2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 17K382
School Name: ACADEMY FOR COLLEGE PREPARATION AND CAREER EXPLORATION: A COLLEGE BOARD SCHOOL
Principal: JOAN MOSELY
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)
Section 1: School Information Page

School Information

School Name: Academy for College Preparation and Career Exploration

School Number (DBN): 17K382

BEDS Code: 331700011382

Grades Served: 6-12

School Address: 911 Flatbush Avenue, Brooklyn New York 11226

Phone Number: 718.564.2566

Fax: 718.564.2567

School Contact Person: Joan Mosely

Email Address: mosely2@schools.nyc.gov

Principal: Joan Mosely

UFT Chapter Leader: Henry Dugue

Parents’ Association President: Gayneva Durrant

SLT Chairperson: Henry Dugue

Title I Parent Representative (or Parent Advisory Council Chairperson): Laura Albertine

Student Representative(s): Haley Vanlenilla

Dymo Modeste

CBO Representative: Susan Broadus

District Information

Geographical District: 17

Superintendent: Michael Prayor

Superintendent’s Office Address: 1830 Shore Road Room F11, Brooklyn New York 11235

Superintendent’s Email Address: mprayor@schools.nyc.gov

Phone Number: 718-368-8515

Fax: ____________

Field Support Center (FSC)
FSC: ___________________________ Executive Director: ______________________________

Degovi Mauriciere

Executive Director’s Office Address: 415 89th St., Brooklyn, 11209

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

Executive Director’s Email Address: 7187594862

Phone Number: __________________ Fax: __________________________
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>Joan Mosely</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Muntaha Hussein</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Gayneva Durrant</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Penene Yzaquirre-Banks</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Laura Albertine</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Haley Vanllenilla</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>Dymon Modeste</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>Susan Broadus</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Tamara Chance</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/Paraprofessional</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>Denise Daley</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/Teacher</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>
<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>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong></td>
<td>Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong></td>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong></td>
<td>Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong></td>
<td>Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong></td>
<td>School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong></td>
<td>Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.</td>
</tr>
</tbody>
</table>

### The Quality Review and the Framework for Great Schools

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

### NYCDOE’s Quality Review (QR)

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

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

### School Quality Guide

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

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

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

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

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

**Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of *Chancellor’s Regulations A-655*.
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.
- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
</table>

**Mission**

We are developing a compassionate, innovative, collaborative community of learners prepared to access and contribute to the ever-changing global and digital worlds.

**Vision**
We believe that schools should be guided by one clear principle: that everything they do should be “what’s best for students.” Using the principle of building meaningful relationships, making school work relevant and practicing rigor, our goal is to connect the students’ interest to relevant and meaningful learning experience in the real world. We will value families and involve them in the students’ learning process and urge students to always do their personal best. Our teaching and administrative staff will always be passionate about educating students one child at a time.

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 Academy for College Preparation and Career Preparation is a grade 6 through grade 12 learning environment. The school services a student population in the middle school that consist of, 78% Black, and 19% Hispanic; while the high school services a population consisting of, 84% Black and 16% Hispanic.

The philosophy of our team is that all students can and will learn once they are provided with the necessary structures and support. Our aim is to provide the necessary supports that will address each individual student need and use data to effectively support their learning. We endeavor to individualize instruction through the use of differentiated instructional strategies and addition support mechanism such as: extended day, teacher guided tutoring, peer tutoring, and the Advanced Success Academy (ASA) that are designed to improve our student cognitive abilities while giving acceleration opportunities to those who wish to advance. It is important to note that we focus heavily on the lower third students both in the middle school and high school. Our aim is to ensure that our lower third students (English Language Learners and Students with Special Needs) are provided with personalized learning opportunities. These supports include, but are not limited to, monthly guidance meetings with the students that is supported by Restorative Justice practices, weekly parent/guidance conferences designed to address student progress, ASA, Lunch/peer tutoring, and personalized learning plans.

Additionally, we address the needs of our highly proficient learners through our partnership with Brooklyn College and TRIO, Berkeley College, LIU and Medgar Evers to ensure that this subset of students is provided with services that challenges their cognitive abilities and provides them with the skill sets necessary for college and career readiness. These students are exposed to college classes and are supported by a Brooklyn College Community Partnership (BCCP) mentor who support their academic needs and their college application process. In our quest to continue supporting our students we have developed partnerships with organizations such as Urban Advantage, Champs (basketball and volleyball) and New York Edge to provide our students with additional academic and extracurricular opportunities.

