to engage teachers in consistent and structured professional conversations surrounding the teaching and learning practices taking place within our learning community. This time allows our school to implement a system whereby teachers have a structured way to look at data and student work while examining curriculum and teacher practice. It also affords our faculty the opportunity to assess/diagnose what changes and supports are needed to improve performance for our neediest students. This work ties directly into the attainment of our school-wide goals and serves as a forum where those goals can be monitored and revisited on a consistent basis.

As middle school educators, we fully understand the importance of teaching the “whole” child. Understanding this delicate stage in our students’ development, as they become more independent thinkers, we are constantly challenged to seek ways that promote their academic, social, and emotional growth. It is imperative that our learning environment provide each of our students a nurturing and loving atmosphere, where high expectations are the norm and each of our children feel safe and supported. To this end, we have worked diligently to create a youth development and support menu of offerings that serves to accelerate the academic and personal growth of our students. Our efforts have led us to develop internal capacity as well as build external partnerships specifically geared toward providing youth development support services for students and their families. Funding for many of these initiatives has been secured through attainment of grants. Some examples of the grants secured and the numerous programs offered to our students as a result are as follows:

- 21st Century Community Learning Center Grant
- New York Junior Tennis League Compass Program
Additionally, we have managed to forge partnerships with several outside organizations which allow us to better meet the needs of our student population as well as support and build capacity amongst our faculty. Some of our external partners are:

- Urban Advantage - Science Education
- New York Historical Society - Social Studies Education
- Brooklyn Public Library - Social Studies Education
- School Response Team - Emotional Wellness
- Brooklyn Ballers - Health Education
- Community, Counseling, and Mediation - Family Engagement
- C.I.T.E. - Teacher Education/Professional Development
- Algebra 4All - Mathematics Education
- Design 2 Learn - Science Education (Partnership between NYJTL AND IS 364
- Literacy Design Collaboration (LDC) - Cluster Teachers and Science Education

Gateway Intermediate School 364 was designated a "Community School" in the 2017-2018 school year. The program pairs selected schools with community based organization that focus on social and emotional support and development. Gateway Intermediate School 364 will partner with CityYear for this initiative. Creative Connections has also worked with Gateway Intermediate School 364 through a marketing and branding project which was instrumental in creating our Mission Statement as well as our new school logo.

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

One major special population we are focusing on for the 2018-2019 school year is our population of Students with Disabilities. We have a 24% population of these groups of students, which is above the city average, and our 2017 testing data shows this is a subgroup we need to target in order to increase success for all of our students, as ICT and 12-1-1 class performed below the city average.

We will also work to create a Positive Behavioral Intervention Strategy program entitled, "FALCONS Rise Up," which will be created to ensure that there is a greater emphasis on the positive behaviors that our FALCONS engage in on a regular basis.

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

The elements of the Framework for Great Schools where we made the most progress over the past year are Effective School Leadership and Trust. According to our 2017 School Quality Guide, our Supportive Environment score for 2017 was 2.16. Our Framework for Great Schools Report for 2018 has moved that number to 2.61.

The elements of the Framework for Great Schools where we need to focus for the 2017-2018 school year are Collaborative Teachers and Rigorous Instruction. Collaborative Teachers was 3.58 in previous years, and moved to a 2.88 this year. Rigorous instruction was 2.89 previously and are now listed as 2.17.
### School Demographics and Accountability Snapshot for 19K364

#### School Configuration (2018-19)
- **Total Enrollment (2017-18):** 350
- **SIG Recipient (Y/N):** No

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

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA):** 29
- **# SETSS (ELA):** 21
- **# Integrated Collaborative Teaching (ELA):** 39
- **# Special Classes (Math):** 29
- **# SETSS (Math):** 19
- **# Integrated Collaborative Teaching (Math):** 39

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts:** 10
- **# Music:** 9
- **# Dance:** 10
- **# CTE:**

#### School Composition (2017-18)
- **% Title I Population:** 81.0%
- **% Free Lunch:** 78.0%
- **% Limited English Proficient:** 1.4%
- **% Students with Disabilities:** 28.0%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native:** 0.6%
- **% Black or African American:** 64.3%
- **% Hispanic or Latino:** 31.1%
- **% Asian or Native Hawaiian/Pacific Islander:** 1.4%
- **% White:** 2.6%
- **% Multi-Racial:** 0.6%

#### Personnel (2015-16)
- **Years Principal Assigned to School:** 2.69
- **# of Assistant Principals:** 2
- **% of Teachers with No Valid Teaching Certificate:** 0%
- **% Teaching with Fewer Than 3 Years of Experience:** 0%
- **Average Teacher Absences:** 2016-17
- **% Teaching out of Certification:** 7%

#### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4:** 28.8%
- **Mathematics Performance at levels 3 & 4:** 11.7%
- **Science Performance at levels 3 & 4 (4th Grade):** N/A
- **Science Performance at levels 3 & 4 (8th Grade):** 32%

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

#### Overall NYSED Accountability Status (2018-19)
- **Rewards:** No Recognition
- **In Good Standing:** Yes
- **Focus District:** Yes Focus School Identified by a Focus District
- **Priority School:** No Focus Subgroups

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

##### Elementary/Middle School

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>Black or African American</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
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<td>Asian or Native Hawaiian/Other Pacific Islander</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>NO</td>
<td>Limited English Proficient</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>NO</td>
<td>ALL STUDENTS</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
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<td>NO</td>
<td>ALL STUDENTS</td>
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</tbody>
</table>

##### High School

<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in ELA (2016-17)</th>
<th>Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)</th>
<th>Met Adequate Yearly Progress (AYP) in Graduation (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
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</table>

2018-19 CEP
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

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

For our needs assessment, we looked at our 2018 MOSL Data, our Quality Review, March 2018, our School Quality Guide, our School Performance Dashboard, our Fall and Spring PPO, our observations and feedback from our school community. Our strengths, our needs, and our priority needs are listed below.

Strengths

- **Our students are growing because Mathematics is utilizing Moby Max to track student learning and growth.**
  - All 8th graders were assessed frequently using Moby Max, and according to our 2015-2016 Exam Data, our 8th graders performed on average above the city.
- **Our students are growing because All-In Learning.**
  - Teachers are able to individualize instruction based on the standard-aligned data.
- **Our students are growing because customized reading instruction is starting to take shape.**
  - All current 6th and 7th graders were assessed by June 28th using Teachers College Reading and Writing Project (TCRW) Running Records assessments. Incoming 6th graders will be assessed during September 2017.
- **Our Teachers indicate that they had the proper resources needed to plan for their instructional units.**

Needs

- **Our students need improved questioning and discussion.**
  - According to our PPO, we can grow in 2.2 Assessment. Teachers need to use data to inform instructional practice, group students and make adjustments to instruction.
  - According to our Central Lead Review, we can grow in 1.2 Pedagogy. We need to create a common understanding of rigorous tasks and activities using Webb’s Depth of Knowledge and Hess’s Matrix.
  - According to our analysis of MOSL data and class assessments, students need to gain a better understanding of topics enabling them to answer constructive response questions with a deeper analysis of the questions.
- **Our teachers need to enhance the quality of student discussion**
According to our 2016-2017 school survey only 49% of teachers had a positive response when it came to discussion of students responses and how they build upon each others ideas and participate in classroom discussion.

