2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 18K366
School Name: THE SCIENCE AND MEDICINE MIDDLE SCHOOL
Principal: DENNIS HERRING JR
Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

Section 6: Academic Intervention Services (AIS)

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

Section 8: Title I Program Information

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

**THE SCIENCE AND MEDICINE MIDDLE SCHOOL 366**

### School Information

<table>
<thead>
<tr>
<th><strong>School Name:</strong></th>
<th>THE SCIENCE AND MEDICINE MIDDLE SCHOOL 366</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Number (DBN):</strong></td>
<td>18K366</td>
</tr>
<tr>
<td><strong>BEDS Code:</strong></td>
<td>331800010366</td>
</tr>
<tr>
<td><strong>Grades Served:</strong></td>
<td>6, 7, 8</td>
</tr>
<tr>
<td><strong>School Address:</strong></td>
<td>965 East 107th Street Brooklyn, NY 11236</td>
</tr>
<tr>
<td><strong>Phone Number:</strong></td>
<td>718-688-6400</td>
</tr>
<tr>
<td><strong>Fax:</strong></td>
<td>718-688-6401</td>
</tr>
<tr>
<td><strong>School Contact Person:</strong></td>
<td>Dennis Herring, Jr.</td>
</tr>
<tr>
<td><strong>Email Address:</strong></td>
<td><a href="mailto:DHerrin@schools.nyc.gov">DHerrin@schools.nyc.gov</a></td>
</tr>
<tr>
<td><strong>Principal:</strong></td>
<td>Dennis Herring, Jr.</td>
</tr>
<tr>
<td><strong>UFT Chapter Leader:</strong></td>
<td>Annastacia Harrison-Ribot</td>
</tr>
<tr>
<td><strong>Parents’ Association President:</strong></td>
<td>Alicia Franklin</td>
</tr>
<tr>
<td><strong>SLT Chairperson:</strong></td>
<td>Joseph Cox</td>
</tr>
<tr>
<td><strong>Title I Parent Representative (or Parent Advisory Council Chairperson):</strong></td>
<td>Patrick Atkinson</td>
</tr>
<tr>
<td><strong>Student Representative(s):</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>CBO Representative:</strong></td>
<td>N/A</td>
</tr>
</tbody>
</table>

### District Information

<table>
<thead>
<tr>
<th><strong>Geographical District:</strong></th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Superintendent:</strong></td>
<td>Beverly Wilkins</td>
</tr>
<tr>
<td><strong>Superintendent’s Office Address:</strong></td>
<td>1106 East 95th Street Brooklyn, New York 11236</td>
</tr>
<tr>
<td><strong>Superintendent’s Email Address:</strong></td>
<td><a href="mailto:BWilkin@schools.nyc.gov">BWilkin@schools.nyc.gov</a></td>
</tr>
<tr>
<td><strong>Phone Number:</strong></td>
<td>718-566-6008</td>
</tr>
<tr>
<td><strong>Fax:</strong></td>
<td>718-649-7074</td>
</tr>
</tbody>
</table>

---

**Field Support Center (FSC)**

---

2018-19 CEP
Brooklyn South FSC

Executive Director: Mauriciere de Govia
415 89th Street Brooklyn, New York 11209

Executive Director’s Office Address:

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

Phone Number: 718-759-4862

Fax: 718-759-4879
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>Dennis Herring, Jr.</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Annastacia Harrison</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Alicia Franklin</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Lizette Walker</td>
<td>Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Joseph Cox</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Evens Barreau</td>
<td>Member/School Counselor</td>
<td></td>
</tr>
<tr>
<td>Rhonda Howai</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Corinthia James</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Cheiresse Barnes</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Onica Brathwaite</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Patrick Atkinson</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Jamilah Bess</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

In accordance with the requirements of Chancellor’s Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans that align with
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: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td>Trust: 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><em>The Science and Medicine Middle School uses health and medicine as a lens through which students learn core academic subjects, including mathematics, science, social studies and English Language Arts. SMMS 366 equips students with the knowledge and skills to manage their own health and well being, advocate for community members, and pursue post high school education that may prepare them for careers related to health and wellness.</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.

The Science and Medicine Middle School 366 is committed to providing a safe and nurturing yet academically rigorous learning environment that prepares students for high school, college, careers, and service to the world. It is our expectation that students respect themselves and others, hold themselves accountable for their actions, and always strive for excellence. Serving the Canarsie and East Flatbush communities of District 18, we offer a comprehensive academic program with an emphasis in the sciences, and in particular, the medical sciences. Currently, we have 395 students in grades six through eight. Among those, approximately 2% are English Language Learners and 21% have Individualized Educational Plans. Additionally, our ethnic breakdown is as follows: 89% Black, 7% Latino, 2% White and 1% other.

Through our partnerships with community organizations, universities, hospitals and other medical facilities, we are enabling our students to travel on their life’s path to high school, post-secondary education, and health-related careers. Some of our partners include: Urban Advantage, Triad Consulting Strategies, the City Parks Foundation, Weill Cornell Medical College, Brooklyn College, The Nature Conservancy and the East Kings County Chapter of Delta Sigma Theta Sorority, Inc. We offer a comprehensive medical science curriculum in grade eight with a focus on disease pathology. We were awarded a generous allocation of $200,000.00 from Brooklyn Borough President Eric L. Adams with which we will convert a classroom into a hospital room for the purpose of hands-on, real world medical science instruction.

The Science and Medicine Middle School has fully integrated the Common Core Learning Standards for English Language Arts and mathematics into the curricula, resulting in coherent instruction within disciplines and across grades. Theme-based engagement across grade levels equips students for pursuit of college and career opportunities. An experiential and inquiry-based approach to learning leads to students investing in lessons carefully planned with attention to close reading strategies, supporting claims using text-based evidence, and conscientious use of academic vocabulary in discussions. Purposeful curriculum development decisions result in the integration of coherent instruction, in-depth explorations in mathematics, medical science and performance-based tasks in all subject areas.