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

A variety of students come to our school from low socio-economic backgrounds, and with cultural diffusion challenges. It is important to note that our learning community in the middle school services a population of 7% English Language Learners and 17% Students with Special Needs, while the high school learning environment services 10% English Language Learners and 21% Students with Special Needs. This year, we will introduce our first cohort of bilingual students with disabilities.

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.

We increased our graduation rate from 58% (2016) to 71.5% (2018). Our high school students demonstrated gains on all NYSED Regents examinations except ELA, Algebra and Algebra 2/Trigonometry. Our middle school students increased their Regents pass rate from 20% to 50% on the Earth Science and US History Regents examinations.
For the 2018-2019 school year our foci are:

1) Creating culturally responsive learning conditions that utilize culturally responsive pedagogical practices to improve literacy and numeracy levels

2) Evidence of instructional coherence across all classrooms utilizing the Summit Learning Cognitive Skills Rubric and Habits of Success as our primary foundational anchors for improving 21st century learning skills across grades 6 to 12

3) Increasing Teacher Leadership to develop sustainable systems and structures
School Demographics and Accountability Snapshot for 17K382

**School Configuration (2018-19)**

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>06.07.08.09.10.11.12</td>
<td>422</td>
<td>No</td>
</tr>
</tbody>
</table>

**English Language Learner Programs (2018-19)**

<table>
<thead>
<tr>
<th>Transitional Bilingual</th>
<th>Dual Language</th>
<th>Self-Contained English as a Second Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Special Education Programs/Number of Students (2015-16)**

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>35</td>
<td>101</td>
</tr>
</tbody>
</table>

**# Visual Arts**

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**School Composition (2017-18)**

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>% Attendance Rate</th>
<th>% Limited English Proficient</th>
<th>% Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>77.0%</td>
<td>87.9%</td>
<td>14.2%</td>
<td>14.9%</td>
</tr>
</tbody>
</table>

**Racial/Ethnic Origin (2017-18)**

<table>
<thead>
<tr>
<th>% American Indian or Alaska Native</th>
<th>% Black or African American</th>
<th>% Asian or Native Hawaiian/Pacific Islander</th>
<th>% Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.5%</td>
<td>76.3%</td>
<td>1.4%</td>
<td>6.9%</td>
</tr>
</tbody>
</table>

**Student Performance for Elementary and Middle Schools (2017-18)**

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>24.4%</td>
<td>3.3%</td>
</tr>
</tbody>
</table>

**Science Performance at levels 3 & 4 (4th Grade) (2016-17)**

<table>
<thead>
<tr>
<th>N/A</th>
<th>Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

**Student Performance for High Schools (2017-18)**

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>73%</td>
<td>73%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Global History Performance at levels 3 &amp; 4</th>
<th>US History Performance at Levels 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>64%</td>
<td>65%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4 Year Graduation Rate</th>
<th>6 Year Graduation Rate (2011 Cohort)</th>
</tr>
</thead>
<tbody>
<tr>
<td>61.9%</td>
<td>77.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Regents Diploma w/ Advanced Designation</th>
<th>% ELA/Math Aspirational Performance Measures (2015-16)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.8%</td>
<td>7%</td>
</tr>
</tbody>
</table>

**Overall NYSED Accountability Status (2018-19)**

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

**Elementary/Middle School**

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

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

<table>
<thead>
<tr>
<th>High School</th>
<th>Met Adequate Yearly Progress (AYP) in ELA (2016-17)</th>
<th>Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)</th>
<th>Met Adequate Yearly Progress (AYP) in Graduation (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native N/A</td>
<td>Black or African American N/A</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino N/A</td>
<td>Asian or Native Hawaiian/Other Pacific Islander N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>White N/A</td>
<td>Multi-Racial N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities N/A</td>
<td>Limited English Proficient N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged NO</td>
<td>ALL STUDENTS NO</td>
<td>NO</td>
<td></td>
</tr>
</tbody>
</table>
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

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

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

At College Prep, 50% of our middle school students graduated from 8th grade with a passing score on the Earth Science and US History Regents exams.

Our high school students demonstrated the following changes in Regents examinations: 18.6% increase in Global Regents performance, 15% increase in US History, 8.3% increase in Geometry, 9% increase in Living Environment, 8% decrease in ELA performance, and no change in the pass rate for Algebra or Alg 2/Trigonometry Regents.

The item analysis for these assessments demonstrate that students consistently struggle with foundational literacy and numeracy skills.

We will focus on amplifying the focus on, and improvement of, our student’s literacy and numeracy skills.