Priority Needs

- **Our teachers need to increase the rigor in the questions that they ask their students.**
  - According to our school quality guide students indicated that teachers do not ask enough challenging questions on the test, however less than half of teachers indicated that students respond to challenging questions.

- **Our students need an increase in instruction that is strategically targeted to meet their individual needs.**
  - According to our Spring PPO, we need to increase customized instruction for our target students. We need to provide special programs (ex: enrichment, Saturday school) for our target kids.
  - According to our Framework for Great Schools Report, only 61% of teachers indicated that their students use data or text based references to support their ideas. We need to create rigorous tasks that ensure that students are taught how to use data sources to complete these tasks.

- **Our students in ICT and 12-1-1 settings need to achieve higher performance levels.**
  - According to our School Performance Dashboard, in 2016-2017, 24% of our student population is students with disabilities. This is above the citywide average of 21%.
  - According to our Exam Data, our ICT and 12-1-1 classes rank below city averages in every standard area. Many classes are significantly below.

### 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, 10% of students will increase in reading by one grade Lexile level by one grade as measured by Scantron Performance Series. |

2018-19 CEP
### 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>
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| - 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). | Students will be provided with individualized instruction based on performance tasks / school wide assessments. | Target students as identified by performance task, benchmark exams. | September 2018 - June 2019 | Principal, Assistant Principal, Teachers of Grades 6-8, IEP Teacher |
| | Teachers will administer performance based assessment on a cycle of two per quarter. Teachers will submit data for these assessments using the all-in-learning system/school net. Data specialist will transfer data into the google drive. | All students and teachers | September 2018-June 2019 | Principal, Assistant Principal, Teachers of Grades 6-8, IEP Teacher |
| | Teachers will receive professional development around assessment in instruction (Danielson 3D), specifically focusing on using formative assessment to drive instructional planning, giving actionable and meaningful feedback to advance learning, progress monitoring, and differentiation. | All teachers and students | September 2018 - June 2019 | Principal, Assistant Principal, Teachers of Grades 6-8 |

### 3b – Parent and Family Engagement

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

During the September 2018-June 2019 school year, families will be provided with web and text based resources for at home instruction and support. Administration and Teachers will hold evening workshops providing parents with instruction based upon their differentiated needs as identified by their initial assessment. This work will be completed by the Principal, Assistant Principal, Teachers of Grades 6-8 and parent coordinator.

### 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.
Assistant Principal will serve as the Coordinator to ensure successful roll-out and follow-through of the above outlined plan. The Special Needs Coordinator will support the oversight of the Students with Disabilities meetings, and the Parent Coordinator will engage family participation in FALCONS University. The IEP teacher will meet within common planning meeting to determine skills that should be addressed within her small setting. Professional development will focus around Danielson 3D, and we will also include our own teacher/administrative presenters around this component.

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

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### Part 5 – Progress Monitoring

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

By February 2019, 10% of students will increase in reading by one grade Lexile level by one grade as measured by Scantron Performance Series.

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

Data Trackers, School created as well as curriculum created benchmark assessment, teacher logs.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
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?

For our needs assessment, we looked at our 2017-2018 MOSL Data, our Quality Review, March 2018, our School Quality Guide, our School Performance Dashboard, our Fall and Spring PPO, our observations and feedback from our school community. Our strengths, our needs, and our priority needs are listed below.

Strengths:

According to our Quality Review, we earned a level 4 in indicator 3.4, establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations.

Needs

- **Our students need a more supportive environment and we need to prioritize this area of the Framework for Great Schools as number one.**
  - According to our School Quality Guide we scored below both the district and the city in every component of this section.
- **Our students need more positive behavior support**
  - We rank 11 percentage points below the district average in classroom behavior. Students indicated that student do not always pay attention in class and do not always listen attentively when teachers are giving instruction.
  - Our teachers also indicate that students do not always pay attention in class and do not always do what is necessary when the teacher is not watching.
- **Our students need increased social-emotional learning**
  - According to our School Quality Guide, our teachers don't feel that their is enough additional support from other adults within the building to deal with all of the social emotional issues which impact student learning.

Priority Needs:

- **Our school needs to create an environment where students are valued for doing the right thing. Student need to be celebrated on a regular basis for following all of the expectations fo the school.**
- **Students need to feel that the adults in the building are aware of their social and emotional needs.**
Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2018, the 6th, 7th, and 8th grade team will implement restorative circles during weekly advisory as evidenced by lesson plans and classroom instruction in order to ensure at least 80% of all students will indicate positive feelings of inclusion and support on a school created survey.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activities</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>
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<tr>
<td>We will continue with elective courses including dance, coding, fitness, debate, and chorus to our pre-existing menu of drama and art classes.</td>
<td>All Students</td>
<td>September 2018-June 2019</td>
<td>Principal, Teachers.</td>
</tr>
<tr>
<td>We will participate in the National Honor Society and provide all students access to the FALCONS Honor Society based on academic, and community service projects.</td>
<td>All Students</td>
<td>September 2018-June 2019</td>
<td>PBIS Team, Teachers</td>
</tr>
<tr>
<td>All students will receive advisory lessons once per week.</td>
<td>All Families</td>
<td>September 2018-June 2019</td>
<td>Deans, Teachers, Principal, Assistant Principal, 21st Century Team</td>
</tr>
<tr>
<td>We will ensure students in subgroups are equally represented in committees and monitor attendance.</td>
<td>All Students</td>
<td>September 2018-June 2019</td>
<td>Deans, Teachers, Principal, Assistant Principal</td>
</tr>
<tr>
<td>Students will be surveyed quarterly to ensure that their voice is heard. Survey results will be used to design more opportunities for student participation on committees. Students government will meet regularly during advisory to ensure that student voice is heard.</td>
<td>All Students</td>
<td>September 2018-June 2019</td>
<td>Principal, Assistant Principal, Deans, Teachers, Student Governments</td>
</tr>
<tr>
<td>We will continue using our PBIS Incentive program and distribute FALCONS Rise Up points leading to events and prizes</td>
<td>All Students</td>
<td>September 2018-June 2019</td>
<td>PBIS Team, Teachers</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

Parents will be provided with log-in information for our PBIS incentive program. Parents will be able to monitor students points in real-time. Parents will continue to be provided with access to the Pupilpath system where they can monitor students assignments and test scores. Parents will be invited into the classroom and school on a regular basis to be part of the classroom environment and see how and what their child is learning.
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.