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

There are three 12:1:1 special education classes (one per grade level) that receive instruction from six licensed special education teachers and twelve paraprofessionals. Two school counselors provide individual and group counseling to approximately fifty students. Our students are visual and auditory learners who struggle with comprehension and stamina while reading lengthy texts. Our 12:1:1 students also struggle with organizing, displaying and explaining their rationale in multi-step constructed mathematics problems. Our ENL population struggles with reading lengthy texts and using academic vocabulary in their written responses. Our gifted students need to improve their organizational and study skills.

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.

Rigorous Instruction / Effective School Leadership

The principal led the instructional coaches in developing, administering and evaluating the results of a series of Common Core-aligned interim assessments throughout the 2017 - 2018 school year. Student outcomes were analyzed in a timely manner to inform next instructional steps and modify curriculum maps and unit plans. The principal and the instructional coaches led a series of professional learning sessions on the Danielson Framework for Teaching and Learning Components 3c: Engaging Students in Learning and 1e: Designing Coherent Instruction.
Collaborative Teachers

English Language Arts, mathematics, social studies, arts and science teachers met for common planning team meetings on a weekly basis, evaluated student work and engaged in collegial discussions centered on improving students outcomes, addressing the instructional shifts and modifying the curriculum.
### School Demographics and Accountability Snapshot for 18K366

#### School Configuration (2018-19)
- **Grade Configuration**: 06,07,08
- **Total Enrollment (2017-18)**: 399
- **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)**: 35
- **# SETSS (ELA)**: 33
- **# Integrated Collaborative Teaching (ELA)**: 31
- **# Special Classes (Math)**: 35
- **# SETSS (Math)**: 30
- **# Integrated Collaborative Teaching (Math)**: 31

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: 4
- **# Music**: 4
- **# Drama**: 4
- **# CTE**: 4

#### School Composition (2017-18)
- **% Title I Population**: 81.0%
- **% Attendance Rate**: 91.7%
- **% Free Lunch**: 78.4%
- **% Reduced Lunch**: 5.0%
- **% Limited English Proficient**: 2.0%
- **% Students with Disabilities**: 20.6%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 0.8%
- **% Black or African American**: 89.0%
- **% Hispanic or Latino**: 7.5%
- **% Asian or Native Hawaiian/Pacific Islander**: 0.8%
- **% White**: 2.0%
- **% Multi-Racial**: 0.8%

#### Personnel (2015-16)
- **Years Principal Assigned to School**: 4.1
- **# of Assistant Principals**: 2
- **% of Teachers with No Valid Teaching Certificate**: 3%
- **% Teaching Out of Certification**: 8%
- **% Teaching with Fewer Than 3 Years of Experience**: 10%
- **Average Teacher Absences**: 9.2

#### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4**: 30.8%
- **Mathematics Performance at levels 3 & 4**: 18.3%
- **Science Performance at levels 3 & 4 (4th Grade)**: N/A
- **Science Performance at levels 3 & 4 (8th Grade)**: 47%

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

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

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

##### Elementary/Middle School

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>American Indian or Alaska Native</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Hispanic or Latino</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Students with Disabilities</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Economically Disadvantaged</strong></td>
<td><strong>YES</strong></td>
<td><strong>YES</strong></td>
<td><strong>YES</strong></td>
<td><strong>YES</strong></td>
<td><strong>YES</strong></td>
<td><strong>YES</strong></td>
</tr>
</tbody>
</table>

##### High School

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>American Indian or Alaska Native</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Hispanic or Latino</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Students with Disabilities</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Economically Disadvantaged</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Met Adequate Yearly Progress (AYP) in Graduation (2016-17)
- **American Indian or Alaska Native**: N/A
- **Hispanic or Latino**: N/A
- **White**: N/A
- **Students with Disabilities**: N/A
- **Economically Disadvantaged**: N/A
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>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

1. [Awaiting 2018 NYS assessment results.]

2. Strengths and needs relative to Capacity Framework Element #1 - Rigorous Instruction:

- **Strength:** Tasks are aligned to the CCLS and integrate the instructional shifts. (2018 Quality Review)
- **Strength:** Appropriate facilitation of curriculum materials in the four major subject areas. (2018 Quality Review)
- **Strength:** Teachers are engaged in structured, inquiry-based collaborations. (2018 Quality Review)
- **Need:** More attention to strategically grouping students for maximum critical discourse. (2018 Superintendent Feedback)
- **Need:** Students must fully articulate their reasoning and rationale when answering questions. (2018 Quality Review)
- **Need:** More visuals and meaningful real-world examples for students in 12:1:1 classes. (ADVANCE Observations)

**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–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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, we will prepare our students to meet and exceed grade level standards and increase school-wide proficiency levels by at least 10% on the New York State Common Core English Language Arts and mathematics assessments by strategically designing and analyzing the results of four interim assessments in English Language Arts and mathematics.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>General education students, English Language Learners and Students with disabilities</td>
<td>Weekly</td>
<td>Principal, Assistant Principal, Department lead teachers</td>
</tr>
<tr>
<td>General education students, English Language Learners and Students with disabilities</td>
<td>Bi-weekly</td>
<td>Principal Dennis Herring, Jr., and Mathematics Teacher Natalie Bowman</td>
</tr>
<tr>
<td>Eighth graders in accelerated classes</td>
<td>Daily instruction</td>
<td>Mathematics Teacher, Social Studies Teacher, Science Teacher, Testing Coordinator</td>
</tr>
<tr>
<td>Parents and Guardians</td>
<td>Monthly</td>
<td>Parent Coordinator, Teacher Leaders</td>
</tr>
<tr>
<td>Principal, AP and Teachers</td>
<td>Weekly</td>
<td>Principal, Assistant Principal and department lead teachers</td>
</tr>
</tbody>
</table>

Teachers and administrators will implement differentiated professional development sessions on Monday afternoons that address designing highly engaging, coherent instruction that presents students with activities that pose significant cognitive challenge in all academic content areas.

We will begin our partnership with the District Charter Collaborative as a member of a "quad," a group of four schools that visit each other, observe mathematics instruction, provide meaningful feedback and engage in the inquiry process in order to improve student outcomes with a focus on racial equity.

Two eighth grade classes will take the Common Core Integrated Algebra I Regents exam and the Living Environment Regents exam. One eighth grade class will take the United States History and Government Regents exam.