Part 2 – Annual Goal

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

By June of 2019 there will be a 40% increase in the percentage of students making growth in the level 3 and level 4 combined scores on the NY State Math Middle School Exam.
### Activities/Strategies

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers in ELA, Math, Science, Social Studies, ESL and SWD</td>
<td>October 15 2018- June 20 2019.</td>
<td>Administrators will oversee this daily activity. Teachers will implement this daily activity.</td>
</tr>
<tr>
<td>All Students</td>
<td>November 15 2018- June 15 2019.</td>
<td>Principal and Assistant Principals will oversee this initiative. Teachers will implement and monitor the use of this plan through Google Classrooms.</td>
</tr>
<tr>
<td>SWD Students in Middle and High School</td>
<td>Weekly from September 2018-June 2019.</td>
<td>Principal and Assistant Principals will oversee this team. SWD teachers will drive the work of the team. Subject-area teachers will utilize this team as a resource to improve outcomes for SWD students.</td>
</tr>
<tr>
<td>Math, Science and Social Studies Teachers</td>
<td>September 2018-June 2019.</td>
<td>Principal will oversee this initiative. Aps of Math/Science and Social Studies will directly support implementation in collaboration with teachers of math,</td>
</tr>
</tbody>
</table>

- The Principal, Assistant Principals and Teachers will engage in daily professional learning communities using the Cognitive Skills Rubric from Summit Learning, a research-based assessment and instruction tool that outlines the continuum of 36 interdisciplinary, higher-order thinking skills that are necessary to improve numeracy and literacy skills and build the 21st-century skills that students need to become college and career ready.

- Each student will receive a Personalized Learning Plan that is co-constructed with their ELA teacher to identify their long-term and short-term academic and personal goals. Students will utilize this plan to closely track their weekly and monthly performance in each core subject area and become self-directed learners who take an active role in ensuring their academic needs are being addressed effectively.

- SWD Team will meet once per week to track and monitor the progress of students with disabilities’ academic progress, attendance, social-emotional adjustment in school, and progress on targeted technology platforms. The team will monitor the use of accommodations in the core subject areas for students as required by their IEPs. This team will share their findings with subject-area teachers and work collaboratively with subject-area teachers to provide additional needed support and intervention strategies to improve SWD access to rigorous instructional outcomes.

- Based on the research from the NYCDOE “Educators Guide to Disciplinary Literacy,” teachers of math, science and social studies will utilize disciplinary literacy for students to participate in ways that mimic how experts within a particular discipline behave, while content-area literacy will be focused primarily on helping students employ good reading and study skills.
| Through our newly created ENL Success Team which will meet weekly, we will provide all teachers of ENL Students with the ability to apply the background knowledge of ENLs, including their language proficiency profiles, in planning differentiated language teaching. For the purposes of this goal, we define Tier 1 as core instruction, Tier 2 as small-group strategic intervention for students who are struggling and Tier 3 as intensive intervention for students with significant and persistent needs. Our focus areas are academic instruction, progress monitoring and family-school partnerships. We will provide students the opportunity to develop academic oral language while simultaneously teaching literacy and other content areas, provide designated time to develop English oral language proficiency, teach high-utility academic words, teach word-learning strategies, use peer-supported instruction and learning, teach explicit comprehension strategies, and implement culturally responsive instruction. | ENL Students in Middle and High School | Weekly from September 2018-June 2019. | Principal and AP, Humanities will oversee this initiative. ENL Success Team will implement this initiative in collaboration with content area teachers. |
| Research indicates that there is a deep connection between social-emotional development and literacy and this connection is a critical component necessary to promote children’s school success including achieving high literacy proficiency. Our Guidance Counselors will lead the School Literacy and Numeracy Council. This team will focus on the development of systemic strategies and approaches aligning and making seamless the promotion and integration of social-emotional development and literacy. Utilizing the research-based “Habits of Success” from Summit Learning, our counselors will push in, weekly, into classrooms to support the development of self-regulation, among other Habits of Success, to support student’s ability to participate in relationships with peers and adults, to solve problems and exercise curiosity. | Students in Temporary Housing and/or Economically Disadvantaged Students | September 2018-June 2019. | Principal and AP, Guidance will oversee this initiative. Guidance Counselors will implement this initiative in collaboration with content area teachers on the School Literacy and Numeracy Council. |
| Implement Breakfast After the Bell through our Health and Wellness Squad comprised of students and a Teacher as Faculty Advisor. Students will be able to get breakfast and arrive to class on time. Breakfast has been suggested to positively affect learning in children in terms of behavior, cognitive, and school performance. | All Students | September 2018-June 2019. | Principal, Health and Wellness Squad, Phys. Ed Teacher |
| Parents will be engaged in workshops held monthly through our Parent Academy so they may learn “Habits of Success” strategies that will support and align to the expectations for the students in school. | Parents | Monthly from December 2018 through June 2019. | Principal, Assistant Principals, Parent Coordinator and Subject-Area Lead Teachers |