Teachers will be provided with curriculum across all 3 grade bands. Teachers will survey the students on a quarterly cycle in order to modify curriculum. Restorative circles will occur to ensure that students understand how to effectively deal with conflict.

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

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Part 5 – Progress Monitoring

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

By February 2019 at least 50% of our students will indicate positive feelings of inclusion and support on a school created survey which will be administered quarterly.

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

School created survey regarding students feelings about advisory

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

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

### Part 1 – Needs Assessment

<table>
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<tr>
<th>Question</th>
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For our needs assessment, we looked at our 2017-2018 MOSL Data, our Quality Review, March 2018, our School Quality Guide, our School Performance Dashboard, our Fall and Spring PPO, our observations and feedback from our school community. Our strengths, our needs, and our priority needs are listed below.

#### Strengths

- *Teachers are collaborating with co-teachers during weekly common planning time.*

#### Needs

- *Our students need teachers who are increasingly growth-mindset oriented.*
- *Our students need teachers who operate under a coherent set of beliefs about how our students learn best.*
  - According to our Central Led Review, indicator 1.2 Pedagogy, we need to increase our use of coherent strategies, entry points, and supports, extensions, and higher order thinking in work
- *Our students need teachers who take collective responsibility for our school community.*
  - Teachers do not feel that there is a collective responsibility for all to improve their teaching or the school. Teachers need to assist their colleagues in all areas of the school building and not just within their classroom.

#### Priority Needs

- *Our students need a school that has a coherent set of beliefs about how students learn best.*
  - During our classroom visits and PPO visits, ICT structures in most classrooms mirrored one teacher led with one teacher dealing primarily with discipline.

### 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, every ICT teacher team will participate professional learning programs in order to improve the instructional strategies used in the ICT classrooms as measured by a 5% increase in the grade point average of the students with disabilities from the first to the fourth quarter.
### Part 3a – Action Plan

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

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

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<td>All Teachers and Paraprofessionals</td>
<td>September 2018-June 2019</td>
<td>Principal, Assistant Principal, Teachers, Paraprofessionals</td>
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#### Teachers will be provided with ICT and paraprofessional resources.

Looking at Student Work protocols and intervention strategies will center around our students with disabilities. Throughout intervisitation, teachers will focus on multiple entry points (our instructional focus).

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<th>Key Personnel</th>
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<td>Principal, Assistant Principal, Teachers of Grades 6-8, Paraprofessionals</td>
<td>September 2018 - June 2019</td>
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Assessment data and performance tasks will be shared to ensure that teachers are modifying curriculum based upon trends and patterns.

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### 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.

Teachers will conduct workshops for parents to teach them the benefits of an inclusive model. Workshops will be conducted by the special needs coordinator and the IEP teachers.

### Part 4 – Budget and Resource Alignment

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

Common Planning will be included in teacher programs as their menu option. Teachers will meet a minimum of once a week to plan with their team teacher. Intervisitation will be scheduled to give all teachers the opportunity to see how teachers work cohesively during their ICT periods. PD will be conducted for ICT pairs.

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

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Part 5 – Progress Monitoring

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

By February 2019, an increase of 2.5% will be identified in the grade point averages of students with disabilities when comparing their first and 2nd report cards.

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

Google drive tracker of intervisitation cycles including instructional modifications and their results. Refinements of curriculum and practice to assist our SWD and ELL Subgroups as evidenced by observation documents posted on the google drive. Tables will be created to track and monitor the grade point averages of students with disabilities.

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

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

- **Our students are growing because there is a strong trust in the principal.**
  - According to our School Quality Guide, Effective School Leadership is our strongest area, at a 4.13.

Priority Needs

- **Our teachers need leaders who participate regularly in instructional planning with teams of teachers.**
  - Our teachers indicated that they needed a more supportive approach from administration as it pertains to classroom visitations and formal and informal observations.
  - Teachers indicated that they still struggle with what it means to ensure that students are intellectually engaged.

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–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.</th>
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<tr>
<td>By June 2019, through the implementation of the responsive classroom approach, regular observations and feedback, an targeted professional development on research-based strategies around access, engagement and unpacking content/curriculum, there will be a 15% increase in the number of teachers receiving Effective or Highly Effective ratings in component 1E, as measured by the Danielson Framework.</td>
</tr>
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</table>
Part 3a – Action Plan

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

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

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<td>Principal, Assistant Principal, Teachers</td>
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<tr>
<td>Assistant Principal, Special Needs Liaison, and Special Educators will lead professional development to support improved practices in all classrooms to better meet the needs of our students.</td>
<td>September 2018-June 2019</td>
<td>Assistant Principal, Special Needs Liaison, Special Educators</td>
</tr>
<tr>
<td>Surveys will be created to determine teachers strengths and weaknesses to determine who should lead or participate in professional development opportunities.</td>
<td>September 2018-June 2019</td>
<td>Principal, Assistant Principal, Teachers</td>
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<tr>
<td>Teachers will be provided with templates which will guide them in an informed data conversation which is standards driven around specific tasks</td>
<td>September 2018-June 2019</td>
<td>Principal, Assistant Principal, Teachers</td>
</tr>
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</table>

3b – Parent and Family Engagement

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

Parents will be invited to our Falcons University series to discuss student engagement. Parents will be taught the types of engagement to better use strategies to engage their children. Workshops will be held 3 times per year. Administration will lead these parent workshops.

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.

Common planning Meetings, Agendas, Data Meeting Templates.
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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Part 5 – Progress Monitoring

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

By February 2019, there will be a 7.5% increase in the number of teachers who receive effective and/or highly effective ratings as compared to the 2017-2018 school year.

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

Advance data tracker will be used to track growth. Administration will create weekly schedules to ensure that support and informal and formal observations are conducted.

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.

For our needs assessment, we looked at our 2017-2018 MOSL Data, our Quality Review, March 2018, our School Quality Guide, our School Performance Dashboard, our Fall and Spring PPO, our observations and feedback from our school community. Our strengths, our needs, and our priority needs are listed below.