The parent coordinator will develop and present a series of comprehensive parent workshops that address the vital partnership between school and home, with an emphasis on acclimating parents to the language and demands of the Common Core Learning Standards.

All collaborative interactions such as common planning team meetings, professional learning sessions and visits will include conversations on students’ data-based present levels of performance, areas in need of improvement and next steps for meeting individual academic goals.
Through strategic calendaring and planning, we will consistently analyze interim and common assessment data in order to implement corrective instruction through collaborative decision making and updating our curriculum maps.

<table>
<thead>
<tr>
<th>General education students, English Language Learners and students with disabilities</th>
<th>Quarterly</th>
<th>Principal, Assistant Principal and Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/2018 - 5/2019</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

Our Parent University workshop series will familiarize parents with the demands of rigorous instruction in English Language Arts and mathematics and provide pertinent information for providing the conditions by which students may maintain satisfactory course marks as well as prepare for the New York State assessments. Parents will engage in completing Common Core tasks and learn strategies that they can foster in the home in order to ensure that students are on track for meeting and exceeding standards. Parent University sessions are facilitated by the English Language Arts and mathematics teachers as well as a former Peer Collaborative Teacher. The Parent Coordinator will be present in all sessions.

Incoming sixth graders and their parents will attend an orientation session on July 24, 2018. Parents and guardians will be familiarized with the curriculum, course requirements and general school operations during the first Parent Teacher Conference on September 20, 2018. We also plan to develop a Parent Handbook as well as a Student Handbook in the summer of 2018 complete with a plethora of important academic and operational information.

### 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.

1. Per-diem, per-session and *Other Than Personnel Services* allocations from the District Charter Collaborative.

2. Go Math, Pearson Literature, Glencoe science and McGraw Hill social studies textbooks

3. Core curriculum materials, including the *Educating Powerful Writers: The NYCDOE Middle School Writing Curriculum/Scope & Sequence* and the *Passport to Social Studies* curriculum.

4. Resources and materials from Algebra for All.

There will be 12 per session hours for mathematics and English Language Arts teachers to facilitate Parent University workshops alongside the Parent Coordinator four times throughout the school year.
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 5 – Progress Monitoring

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

1. Three interim assessments will be administered and evaluated within five school days.

2. Teacher teams will analyze data from the three interim assessments in November, 2018, February, 2019 and May, 2019 and design corrective instruction accordingly using our data cycle calendar.

3. Feedback and suggested next steps from the District Charter Collaborative quad school teams will inform decision-making for our weekly professional learning topics.

4. Mid-point ELA benchmark: By February 2019, teachers will monitor aggressively and perform mid-workshop adjustments so that 50% of general education and special education students will increase at least one grade level on the Mid-year Degrees of Reading Power Assessment.

5. Mid-point mathematics benchmark: By February 2019, teachers will monitor aggressively and perform mid-workshop adjustments so that 50% of general education and special education students will score the full points (2 or 3 points) on constructed response interim and common assessment items.

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

We will implement baseline assessments and a triad of interim assessments in English Language Arts and mathematics across all grades. Multiple-choice items from previous NYS test administrations will be scored using School Net while constructed response items will be evaluated during professional and common planning periods. All test items on the interim assessments are directly from the NYS exams and are therefore leading indicators of progress. In ELA, the specific instrument of measure is the mid-year Degrees of Reading Power assessment.

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

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

Part 1 – Needs Assessment

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

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

Need: Teachers need continued professional development in addressing students’ behavior in classrooms, hallways, the cafeteria and outside of the building. Teachers need assistance with developing relationships with students where students feel comfortable and take action to speak with at least one adult before engaging in undesirable behavior.

Need: Per the 2018 Quality Review, we need a student advisory council (which we will call The Parliament) that engages with staff in order to contribute to school-based decisions and recommendations for improving day-to-day student life.

Strength: Our Positive Behavioral Intervention and Support system (C. A. R. E. S.: Cooperation, Accountability, Respect, Environmental Awareness and Strive for Excellence) has been a remarkable success between 2015 and 2018. Students earn and spend "scholar dollars" in "The Owl's Nest" store for their outstanding citizenship, compliance with school rules and respecting others.

Strength: Restorative circles facilitated by Therapeutic Intervention for Crisis in Schools-trained teachers and the opening of the Peer Mediation Center provides an alternative to suspension for disciplinary infractions.

Strength: Our Monday morning advisory series which is grounded in the Just Say Hi social and emotional learning framework focuses on anti-bullying, avoiding the pitfalls of peer-pressure, positive self-image, respect for self and others, friendship, goal-setting, gender identity, inclusion and college and career readiness.

Part 2 – Annual Goal

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

By June 2019, all classroom teachers will incorporate effective behavioral and instructional strategies into their lessons that will result in at least 75% of students taking intellectual risks during instruction, and at least 75% of students...
### Part 3a – Action Plan

| Measures of Teacher Practice per Danielson Framework |
| Monday afternoon professional learning sessions |
| Monitoring Aggressively across all content areas |
| Cold call technique for engaging students |
| Classroom rules centered upon a culture for respect |
| All teachers | 9/2018 – 6/2019 | Principal |
| | | Assistant Principal |
| | | Lead Teachers |

The Principal and Assistant Principal will establish and facilitate *The Parliament* student council to promote student voice in which students will meet monthly and participate in schoolwide decision making.

| Citywide Respect for All campaign |
| Door-to-door presentations by school counselors |
| PBIS assemblies for all grades (09/2018) |
| Classroom discussions and writing assignments in which students reach a consensus regarding respect. |
| All students | 10/2018 – 06/2019 | PBIS Team |
| | | School Counselors |
| | | Principal |
| | | Assistant Principal |

Strengthen the services of the Peer Mediation Center based on restorative practices such as circles and the ideals of *Respect for All*.

| Informal and formal ADVANCE classroom observations |
| All stakeholders | 9/2018 – 5/2019 | Principal |
| | | Assistant Principal |

### 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.

The vital line of communication between the school and home is not limited to academic and behavior related correspondence. On Tuesday afternoons, all teachers will engage in parent outreach. All students’ parents and guardians will be contacted at least once per semester by all teachers, resulting in at least twenty conversations per student. Four Parent Teacher Conferences will be held throughout the school year at which time parents will be briefed on the PBIS / C.A.R.E.S. system as well as students' social / emotional needs, academic progress and strategies for improved outcomes.

### 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.
1. Support Services Coordinators and teachers trained in restorative practices and TCIS

2. Incentives for exemplary behavior: Scholar Dollars and "The Owl's Nest" incentive store

3. Funds for incentives in the Owl's Nest incentive store

4. Per diem coverage funds for teachers who will attend Tier II restorative practices training

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

By February 2019, through informal and formal classroom observations, the Principal and Assistant Principal will evaluate teachers' growth in Danielson Framework component 2d: Managing Student Behavior. By October, 2018, administration will confer and collectively analyze students' behavioral trends on each of our three floors. We will implement effective behavioral intervention strategies with individual students and whole classes. Through our PBIS system, restorative circles and the Peer Mediation Center, we will aim to decrease the frequency of level 1 and 2 infractions in all classrooms by 75% as indicated in the Online Occurrence Reporting System.

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

Administrators will collaboratively review the Measures of Teacher Practice report in ADVANCE in order to align priority areas of growth in Component 2d and the focus for informal and formal classroom observations.

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

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

Part 1 – Needs Assessment

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

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

Collegial and professional relationships are in place as evidenced by teachers’ collaborative planning and participation in professional learning sessions. Systems and structures for assessing students’ needs, implementing action plans, and memorializing events and next steps have been fully realized via our data cycle calendar.

Need: Consistent and timely ADVANCE informal and formal observations and actionable feedback (2018 Quality Review)

Strength: Communication within teacher team meetings (2018 Quality Review)

Strength: Consistent access to evidence-based and research-based trends and best practices in education during Monday afternoon professional development sessions (2018 Quality Review)

Strength: Google Docs system of memorializing meeting outcomes and next steps. (2018 Quality review)

Strength: Professional learning sessions on Danielson components 3b and 1e.

Strength: Jupiter Grades allows consistent communication between teachers and parents.

Need: Continued professional development on differentiation by content, product and process

Strength: Functional and user-friendly student assessment data tracking system (School Net)

Need: Follow-up professional learning sessions in Danielson Component 1e: designing coherent instruction

Strength: Both administrators will be trained in the Relay Graduate School of Education evaluation system for improving teacher practice: See it, Name it, Do it

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, administration will observe and evaluate classroom instruction with consistency and use ADVANCE and classroom assessment data to implement the See it, Name it, Do it process in order to design weekly professional
learning sessions that will result in teachers cold calling at least 50% of students in every class period across all grades and content areas.
### 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, SIF, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>Teachers will view and internalize exemplar cold calling and aggressive monitoring videos from Uncommon Schools and implement these strategies in their day-to-day instructional delivery. Teachers will use a grid or section sheet system to document and monitor their rates of questioning per class period.</td>
<td>All Teachers</td>
<td>Monthly 10/2018 – 06/2019</td>
<td>Principal</td>
</tr>
<tr>
<td>Students will employ the ideals of <em>Growth Mindset</em> actively listen throughout the mini-lesson, work period and closing of lessons and compose responses to higher-order questions in order to prepare for contributing to classroom discussions.</td>
<td>All students</td>
<td>Daily 09/2018 – 06/2019</td>
<td>All teachers</td>
</tr>
<tr>
<td>Growth Mindset posters with clear and student-friendly language will be prominently displayed in all classrooms as prompts and sentence starters for contributing to classroom discussions. Students with disabilities will have these prompts taped to their desks for ease of use.</td>
<td>All students</td>
<td>09/2018 – 06/2019</td>
<td>Administration, All Teachers, Parent Coordinator</td>
</tr>
<tr>
<td>Teachers will use a grid or section sheet system to document and monitor their rates of questioning per class period.</td>
<td>All teachers</td>
<td>September 2018 – June 2019</td>
<td>Principal, Assistant Principal</td>
</tr>
</tbody>
</table>

### 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.

On September 5, 2018, parents and guardians will receive a backpacked letter outlining all key dates and school events, including parent teacher conferences. Parents and guardians will receive information on common planning dates and times on September 20, 2018 at Parent Teacher Conference #1. Caregivers are welcomed and encouraged to attend these meetings throughout the school year.

### Part 4 – Budget and Resource Alignment

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

- School Google Mail and Docs account
- School website domain fee
- Adjusted or reduced schedule for one Computer Technology Specialist and one Webmaster to collaborate in order to procure bids and design our new school website
- Per session funds for the Principal’s school scheduling / programming apprentice

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

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

### Part 5 – Progress Monitoring

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

By February 2019, 100% of teachers will effectively facilitate aggressive monitoring and cold calling as indicated in a comprehensive report based on ADVANCE observation reports and collected schoolwide uniform grids used for questioning.

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

Uniform schoolwide grids or section sheets for aggressive monitoring and cold calling will be reviewed by administrators in order to ensure that at least 50% of students are called on during each class session and that every student has contributed to classroom discussions by the end of each week.

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

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

Part 1 – Needs Assessment

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

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

The principal and assistant principal continuously utilize findings from informal and formal ADVANCE observations in order to guide the Lead Teachers in their design and facilitation of professional learning sessions.

Since 2015, the implementation of our PBIS system has proven to be significantly successful in motivating students to modify their relationships towards one another as well as taking ownership of their learning.

The Principal, Assistant Principal and lead teachers facilitate professional learning sessions on Monday and Tuesday afternoons, stepping aside periodically to allow peer teaching and learning to take place where appropriate.

Informal and formal observation feedback from administrators guides teachers in the development and annotation of their curriculum maps and lesson plans with particular attention to Danielson Component 3c (Engaging Students in Learning) and Danielson Component 1e (Designing Coherent Instruction). We have developed a common language regarding the Danielson Framework for Teaching and Learning. Pre and post observation conferences and professional learning sessions are results-driven. Administration provides teachers with minute-by-minute low inference notes of their lessons and actionable next steps for future classroom visits.