**Strengths**

- **Our students are growing because our parents support their successes.**
  - Our parents are present for teacher meetings during Tuesday Parent Engagement Time.
  - Our awards ceremonies were well attended celebrations of our students success
  - Our elective showcase and Broadway Jr. performance was well attended
  - Our parent coordinator was positioned in both buildings.
  - We conducted more paint nights and raffled off paintings for parents.
  - Falcons University was conducted monthly

- **Priority Needs:**
  - **Workshops were only well attended when students awards were attached to them**
  - **Workshops provided by CBO providers were not well attended**
  - **Methods of parent notification need to be clearer**
  - **Parent interest must be considered when planning workshops**

**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, parent attendance and participation in at least 5 parent-selected workshops/events will increase by 25% as compared to June 2018’s attendance rates.
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) 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>Staff will utilize a parent interaction log to track which parents we connect with, how, when, and why, so that we can see which parents we still need to find opportunities to engage with.</td>
<td>All parents</td>
<td>September 2018- June 2019</td>
</tr>
<tr>
<td>We will have at least 1 event per month that invite parents into our building, that will include exclusive invites and a monthly event calendar.</td>
<td>All parents</td>
<td>September 2018-June 2019</td>
</tr>
<tr>
<td>Parent friendly surveys will be created to ensure that they accurately reflect the needs of all students.</td>
<td>All parents of target students</td>
<td>September 2018-June 2019</td>
</tr>
<tr>
<td>Parents will be provided with a Professional Development Calendar at the outset of the school year that will inform them of all activities so that they can set their calendar for the school year.</td>
<td>All Parents</td>
<td>September 2017- June 2018</td>
</tr>
<tr>
<td>Community School Director will coordinate with the assistant principal and parent coordinator to create programs that are ongoing throughout the year.</td>
<td>All Parents, All Students</td>
<td>September 2017-June 2018</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

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

CityYEAR, Brooklyn Ballers,

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.

The parent coordinator will send out regular emails to parents to ensure that they are aware of the events that occur within the school. The Twitter, Facebook and school website will continue to be used and advertised to ensure that parents are aware of the resources that are used to inform parents.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
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 5 events will have occurred that parents were invited to and an increase of 12.5% as compared to the 2017-2018 school year.

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

Parent Surveys, Parent Interaction Log, Parent Coordinator Logs, Attendance Sheets

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

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED's memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Students at performance levels 1 and 2 on the 2017-2018 State ELA Exam, students scoring below 60% on Periodic Assessments, students reading below grade level</td>
<td>NYS Coach, MyOnSpotlight, Ready, Book Clubs</td>
<td>Small group, Tutoring</td>
<td>During the school day, before and after school AIS programs</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Students at performance levels 1 and 2 on the 2017-2018 State Math Exam, students scoring below 60% on Math Unit Assessments</td>
<td>NYS Coach, GoMath, CMP3, Engage NY, illustrativeMathematics, MobyMax</td>
<td>Small group</td>
<td>During the school day, before and after school AIS programs</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Students scoring below standards on the science BOY MOSL</td>
<td>In-Class targeted lab reports based on MOSLtraits.</td>
<td>Small group</td>
<td>During the school day, after school</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Students scoring below standards on the social students BOY MOSL</td>
<td>In-Class targeted DBQ's based on MOSL traits.</td>
<td>Small group</td>
<td>During the school day</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>Mandated students as per IEP and recommendations from teachers of students in crisis</td>
<td>Counseling in small groups and 1:1, School Response Team, IEP Teacher service.</td>
<td>Small group and/or 1:1</td>
<td>During the school day</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:

### Part A: FOR TITLE I SCHOOLS

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

   | During the 2017-2018 school year 31 students were identified as STH. |

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

   Students who are identified as part of the STH population will be assigned an advisory group and instructor will be provided with lessons that tackle the social and emotional needs of students in temporary housing. Students will also be partnered with members through our CBO partnership.

### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   N/A

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

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

- All recruited teachers will be appropriately certified and highly qualified teachers, with some limited flexibility, consistent with State regulations.
- Principal will work closely with the Borough Field Support Center's Director of Human Resources and will follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department.
- Mentors are assigned to support struggling and un-qualified teachers.

The Principal in collaboration with the Borough Field Support Center’s Director of Human Resources will work to identify qualified teachers through major recruitment campaigns, hiring halls and through relationships with Colleges and Universities

2b. High Quality and Ongoing Professional Development

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

Professional development will target the assessed pedagogical needs of the staff with differentiated high quality learning activities that yield tangible change in classroom practice.

Professional development will take place on days as prescribed by the DOE guidelines and Chancellor’s designated Conference Days.

Professional development will be on-going every Monday for 100 minutes, and through DOE opportunities.
Professional development will be tailored based on teacher feedback and observation feedback during the school year.

Professional development will be provided by companies that we sue for our school text.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

Not applicable

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.

- School provides ongoing professional development to all teachers in analyzing assessment data to increase teachers understanding of student performance and strengthen teacher practice.

- School provides ongoing differentiated professional development regarding the use of assessment results to improve instruction.
  - School community selected and agreed upon the selection of appropriate multiple assessment measures to be implemented
  - Teachers meet regularly through the lens of a Looking at Student Work Protocol to create and modify assessments.
Teachers will use a rigorous task rubric to ensure that all assessments and tasks are cognitively challenging.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$231,625.00</td>
<td>X</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$2,225,944.00</td>
<td>X</td>
</tr>
</tbody>
</table>

**Explanation/Background:**

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

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

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:
Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

2The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding**: Support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A**: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A**: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

---

**Parent and Family Engagement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. I.S. 364 Gateway, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

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

I.S. 364 Gateway will support parents and families of Title I students by:

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

The school's Parent Involvement

### Parental Involvement and School Quality

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

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

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

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

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

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

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

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

- provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, 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;

- 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

**I.S. 364 Gateway**

I.S. 364 Gateway, 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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

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

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

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

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

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

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

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

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

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

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

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

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

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

III. Student Responsibilities

Student Responsibilities:

● attend school regularly and arrive on time;

● 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.
Addendum: Community School Partnerships

Directions: The Community School (CS) strategy is directly aligned to the Framework for Great Schools. Community Schools bring schools and community partners together and integrate academics, health, youth development, and family engagement to provide students with the tools and opportunities they need to succeed. The Core Services in Community Schools are Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness.

Part 1 – Community School Partnerships Goal(s)

How is the CS strategy integrated into academic instruction at your school, and what impact has it had on student academic outcomes?

At Gateway Intermediate School 364 our community partnership enables us to build a bridge between home and school. Parents are given a menu of workshops that take them to a deeper understanding of adolescent development and provides them with tools that they can use to deal with a teenager. Parents understand the partnership ensures that children have the opportunity to extend their learning through before the school and after school enrichment. Students were engaged in a variety of in class and after class opportunities that were both academically and socially enriching. Lastly, teachers professional development ensure that teachers understood the curriculum and the impact of planning on student achievement.

Indicate the summative goal(s) of the Community School for the 2018-19 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

During the 2018-2019 school year our Community Partnership will ensure that all constituents are exposed to enrichment activities that will increase students ability to process real-world problems resulting in a 10% increase in both English Language Arts and Mathematics scores.

Please answer the following Question as it relates to meeting your Community School Annual Goal(s):
How will achieving your Community School Goal(s)—in Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness—support your academic goals for students?