Strengths:

- Teachers are amenable to feedback by administration and peers and participate in debriefing sessions with a growth mindset to improve student outcomes.
- ADVANCE informal and formal observation feedback is specific and detailed with minute-by-minute low inference evidence.
- Administrators' expectations for effective instructional delivery are clearly defined and outlined.

Needs:

- Implementation of a school wide system of referring to anchors and exemplars in order to enhance teacher practice in Danielson component 3d: using Assessments in Instruction.
- Balance the urgency of improving teacher practice per the Danielson Framework with establishing school-wide operational classroom norms that span across all grades and subjects. For example, all periods will follow a time-specific format that includes the motivation and mini-lesson (10 minutes), work period (20 minutes) and closing (10 minutes).
- Schedule the maximum number of double periods for students so that key instruction concepts are enduring.
### Part 2 – Annual Goal

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

By June 2019, the Principal, Assistant Principal and lead teachers will design and facilitate professional learning sessions on using assessments in instruction that will result in a 5 – 10% increase of students scoring at or above proficiency (Levels 3 and 4) as measured by the 2019 NYS Common Core ELA and mathematics assessments.
### Activities/Strategies:
Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Teachers</td>
<td>9/2018 - 6/2019</td>
<td>Principal, Assistant Principal, Lead Teachers, Delta Sigma Theta Sorority East Kings County Alumni Chapter</td>
</tr>
<tr>
<td>All Teachers</td>
<td>9/2018 – 6/2019</td>
<td>Principal, Assistant Principal, Principal Leadership Facilitator</td>
</tr>
<tr>
<td>All students</td>
<td>09/2018 - 06/2019</td>
<td>All Teachers</td>
</tr>
<tr>
<td>All teachers</td>
<td>10/2018– 6/2019</td>
<td>Administration, Teachers</td>
</tr>
</tbody>
</table>

### Facilitation of Relay Graduate School of Education practices: See It, Name It, Do It, School culture improvement initiatives

- The principal and Assistant Principal will use the Targeted Observation Feedback template from Leverage Leadership (Bambrick-Santoyo) in Google Docs to compare feedback and next steps from informal ADVANCE observations.

<table>
<thead>
<tr>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal, Assistant Principal, Parent Coordinator</td>
</tr>
</tbody>
</table>

### Additional Strategies:

- Teachers will design scaffolded classroom exams that allow all students to perform on standards-based assessments with success. For example, the first five items on classroom exams will foster a "can-do" approach which will encourage students to put forth their best efforts in completing assessments with integrity and perseverance.

- The extended cabinet will foster an environment of mutual trust among administrators and teachers, allowing teachers to implement the strategies learned during professional learning sessions and receive constructive feedback.
3b – Parent and Family Engagement

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

In addition to availing themselves for discussion during parent-teacher conferences and Tuesday afternoons, the parent coordinator will facilitate several workshops, including but not limited to:

1. Internet / Social Media Safety
2. Trump-Era Immigration Policy / DACA
3. Financial Literacy
4. High School Information Night
5. Urban Advantage Family Science Night
6. Family mathematics night
7. Parent Book Club
8. Cell Phones and the Internet

Parent University sessions will acclimate parents with the rigor and demands of the NYS common core ELA and mathematics exams. Parents will perform mathematics tasks, read passages and take exams.

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.

1. Adjustment of teacher leaders’ schedules for one free period per week
2. Core Curriculum: Middle School writing curriculum.
3. Ongoing guidance and support provided by the Principal Leadership Facilitator
4. Per-session funding for school counselors: High School Information Night
5. PTA funding for refreshments

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

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

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2019, as indicated by ADVANCE Component 3d observation report data, 100% of teachers will refer to exemplars to facilitate student discussion and check for understanding during the work period and closing of all lessons.

<table>
<thead>
<tr>
<th>Part 5b. Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators will collaboratively compare and review measures of teacher practice for Component 3D using ADVANCE reports and low-inference notes in order to identify next steps for informal and formal observations. Both administrators will observe all teachers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

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.
   Strength: 2018 Quality Review: High school application process informational availability and workshops
   Strength: 2018 Quality Review: Consistency in teacher communication with parents via Jupiter Grades
   Strength: 2017 Environmental Survey: 100% of teachers agree that staff works closely with families
   Strength: 2017 Environmental Survey: 90% of parents agree that they are well-informed by staff

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.
   Need: 2017 Environmental Survey: Increase opportunities for parents to volunteer time in the school (55%)
   Need: 2017 Environmental Survey: Increase the percentage of parents invited in to observe instruction (71%)

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.

The Parent Coordinator will host ten hands-on, interactive informational workshops for parents and provide user-friendly materials and resources in order to acclimate families to the necessary home structures that support students' mastery of the common core learning standards. by June 2019.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive PowerPoint presentations and informational sessions presented for Parent Teacher Conference #1 on 09/20/18</td>
<td>Parents and Students</td>
<td>9/20/18</td>
<td>All Teachers, Principal and Assistant Principal</td>
</tr>
<tr>
<td>Professional learning for the Parent Coordinator facilitated by the Family Leadership Coordinator</td>
<td>All Parents</td>
<td>09/2018 - 06/2019</td>
<td>Parent Coordinator Family Leadership Coordinator</td>
</tr>
<tr>
<td>Professional learning for the Parent Coordinator facilitated by the Urban Advantage</td>
<td>All Students and Parents</td>
<td>09/2018 - 06/2019</td>
<td>Urban Advantage</td>
</tr>
<tr>
<td>Translation services in Spanish, Haitian Creole and Arabic for parents with limited English proficiency</td>
<td>All Parents</td>
<td>Monthly</td>
<td>Parent Coordinator Bilingual School Aide Bilingual Teachers</td>
</tr>
<tr>
<td>Workshops facilitated by the Parent Coordinator on the Common Core Learning Standards, PBIS system, community resources, Urban Advantage trips, communication with teachers, PTA involvement and monitoring students' progress at home.</td>
<td>All Parents</td>
<td>Monthly</td>
<td>Parent Coordinator, PTA, administration, School Leadership Team</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.

- Urban Advantage
- New York City Police Department
- Haitian Americans United for Progress
- The Italian American Civil Rights League
The City Parks Foundation

East Kings County Chapter of Delta Sigma Theta Sorority, Inc.