The community school partnership will ensure that Gateway Intermediate School 364 will

- provide continuity of services across the day and year, easing school transitions and promoting improved attendance in after school programs;
- facilitate access to a range of learning opportunities and developmental supports, providing opportunities for students and teachers alike to experiment with new approaches to teaching and learning;
- facilitate information sharing about specific students to best support individual learning; and
- provide family members with alternative entry points into the school day to support their student’s learning;
- Complement the academic curriculum with a wider range of services and activities, particularly enrichment and arts activities that may not available during the school day;
- support transitions across the school years, particularly the critical middle to high school transition, which research indicates is a key predictor of high school graduation (Neild, Balfanz, & Herzog, 2007);
- reinforce concepts taught in school without replicating the school day, often exposing classroom teachers working in the after school program to new pedagogies;
- improve school culture and community image through exhibitions and performances that help “shine the light” on students whose talents may not be apparent in the classroom; and
- gain access to mentors, afterschool staff, and other resources to support in-school learning and improve the teaching and learning in the classroom itself;
- help gain access to and recruit groups of students most in need of support services;
- improve program quality and staff engagement, particularly when there is crossover between school and community organization staff;
- foster better alignment of programming to support a shared vision for learning, one which aligns curriculum to support state and local standards;
Part 2 – Community School Partnerships Core Services Action Plan

Part 2a. Identify the Community-based Organization (CBO) partnerships that you will develop in ELT, Attendance Supports, Family Engagement, and Health & Wellness, their target student population(s), and scope of the services provided. As well as supporting schools’ supportive environment and attendance work, CBOs should be helping to support your school’s instructional focus.

<table>
<thead>
<tr>
<th>CBO Partnership</th>
<th>Target Population</th>
<th>Scope of Service</th>
<th>SY18-19 SMART Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children Achieving Results Effectively C.A.R.E</td>
<td>Students grade 6-8</td>
<td>Partner will provide combined martial arts/character building instruction</td>
<td>During the 2018-2019 school year CARE will support students in gaining a greater sense of self discipline, respect, and self confidence, resulting in 100% of the student gaining PBIS points.</td>
</tr>
<tr>
<td>Brooklyn Ballers Basketball</td>
<td>Students grade 6-8</td>
<td>Partner will provide instruction in the fundamentals of basketball as well as character development by building discipline and self-esteem via physical activity</td>
<td>During the 2018-2019 school year Brooklyn Ballers will provide students with the opportunity to develop concentration and self-discipline resulting in a 10% decrease in the number of OORS reports.</td>
</tr>
<tr>
<td>The Leadership Program</td>
<td>Parents and School Staff</td>
<td>Partner will provide workshops for Parent Engagement and professional development of school staff</td>
<td>During the 2018-2019 school year, parents will be involved through a variety of family literacy and engagement workshops, projects and activities resulting in an increase of parent participation by 25%. During the 2018-2019 school year, staff will be provided with professional development around the component 3C of the Danielson's Framework, resulting in a 15% increase in teacher ratings in the component.</td>
</tr>
</tbody>
</table>
### Part 3 – Budget and Resource Alignment

**Part 3a.** Indicate resources your Community Partnership will leverage to achieve your summative SMART goal(s) and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Funds will be allocated in Galaxy to support teacher per session, supplies, school aide, paras and transportation cost.

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>X</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td></td>
<td>School Achievement Funding</td>
<td>Other</td>
</tr>
</tbody>
</table>

**Part 3b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

**Part 3c.** Describe how the school will partner with the Lead CBO to do the following:

1. Community Schools are expected to partner with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the asset and needs assessment process, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.

2. Community Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the asset and needs assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. In completing this section, ensure that you think about how: (1) the right services are provided to the right students and families at the right time; and (2) how you will seamlessly coordinate services with instructional programming happening throughout and outside of the school day. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.

3. Community Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, actively participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly meetings and Community School Forums engaging families and community stakeholders will be a critical part of this family engagement strategy. Describe how you will implement this aspect of the work.

4. Community School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools – including the New Visions Data Sorter - and training will be available for schools to use. Indicate how you will implement this aspect of the work.

The school will partner with CityYear to ensure that students are provided programs six days a week. The addition of the community school director (CSD) will provide a resources to monitor and track student attendance and lateness. The CSD will assess students enthusiasm about the programs being offered and will modify and adjust as needed. The CSD will work with all school stakeholders to develop a needs assessment, to create and implement a community school plan. in conjunction with the assistant principal an robust menu of activities will be created for student engagement. The CSD will work with the Parent Coordinator to create a parent engagement plan that looks at ways to increase parent involvement before, during and afterschool.
## Part 4 – Community School Partnerships Oversight

### Part 4a. Key Staff and Partners
1. Name and describe the scope of involvement of all community partners working in the school (include partners supporting ELT, counseling, enrichment, etc.)
2. Name the members of your Community School Team and how meetings will be organized and structured to engage all stakeholders and be focused on results.
3. Explain data strategies including the use of the data sorter, and steps that the school will take to ensure that the appropriate interventions are provided to the right students

The community partner and school will be responsible for the afternoon ELT portion of the program. The school will determine the holiday and before the school programs.

The Community School Team will consist of the following members: TBDProgram Manager, TBD-Community School Director, Nicole Fraser-Edmund-Principal, Treena Hall-Assistant Principal, Amy Castro-Parent Coordinator. Youth Services will be utilized to track student attendance. DOE Data sources will be used to target and track students to determine what resources will be used for individual students.

### Part 4b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

The hiring of a CSD will be an essential component to ensure the success of the program. The determination of which staff members will be responsible for the implementation of the school determined portion of the program. A school aide is responsible for the input of attendance and the data will be tracked and assess by the CSD. The scope of the program will determine the hours of all stakeholders and will be determined by the number of implemented programs.

### Part 4c. Timeline for implementation and completion, including start and end dates.

The program will begin during the first week of October and will continue through June 2018.

### Part 4d. Mental Health Work Plan

Separate from this S/CEP, schools will complete a Mental Health Work Plan that will become an addendum to this document.
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Brooklyn</td>
<td>364</td>
</tr>
</tbody>
</table>

| School Name | Gateway Intermediate 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>Principal</th>
<th>Nicole Fraser-Edmund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td>Treena Hall</td>
</tr>
<tr>
<td>Coach</td>
<td>N/A</td>
</tr>
<tr>
<td>Coach</td>
<td>N/A</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Ms. Tammi Turcina</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Alecia Grant</td>
</tr>
<tr>
<td>Amy Cohen</td>
<td></td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>N/A</td>
</tr>
<tr>
<td>Parent</td>
<td>Sugey Castillo</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>N/A</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Ms. Aimee Castro</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>N/A</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>N/A</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Dr. Thomas McBryde</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

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

D. Student Demographics

| Total number of students in school (excluding pre-K) | 353 |
| Total number of ELLs | 6 |
| ELLs as share of total student population (%) | 1.70% |

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

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>
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<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
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</tbody>
</table>

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

<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>
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<tbody>
<tr>
<td>TBE</td>
<td>0</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?

   At I.S. 364, our LAP involves a clearly defined plan for English language development for our ELL students until they acquire academic proficiency in the English language. Based upon data analysis from our LAB-R and/or NYSESLAT, we have 5 ELLs with a score of expanding and 1 student with a score of emerging. We utilize Fountas and Pinnell levelling to assess our students’ early literacy skills. With the Fountas and Pinnell Benchmark Assessment System, reading level can be monitored three times each year. This assessment will yield level (with equivalent grade levels), accuracy, fluency, and detailed information and scores on comprehension.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Emerging</th>
<th>Expanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>
2. What structures do you have in place to support this effort?
   The teacher meets with the English Language Arts department to discuss the curriculum and determine strategies that can be used for the English Language Learners.

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?
   Our goal at Gateway Intermediate School is to ensure that all of our ELL students receive quality ESL instruction via effective utilization of our ESL teacher in collaboration with their other subject teachers. The success of the ELL program is measured by the advancement of the ELLs on the NYSESLAT. Success for ELL students is determined by the ability of the student to function successfully in his/her mainstream class. Can the student master the more complex academic language and content of the mainstream class? Academic language acquisition isn’t just the understanding of content area vocabulary. It includes skills such as comparing, classifying, synthesizing, evaluating, and inferring. Academic language tasks are context reduced. The teacher’s assessments of the student’s ability to read, write, and comprehend English as well as their peers on their proficiency tests is critical. English proficiency for our ELL students will be achieved through differentiated instruction, maximizing each child’s strengths and addressing the individual child’s academic deficits.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   Summative data is assessed to determine strengths and weaknesses of students. Teachers then analyze this data to determine curriculum updates that are needed based on their analysis.

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

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
   Currently, as per the NYSESLAT results, five of our six students are at the expanding level. All of our ELL students are gaining proficiency in their speaking and listening skills but require additional assistance in their reading, and writing skills. Our ELL population is benefiting from an increase of service from our ESL programs in order to develop proficiency in the targeted language.
   To this end, our push-in/pull-out program provide students with support, academic rigor and critical thinking skills that are necessary to have our entire ELL population master the English language as well as the other content area subjects.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
   Regular conferences between the ELL teacher and the content area teacher ensures that the data is accurately disseminated to all constituents.

---

**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.
Gateway Intermediate School offers a freestanding ESL program which uses a push-in/pull-out model.

In the pull out model, our ELL students are pulled out of their regular classes and provided individualized instruction by our ESL teacher to meet proficiency in the targeted language. Due to the size of our ELL population, we use an ungraded, heterogenous model.

The push-in model is implemented to provide targeted support to ELLs in content area classes. The ESL teacher pushes into the ELL students’ language arts and subject classes to provide assistance while the child is in their regular educational setting. This method provides students with continuity of instruction and support for both the student and subject teacher.

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)?

   As mandated, all beginning and intermediate ELLs receive 360 minutes per week of ESL instruction by an ELL teacher. This is supplemented by the extended day program. The ESL instruction is delivered through small group instruction with a focus on English language objectives, emphasizing reading and writing strategies. Advanced ELLs receive 180 minutes per week of ESL instruction as well as 180 minutes of ELA instruction. Transitional ELLs receive supportive instruction in the same manner.

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.

With the Push-In Model, the ESL the ESL teacher works with ELLs during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. The ESL teacher plans carefully with the general education teacher to ensure Common Core curricular alignment.

In the Pull-Out model, ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction. Content area vocabulary is taught in conjunction with English acquisition. The ESL teacher plans carefully with the general education teachers to ensure Common Core curricular alignment.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
   Assessments for students are provided in translated versions in their native language to ensure fair and credible evaluation.

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

   Instruction is differentiated according to NYSESLAT score and grade level, as well as by individual student need as measured by writing samples and general assessments. Input is also sought from the students’ classroom teachers to further tailor the class to students’ needs. Focus of the program is on improvement of academic English skills in an effort to aid students with their overall academic work and preparation for the NYSESLAT.

6a. There is one SIFE student currently enrolled in the ESL program. This students with interrupted formal education will
be provided with instructional support specifically designed to meet their particular instructional needs, in the development of literacy skills and knowledge in academic content areas.

6b. Based on the results of their LAB-R assessments, newcomers to the English Language School System will receive their mandated ESL services. There are two ELL newcomers student at IS 364. Newcomers/ELLS in school less than three years participate in small group, task-oriented learning activities that guide the production of language both in verbal and written form. Small group or individual instruction will focus on their immediate needs to facilitate a smooth transition. In addition, classroom teachers will provide support to the newcomers by placing them in groups with native English language speakers as well as students who share the same first language as the newcomers.

6c. Plan for ELLs in school 4-6 years
Both the classroom teacher and the ESL teacher use scaffolding to ensure;
• academic rigor;
• the use of ESL methodologies during instruction;
• alignment of all instruction with the NYS/NYC standards; and
• the recruitment and retention of high quality teachers of English Language Learners.

Academic Intervention Services are provided to students during the extended day plan. ELLs are offered academic intervention services in ELA, math, social studies, and science in small group tutorial sessions after school and / or before school.

6d. Plan for ELLs in school 6 years completed or more / Long Term ELLs
Long term ELLs will continue to receive their mandated ESL services plus additional support provided through a Personal Intervention Program that may include additional instructional time through an after-school program and/or an extended week program.

6e. A full range of test accommodations is available to all ELLs and to former ELLs for up to two years after passing the NYSESLAT.
Accommodations include:
1. Time extensions (i.e., time and a half of productive test-taking);
2. Separate locations and/or small group administration;
3. Bilingual glossaries and dictionaries (word-for-word translations only);
4. Simultaneous use of English and other available language editions;
5. Oral translations for lower incidence languages (languages for which the city or state have no translated written versions of the test);
6. Written responses in the native language; and,
7. Third reading of listening selections (only for the State English Language Arts assessments)

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
ELL students with disabilities receive differentiated instruction that follows the Common Core State Standards developed for English Language Arts, including English Language Learners. To assist, ELLs meet high academic standards in becoming proficient and literate in English, emphasis is placed on instructional environments that are language rich and require students to both understand spoken and written words and be able to express that understanding orally and in writing. Vocabulary learning takes place through meaningful participation in the content areas. Support services specifically target explicit literacy instruction across all content areas. Typically, these students perform below grade level in reading and writing, and as a result, struggle in all content areas that require literacy. These students have different needs from those of newly arrived ELLs and as such they need to be in separate groups from the newcomers. Long-term ELLs need to focus on literacy in English rather than on the development of oral language. Literacy in Content - such as Math, Science, and Social Studies - that focus simultaneously on content and literacy learning are areas of concern. For example, focus may be put on comparing and
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?