Triad Consulting Services

College Access for All

Interborough School Response Team

**Part 4 – Budget and Resource Alignment**

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

- Per session hours for participating staff that will collaborate with the Parent Coordinator
- Office supplies for mass copying of parent-friendly, academic content-specific materials and literature for at-home use
- Thumb drives containing a plethora of CCLS materials and information for parents to use at home
- Additional published content-specific materials for at-home use
- Fees for web-based textbook access for at-home use

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

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

**Part 5 – Progress Monitoring**

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

By February 2019, the Parent Coordinator will complete six hands-on parent workshops complete with appropriate and relevant materials and resources that promote at-home strategies for mastering the Common Core Learning Standards.

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

Attendance figures for parent workshops in conjunction with the results of end-of-workshop surveys indicating learnings and next steps for implementing strategies at home.

**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>2018 NYS assessment scores, Common assessment outcomes</td>
<td>Writing intensive instruction: spelling, grammar, usage, vocabulary development</td>
<td>Small group and one to one</td>
<td>During the school day</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>2018 NYS assessment scores, Common assessment outcomes and District Charter Collaborative feedback</td>
<td>Checks for understanding, re-teaching and engaging instruction</td>
<td>Whole class, Small group and one to one</td>
<td>During the school day</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>2018 NYS assessment scores, Common assessment outcomes</td>
<td>Differentiation by process and content</td>
<td>Hands-on activities and demonstrations</td>
<td>During the school day and after school (Living Environment)</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Departmental diagnostic exam</td>
<td>Differentiation by content and product</td>
<td>Appealing to visual, auditory and kinesthetic learning styles.</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>JEP’s, disciplinary history and teachers’ anecdotal records</td>
<td>School Response Team, Big Brothers Mentoring Program, Big Sisters Mentoring Program</td>
<td>Trips to local colleges, Small group, Parent sessions, one to one</td>
<td>Weekly during the school day and/or as needed</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)**

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
</tr>
</tbody>
</table>

STH funds will be utilized to provide supplemental learning materials, school supplies, and school uniforms.

School funds will be used to waive senior dues, senior trip, and prom fees.

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
</tr>
</tbody>
</table>
### 3. Non-Title I Schools

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

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

<table>
<thead>
<tr>
<th>N/A</th>
</tr>
</thead>
</table>
Section 8: Title I Program Information

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

Part 1: Title I Status

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

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

1. Assessment of staffing needs and appropriate hiring of certified teachers
2. Demonstration lessons observed by administration and a hiring team
3. Ongoing professional development in relevant topics, trends and research-based best practices
4. All teachers will provide instruction in their license and certification areas.

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).

The Professional Learning Team, which is comprised of lead teachers and administration meets twice monthly to identify shared concerns and areas identified by teachers as priority. We will highlight the best practices of teachers rated effective and highly effective. Differentiated professional learning sessions will be designed based on information gathered from learning walks and ADVANCE informal and formal observation feedback. In order to retain highly qualified teachers and attract students, we will offer three Regents level courses and begin offering robotics as an elective in grade seven.

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).
Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Administration will edit curriculum maps, purchase instructional materials, plan units, design common assessments and create interim assessments. After the principal outlines the time frames for the marking periods, the teacher will engage in a calendaring exercise to strategically plan for interim assessments and agree upon dates for evaluating student results in order to design corrective instruction.

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 (Refer to Galaxy for school allocation amounts)</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>$283,364</td>
<td>X §Section 5a: Part 4b |Section 5b: Part 4b |Section 5c: Part 4b</td>
</tr>
<tr>
<td>Section</td>
<td>Title</td>
<td>Source</td>
<td>Amount</td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>5d: Part 4b</td>
<td>Title II, Part A</td>
<td>Federal</td>
<td>N/A</td>
</tr>
<tr>
<td>5e: Part 4b</td>
<td>Title III, Part A</td>
<td>Federal</td>
<td>N/A</td>
</tr>
<tr>
<td>5a: Part 4b</td>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>N/A</td>
</tr>
<tr>
<td>5b: Part 4b</td>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$3,073,393</td>
</tr>
<tr>
<td>5c: Part 4b</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1Explanation/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 – as 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. **THE SCIENCE AND MEDICINE MIDDLE SCHOOL 366**, 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

**THE SCIENCE AND MEDICINE MIDDLE SCHOOL 366** 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;

Parental Involvement and School Quality

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

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

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

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

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

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

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

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

● provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

● host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in
the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the ESSA;

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

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

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

### Encouraging School-Level Parental Involvement

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

- holding an annual Title I Parent Curriculum Conference;

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

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

- supporting or hosting Family Day events;

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

- encouraging more parents to become trained school volunteers;

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

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

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

### School-Parent Compact (SPC)

**THE SCIENCE AND MEDICINE MIDDLE SCHOOL 366**, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will
share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### I. School Responsibilities: High Quality Curriculum

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

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

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

Support home-school relationships and improve communication by:

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

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

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

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

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

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

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

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

● supporting parental involvement activities as requested by parents;

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

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

II. Parent/Guardian Responsibilities
● monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

---

### III. Student Responsibilities

**Student Responsibilities:**

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

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

● show respect for myself, other people and property;

● try to resolve disagreements or conflicts peacefully;
● seek an adult’s assistance when I need help

● always strive for excellence.
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>18</td>
<td>Brooklyn</td>
<td>366</td>
</tr>
</tbody>
</table>

| School Name | The Science and Medicine Middle Sch |

### B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dennis Herring Jr.</td>
<td>Michelle Patrovani</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>type here</td>
<td>E. P. Campbell, Evens Barreau</td>
<td>type here</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Related-Service Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Galia Weiss/ELA</td>
<td>Kevin Gail/SETSS</td>
</tr>
<tr>
<td>T. McDonald/SE Math &amp; SS</td>
<td>Field Support Center Staff Member</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pamella Ferrari-Easter</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beverly Wilkins</td>
<td>R. Lamanno/IEP Liaison</td>
</tr>
</tbody>
</table>

### C. Teacher Qualifications

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

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

### D. Student Demographics
Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</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?
   The school uses the NYS ELA and Math exam data, the DRP (Degrees of Reading Power) data, the Wilson Screening and the Fountas and Pinnell running Records Assessment to assess ELL students.