Both the push-in and pull-out model are utilized to ensure that the diverse needs of the ELL-SWD are met. In the pull-out model, our ELL students are pulled out of their regular classes and provided individualized instruction by our ESL teacher to meet proficiency in the targeted language. The push-in model is implemented to provide targeted support to ELLs in content area classes thus ensuring to maximize time spent in a general education setting. The ESL teacher pushes into the ELL students’ language arts and subject classes to provide assistance while the child is in their regular educational setting. This method provides students with continuity of instruction and support for both the student and subject teacher.

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.

Some ELLs require supplemental services to achieve proficiency to meet the New York State Standards in language arts and mathematics. The New York State English Language Arts test results show that these learners are weak in the following literacy skills: finding the main idea, sequencing, drawing conclusions, and making inferences. Therefore, extended day activities held twice a week on Wednesdays and Thursdays from 2:25-4:25 emphasize academic vocabulary development, critical thinking, and writing skills. Preparing for the New York State English State Language Acquisition Test (NYSESLAT) is another important aspect of the program. Math intervention includes an emphasis on math definitions and vocabulary, problem-solving practice, as well as student participation in negotiating meaning for mathematical situations and in mathematical practices that require output from students. Students will develop mathematical reasoning by making conjectures, presenting explanations, and constructing arguments.

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

Future Plans for ELL Programs – Describe changes planned/improvements

To further assist our ELL population in attaining English Proficiency, our pull-out/push-in program will continue to provide additional instructional support utilizing ESL strategies and the new ELL standards. We will also continue to implement the Balanced Literacy prototype. In addition, we will continue to utilize the data from the Acuity System, ARIS, Items Skills Analysis Reports, ATS, and in-house assessments to differentiate instruction for our ELL population. Furthermore, we will conduct professional development workshops for teachers of ELL students to increase their knowledge of best practices for sustaining and accelerating the achievement of all ELL students. Common planning time will be programmed to allow the ESL teacher, language arts teacher and addition subjects to meet and plan instructional strategies to assist the ELL students in the regular educational setting. To further develop and execute the LAP, the LAP team will meet to discuss and prepare next steps for the ELL population. In addition, if funding allows, we hope to implement after-school program that runs from April-June giving students the opportunity to focus on intensive speaking and grammar skills as well as the reinforcement of skills acquired throughout the year.

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

Not Applicable

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

ELLs are afforded the same eligibility to participate in after school programs as other students. The after school program is conducted on Wednesday and Thursdays through the school’s 120 minute AIS extended day plan. This initiative is funded through Tax levy and Title I funding. Some examples are our NY Junior Tennis League program as well as our 21st Century Community Learning Center offerings.

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.

We have also concentrated on increasing curricular materials that would enable our ELL students to receive appropriate instruction that includes both text and technology. Students use a variety of materials to support teaching and learning in
themes and content specific activities. Computer programs developed for the support of ESL students are also used to bolster student ability and individualize instruction for ELLs. Instructional Materials and support include: rich visuals, maps, content from around the world (multi-cultural realia) used to demonstrate and explain concepts that are abstract and difficult to understand, sheltered English for Science, and Social Studies, graphic organized and scaffolding support, students work in dyads and triads, use of charts to break down content.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
ESL instruction is conducted in the English language with references made in the students home language, as needed, when differentiating word meanings and the utilization of context clues. Native Language support is given in the form of peer-interaction and by the use of bilingual dictionaries.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
All ESL students have the support of their teachers, administration, the parent coordinators, the guidance counselors and all staff members. The guidance counselors assist students with middle school and high school requirements.

The parent coordinator works closely with parents to facilitate a positive home school relationship for all students including ELLs. Information, written and oral, is provided to parents in native language to ensure effective communication and parent involvement.

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?
While we do not have a shared building, we share resources and coordinate efforts with our partner schools. We have also concentrated on increasing curricular materials that would enable our ELL students to receive appropriate instruction that includes both text and technology. Students use a variety of materials to support teaching and learning in themes and content specific activities. Computer programs developed for the support of ESL students are also used to bolster student ability and individualize instruction for ELLs. Instructional Materials and support include: rich visuals, maps, content from around the world (multi-cultural realia) used to demonstrate and explain concepts that are abstract and difficult to understand, sheltered English for Science, and Social Studies, graphic organized and scaffolding support, students work in dyads and triads, use of charts to break down content.

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).
Upon verification of entitlement, parents/guardians of newly enrolled ELLs are informed and invited to an orientation. At the orientation, information is given to inform parents of programs available to ELL students, state standards, assessments and expectations for their children.

17. What language electives are offered to ELLs?
ELLs are offered the following language elective at I.S. 364: Spanish.

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)?

Not Applicable
Professional Development and Support for School Staff

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

   1. Staff development will include all teachers in the building. Teachers will receive professional development designed to support the implementation of the Chancellor’s initiatives and regional/school goals for the instruction of ELLs. Workshops will be conducted by certified ESL teachers and other specialists.

   2. Teachers of ELLs will be part of all monthly professional development activities to better acclamate them to the rigor of the new Common Core Learning standards. Weekly teacher team meeting will be conducted as part of the SBO voted on by teachers to provide additional meeting time to deepen their understanding of the shifts that come with the implementation of the new standards. Professional Development is provided for all personnel who work with ELLs, including paraprofessionals, guidance counselors, psychologists, speech therapists, coaches, secretaries, and the Parent Coordinator. Many of the strategies that are used with ELL students work equally well with non-ELL students. These include vocabulary development, emphasis on reading comprehension strategies, development of oral and listening skills, and modeling. Staff is also encouraged to attend QTEL training and OELL workshops throughout the year.

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.

3. ESL teachers will attend ESL staff development meetings and workshops on a monthly basis. These meetings will provide teachers with opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum and the application of the Core Knowledge prototype.

4. The ESL teacher supports staff needs including: professional development, best approach methodology, ESL prototype, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design. A review of teacher records will be conducted to assess need for the required 7.5 hour training to staff. For those teachers that must fulfill the training requirement, training will be provided on site by the ESL teacher and/or the ELL Specialist from the CFN. The training will be facilitated to staff in the spring. Each participant will be awarded a certificate of completion upon completion of the training series.

Monthly ESL/Bilingual teacher professional development facilitated by the BNFSC is made available to all staff. Teachers discuss current research, best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum and the application of Core Knowledge.

A collaborative approach including Inquiry Teams will be part of the training where teachers will focus on instructional approaches that will articulate into long-range teaching strategies.

Teachers will also be attuned to the variables that affect language learning and instruction: age, grade, placement, personality, educational background, level of proficiency in both the native language and English, parental support, needs of the student and resources available to the teachers.