2. What structures do you have in place to support this effort?

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
Student success/AYP is evaluated based on a combination of portfolios work (including beginning-year baseline assessment tasks and pre and post unit assessments) rubric-based/assessed written and project work, report card grades, and the NYSESLAT scores to document students’ progress in ELA reading, writing, speaking and listening skills.

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

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs;] NOT APPLICABLE.

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].

In general, across proficiency levels & grades ELL/ENL students were weakest in writing. Listening skills were a bit better. This was followed by reading skills. ELL/ENL students’ speaking skills were at the highest level among ELL/ENL students across proficiency levels & grades.

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

---

**Part IV: ELL Programming**

**Programming and Scheduling Information**

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
      
      ELLS receive ESOL services through a push-in/pull-out format. Students receive small group instruction. Groups are no larger than 8-10 students per class, so as to provide more individualized support to meet their language acquisition needs. The ESL/ENL teacher pushes into ELA classes and pulls out groups of students to provide service in accordance with their levels, generally providing a 50-50 ratio of push in/pull out service. All ESL/ENL and content area instruction is aligned with the NYS Common Core Learning Standards and DOE curricula/scope and sequences. The goal is to facilitate language development while supporting students so they can master grade-level content knowledge in ELA, Social Studies, Science & Mathematics while building English language proficiency. On each grade ELLs are housed in three classes based on their ELL status and IEP designations and needs. Thus, ELLs are mixed heterogeneously with and have ample opportunity to learn from their native English speaking peers and ELLs who have already attained higher English proficiency levels. This also promotes the building of their social and cultural competencies. Some pull out groups bridge two grades.
   b. TBE program. If applicable.
      NOT APPLICABLE
   c. DL program. If applicable.
      NOT APPLICABLE

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)?

We program the ESL/ENL teacher’s program to ensure that the mandated number of instructional minutes per CR Part 154 are being met.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The ESL/ENL teacher and IEP Liaison provide ongoing training for staff and recommend strategies (including, but not limited to visuals, web based resources, use of bilingual dictionaries and differentiated writing scaffolds) that the content area teachers can utilize to assist students language and learning needs. The school also administers a learning survey to all students early in the year, compiles that data by class, and disseminates that information to all teachers so that they are better equipped to target instruction to the primary learning modalities of students. This aids success in the content areas.

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

ELLs are not evaluated in their Native Language.

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

All students are immersed in the classrooms with their peers.

   a. SIFE students also participate in small group instruction to work on developing their reading (e.g phonemic awareness, decoding and word study, and increasing sight word recognition), spelling, expanding their survival vocabulary as well as academic vocabulary & grammar skills.
   b. Newcomers receive both push in and pull out instruction that will help them to learn basic English.
   c. Emerging, Transitioning and Expanding ELLs receive instruction that will help them increase their reading fluency, academic vocabulary, comprehension, and oral and written expression. If issues other than language development present themselves, the ESL/ENL teacher will recommend the student for testing to determine if special services are needed.
   d. Long-term and Commanding ELLs receive instruction that focuses on their specific literacy deficiencies, and push them to become more comfortable with increasing complexity of language. They are also supported with organizational, test taking and study skill strategies and help with refining their oral expressive language skills.
   e. Former ELLs receive support primarily through their content area teachers who collaborate with the ESL/ENL teacher and review student work to determine what supports are necessary.

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?

Teachers follow the recommendations for ELL-SWDs as indicated in students’ individual IEPs. Teachers also receive ongoing guidance and support from the IEP liaison and ESL/ENL teacher.

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?

Teachers follow the recommendations for ELL-SWDs as indicated in students’ individual IEPs. The ESL/ENL teacher refers to the IEPs of ELLSs identified as students with disabilities in order to understand and support their academic learning needs and goals while simultaneously facilitating their English language proficiency development. The Chapter 408 verification systems in place at the school ensure that the ESL/ENL teacher is aware of all changes to the ELL-SWDs IEPs’ throughout the year. Additionally, she attends all IEP meetings for ELL-SWD students and offers recommendations (based on each student’s individual progress) in collaboration with content area teachers for the new IEPs being developed. ELL-SWDs have equal access to everything their general education peers have access to.
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.

Students receive instruction in both ELA & Math that exceeds the NYS Education Department’s required minimum number of hours of instruction per week. Teachers modify instruction to ensure that students receive targeted instruction catered to suit their individual strengths & weaknesses.

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

No new programs are being considered at this time.

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

No programs for ELLS are being discontinued at this time.

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 able to participate in all extra curricular activities that their native speaking peers participate in.

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.

ELLs receive instructional support through smart boards, lap tops to access web based resources, bilingual dictionaries, leveled texts, visual aids, and writing scaffolds.

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

The home languages of our ELLs are Haitian Creole, Arabic and French. Our staff members who speak these languages provide additional support to the ELLs. We also make use of bilingual dictionaries to bridge language gaps.

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

All instruction, instructional texts and web based resources are provided at age and grade appropriate levels.

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?

ELLs receive instructional support through smart boards, lap tops to access web based resources, bilingual dictionaries, leveled texts, visual aids, and writing scaffolds.

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).

There are currently no activities in place to assist newly enrolled ELLs before the beginning of the school year.

17. What language electives are offered to ELLs?

We currently offer Spanish. Beginning with the 2015-2016 incoming sixth graders, students will benefit from three years of Spanish language acquisition by the time they graduate.

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

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

The ESL/ENL teacher will engage in ongoing professional development opportunities provided by the NYC Department of Education throughout the school year. She is also a member of TESOL & uses the organization as a professional reference. The ESL/ENL teacher and IEP Liaison provide ongoing in-school training for teachers of ELLs. Additionally, staff will benefit from professional development opportunities provided by our BFSC ELL/ENL specialist.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

Our ELLs have access to and are provided with counseling that allows them to express their social and emotional difficulties and needs due to the school transitions and those that might arise within their peer groups. Our two school counselors speak Haitian Creole and thus, can speak to the majority of our ELLs in their home language. As ELLs prepare to transition to high school, the 8th grade Guidance Counselor conducts classroom workshops about the application process, the different high schools and what the various ones have to offer. When possible, she takes students on trips to tour different high schools. The ESL/ENL teacher also discusses with 7th graders the importance of making observable academic gains as this may impact their high school enrollment.

The ESL/ENL teacher is sent out of the building for all mandated professional development sessions related to servicing the ELL students. Additionally, teachers are regularly sent to professional development sessions in their content areas and they are provided with dedicated time to turn key the training they receive to other members of their departments. Electronic and hard copies of agendas and attendance sheets are maintained for all professional development sessions held within the school. Administration and the payroll secretary also maintain records of which staff members attend external professional development sessions. When staff members return from these sessions they are required to submit Professional Learning Forms that highlight the training received and how they plan to utilize/turn key such training. They also submit a copy of all materials received so as to continue building a resource library for all staff.

**Parental Involvement**

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

Parents are invited to and encouraged to attend the school’s Open School Night at the beginning of the school year. They are also encouraged to attend parent/teacher conferences throughout the school year. Additionally, parents are notified about their child’s English language acquisition progress throughout the year through mid-quarter progress reports, end quarter report card grades and comments, and end quarter SESIS progress reports as required. The school’s parent coordinator, Ms. Ferrari-Easter, is available to support all parents, as well as invite them to all parent activities throughout the school year.

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

ELL parents are encouraged to participate and be involved in all of the school activities that parents of native English speaking students are involved in. Translation services are regularly provided by staff members who speak the native languages of the
parents to inform them of all opportunities for participation and to facilitate their full participation at meetings scheduled for their individual children.

Addtional Information

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

Paste response here:
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Dennis Herring Jr, 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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dennis Herring</td>
<td>Principal</td>
<td></td>
<td>10/20/15</td>
</tr>
<tr>
<td>Michelle Patrovani</td>
<td>Assistant Principal</td>
<td></td>
<td>10/20/15</td>
</tr>
<tr>
<td>Pamella Ferrari Easter</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/20/15</td>
</tr>
<tr>
<td>Alba Ruginis</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/20/15</td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
<td>10/20/15</td>
</tr>
<tr>
<td>Galia Weiss/ELA</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/20/15</td>
</tr>
<tr>
<td>Thomas Mc.Donald/SE Math &amp; SS</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/20/15</td>
</tr>
<tr>
<td>Karine Cambry/Math</td>
<td>Coach</td>
<td></td>
<td>10/20/15</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>10/20/15</td>
</tr>
<tr>
<td>vens Barreau</td>
<td>School Counselor</td>
<td></td>
<td>10/20/15</td>
</tr>
<tr>
<td>Beverly Wilkins</td>
<td>Superintendent</td>
<td></td>
<td>10/20/15</td>
</tr>
<tr>
<td>Christine Etienne</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>10/20/15</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>10/20/15</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>10/20/15</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>10/20/15</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 18K366  School Name: Science and Medicine Middle School  Superintendent: Beverly Wilkins

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>Alba</td>
<td>Ruginis</td>
<td>Teacher</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

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

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

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

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

   To assess the language preferences of the ELL parent community for both written and oral communication, our school staff does the following:

   1. The LAP team reviews the ATS LIST Notice in June to initially identify incoming ELL students. The ELLs student list is updated throughout July - August and in September, as new registrants come in.

   2. The CUM records are reviewed by office staff as they come in and checked to make sure that all pertinent ELL documents, including the HLIS are included. The parent language preferences indicated therein are noted.

   3. Blue Emergency Cards are also reviewed for language preferences.
4. The pupil accounting secretary also speaks with parents directly, as well as checks ATS screens, including the RLER (NYSESLAT Eligibility Roster), the RNMR (NYSESLAT Combined Modality Report) and PARU (Preferred Language Reading) to determine and update home language preferences of parents.

5. Additionally, the parent coordinator and ENL teacher reach out to families directly and employ various staff members (who speak Amoy, Arabic, Bengali, French, Fulani, Haitian Creole, Hebrew, Mandarin, Russian and Spanish, to provide interpretation services if necessary, to ensure that all data is obtained and verified.

3.39% of our population is ELLs. The home language of 76% of these is Haitian Creole and 17.6% Arabic. Four of our staff members, including one guidance counselor, speak and provide interpretation and translation services to parents in Haitian Creole. One staff member provides the services in Arabic.

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

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Haitian Creole</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arabic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.
During the first week of school in September, we send out the SMMS School Calendar with all DOE essential dates, and our school specific dates and times, including school closings, vacations, New York State Testing dates, Regents (Integrated Algebra and Living Environment), Mid-quarter progress report dates, Quarterly report card/SEIS Progress Report dates, and Parent-Teacher Conference dates. This document also includes essential email and phone contact numbers for administration, deans, guidance counselors and the parent coordinator.

<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>Our formal face-to-face meetings with parents will occur as follows:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday, September 16, 2015 (4:30 PM-7:30 PM) - Parent Teacher Conference #1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday, September 30, 2015 (6:00 PM) - High School Application Process: Grade 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday, October 1, 2015 (6:00 PM) - High School Process Information Night: Grade 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday, November 17, 2015 (1:00 - 3:00PM &amp; 4:30 - 7:30 PM) - Parent Teacher Conference #2 (11:20AM dismissal)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday, March 17, 2016 (1:00 - 3:00PM &amp; 4:30 - 7:30 PM) - Parent Teacher Conference #3 (11:20AM dismissal)</td>
<td></td>
<td></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.

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.

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.)

We will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulations A-663 by doing the following:

1. Providing each parent whose primary language is a covered language and who require assistance services with a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services. This will be provided in the parents' home/preferred language.

2. Posting at or near the primary entrance of the school, a sign in each of the covered languages, indicating the availability of interpretation services.

3. Ensuring that the school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

Part E: Monitoring Provision of Language Services

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

The school currently uses informal feedback provided chiefly through one-to-one conversations with ELL parents to gather feedback from parents on the quality and availability of services. We have considered developing and using a survey, which we will make available in the parents home/preferred languages identified above, to gather that feedback, but we have not yet done so.