Staff development will also focus on alternate assessments, stressing assessments that are not totally writing-dependent and specific strategies which have been successful with ELLs.
<table>
<thead>
<tr>
<th>1. <strong>Parental Involvement</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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?</td>
</tr>
<tr>
<td>1. Parent involvement at IS 364 includes a variety of workshops on several topics offered throughout the school year. A monthly calendar of parent workshops and meetings is disseminated monthly to all parents. ELL parents are invited to an orientation, if needed, and all other workshops throughout the year. A meeting for ELL parents to discuss the ESL program, NYSESLAT and any concerns of the parents are scheduled. Families are also invited to visit their child’s classroom to see the strategies that are taught to the students during our Curriculum Night event during the last week in September. ELL parents are invited to participate class trips, and volunteer to assist with special events. There are parent meetings which take place throughout the school year. In September and October there are Orientation meetings for ELL parents to introduce them to the school, the curriculum and other extracurricular events. All ELL parent workshops promote the development of English language literacy at home. Translators are available as needed.</td>
</tr>
<tr>
<td>2. <strong>Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.</strong></td>
</tr>
<tr>
<td>Parents are invited to such activities such as educational trips, performances, PTA meetings, fundraisers for charities that benefit children, school fairs, book clubs, and workshops held by the Board of Education or at other schools such as Parents Support about Let’s Talk, and Basic English For Spanish Speakers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. <strong>Additional Information</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Paste response here:</td>
</tr>
</tbody>
</table>
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, Nicole Fraser-Edmund, 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

**School Name:** Gateway Intermediate School  
**School DBN:** 19K364

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicole Fraser Edmund</td>
<td>Principal</td>
<td></td>
<td>10/2017</td>
</tr>
<tr>
<td>Treena Hall</td>
<td>Assistant Principal</td>
<td></td>
<td>10/2017</td>
</tr>
<tr>
<td>Aimee Castro</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/2017</td>
</tr>
<tr>
<td>Tammi Turcina</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/2017</td>
</tr>
<tr>
<td>Ms. Sulley</td>
<td>Parent</td>
<td></td>
<td>10/2017</td>
</tr>
<tr>
<td>N/A</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/2017</td>
</tr>
<tr>
<td>N/A</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/2017</td>
</tr>
<tr>
<td>N/A</td>
<td>Coach</td>
<td></td>
<td>10/2017</td>
</tr>
<tr>
<td>N/A</td>
<td>Coach</td>
<td></td>
<td>10/2017</td>
</tr>
<tr>
<td>Amy Cohen</td>
<td>School Counselor</td>
<td></td>
<td>10/2017</td>
</tr>
<tr>
<td>Dr. Thomas McBryde</td>
<td>Superintendent</td>
<td></td>
<td>10/2017</td>
</tr>
<tr>
<td>Michael Rosenblith</td>
<td>Field Support Center Staff</td>
<td></td>
<td>10/2017</td>
</tr>
<tr>
<td></td>
<td>Member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Other</td>
<td></td>
<td>10/2017</td>
</tr>
<tr>
<td>N/A</td>
<td>Other</td>
<td></td>
<td>10/2017</td>
</tr>
<tr>
<td>N/A</td>
<td>Other</td>
<td></td>
<td>10/2017</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 19K364  School Name: Gateway Intermediate School  Superintendent: Dr. Thomas McBr

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

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tammi</td>
<td>Turcina</td>
<td>Teacher</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Aimee</td>
<td>Castro</td>
<td>Parent Coordinator</td>
<td>NO</td>
<td>NO</td>
</tr>
</tbody>
</table>

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

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

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

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

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

All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). This informs us of the language needs of the parents of English Language Learners. The classroom teachers, testing coordinator and parent coordinator as well as the ESL teacher work together to make sure the language needs of our students and their parents are met. All official correspondence is sent home in the parents' native language. In addition, there is an ELL parent orientation meeting at the beginning of the year to answer any questions the parents may have. The material is presented in the parent's native language and there is also staff on hand who speak Haitian Creole and Spanish, the home languages of our ESL community. However, if necessary, The Translation and Interpretation Unit of the Board of Education will be utilized for interpretation services.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans</td>
<td>1</td>
<td>0.22</td>
<td>1</td>
<td>0.22</td>
</tr>
<tr>
<td>Bengali</td>
<td>3</td>
<td>0.67</td>
<td>3</td>
<td>0.67</td>
</tr>
<tr>
<td>French</td>
<td>1</td>
<td>0.22</td>
<td>1</td>
<td>0.22</td>
</tr>
<tr>
<td>Haitian Creole</td>
<td>3</td>
<td>0.67</td>
<td>4</td>
<td>0.89</td>
</tr>
<tr>
<td>English</td>
<td>402</td>
<td>89.14</td>
<td>401</td>
<td>88.91</td>
</tr>
<tr>
<td>Russian</td>
<td>2</td>
<td>0.44</td>
<td>2</td>
<td>0.44</td>
</tr>
<tr>
<td>Spanish</td>
<td>37</td>
<td>8.2</td>
<td>37</td>
<td>8.2</td>
</tr>
<tr>
<td>Swahili</td>
<td>2</td>
<td>0.44</td>
<td>2</td>
<td>0.44</td>
</tr>
</tbody>
</table>

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

- English

**Part B: Communications Calendar & Language Services**

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly Calendar</td>
<td>Monthly</td>
<td>Parent Coordinator and Teacher Translate Information</td>
</tr>
<tr>
<td>PTA Flyers</td>
<td>Monthly</td>
<td>Translated services available</td>
</tr>
</tbody>
</table>
2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Night</td>
<td>September</td>
<td>Parent Coordinator, School aide, Paraprofessional, Teacher translator</td>
</tr>
<tr>
<td>Parent Teacher Conference</td>
<td>November, March and May</td>
<td>Parent Coordinator, School Aide and Teacher</td>
</tr>
</tbody>
</table>

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

In an emergency situation the Parent Coordinator and Teachers who currently speak the parents preferred language will be utilized.

Part C: Training Staff on Policies and Procedure

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

Staff are trained on pertinent policies and procedures as it pertains to Chancellor's Regulation during the beginning of the year schoolwide professional development.

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..)
I.S. 364 will fulfill Section VII of Chancellor’s Regulation A-663 by distributing Bill of Parent Rights and Responsibilities to Limited English Speaking Parents in their language of need. Additionally a sign in the languages spoken by our parent population has been posted in the main lobby indicating the availability of translation and interpretation services. At no point will a language barrier prevent a parent or guardian from communicating with the school about their child’s safety or well-being.

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

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

Parent feedback is gathered at face to face meetings held throughout the year as well as surveys conducted yearly. In addition, parents can meet with teachers at a scheduled time every week during the 50 minute period that is set aside for parent outreach and involvement.