### 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.

We will host curriculum nights in October, November, February and March. The Parent Coordinator, Principal and Assistant Principals will lead this effort. Parents will be exposed to the Cognitive Skills rubric and the Habits of Success and will receive copies of the course syllabus for all classes. We will utilize monthly Parent Association meetings to inform parents of current unit topics and engage them in instructional activities that will support their ability to help students at home.

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. OTPS funding (Tax Levy, Title 1 SWP) will support the purchase of Kinvolved and IO Classrooms to support parent outreach and notification of these and other school-family events. OTPS funding (Title III, Part A and Title III Immigrant) will support the outreach to parents whose native language is a language other than English.

2. Common-Planning Periods will be built into each teachers schedule so that vertical team planning can occur at the start, mid-point and end of the school year. Grade-level teams will meet daily to ensure horizontal team planning occurs.

3 – Per session will be set aside to support an After School Success Academy for students.

4 – Per Diem Funding will be utilized to release teachers for Brooklyn South FSC and Superintendent Prayor’s professional learning opportunities.

5 – We will continue to train paraprofessionals on Great Leaps programming to increase reading levels for SWDs.

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>X</td>
<td></td>
<td></td>
<td>X</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.

Middle School students will take a baseline assessment in READ 180 and ALEKS in October 2018. The middle school mid-point benchmarks will take place in December 2018 and April 2019. The high school baseline assessments will be generated through Mastery Connect in October 2018 and mid-point benchmarks will take place in November 2018, and February 2019.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)
Every 6 weeks, we will utilize teacher evaluations through unit assessments to determine student improvement and required interventions.

**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?

Our School Quality Guide (2017-18) indicates a steady increase in the area of “Supportive Environment.” These gains are significant because the percentage of students doubled from school year 2016-17 to 2017-18. Therefore, a greater number of students (322) feel College Prep is a supportive environment.

We utilize Restorative Justice practices, advisory and individualized Guidance Sessions to ensure we are providing support for the whole child. However, research indicates that we can do an even better job of supporting our students by ensuring we are offering culturally responsive classroom conditions and teaching practices. Geneva Gay, in Culturally Responsive Teaching – Theory, Practice and Pedagogy (2004) defines culturally responsive pedagogy as the use of cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. It teaches to and through the strengths of these students. It is culturally validating and affirming. The research is clear and we will train and support teachers in the use of culturally responsive practices (both in classroom conditions and pedagogy) this school year. Culturally responsive classroom conditions and teaching practices lead to increased academic outcomes for minority students -our majority population (Gehlbach, 2018).

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, through the implementation of added family nights and KINVO, we will increase our value for “Supportive Environment” on the School Quality Guide from 2.78 (2017-18) to 3.50 or higher.
Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Teachers</td>
<td>Sept. 2018 through June 2019.</td>
<td>Principals, Assistant Principal, Guidance Team, will oversee this effort. Outside consultant will implement the training.</td>
</tr>
</tbody>
</table>

Our entire teaching staff will receive monthly professional development covering the following topics: curriculum customization, implicit bias, the gift of high expectations, and introduction to culturally relevant pedagogy.

Our Diversity and Equity Team will develop monthly online surveys in google classroom for all students to monitor student thoughts, opinions and concerns around the environment and academic expectations. A baseline survey will be given in September and monitoring will occur each month. The team will utilize monthly pd sessions to share out data with the teachers and other staff to ensure classroom conditions and practices support improvement in the metrics being measured.

Our Student Government (aka Passion Squad) represents students in grades 6 to 12. The Diversity and Equity Team will meet with the Student Government once a month to inform the plan for ensuring classroom conditions exhibit the culturally responsive classroom descriptors we’ve identified as being necessary to ensure a more supportive environment. Those descriptors are: climate of inclusion, connections between students’ prior knowledge and learning; rigor/high expectations, classroom practices that are hands-on, cooperative and culturally aligned, responsiveness based on cultural knowledge of student, recognition of varying rates of acculturation, and teacher self-awareness.

3b – Parent and Family Engagement

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

Parents will be surveyed during monthly Parent Association meetings to gauge their feelings and concerns around our efforts to ensure a more supportive environment for all students.
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 - OTPS funds to cover Beyond Bias Consulting.

2 – Per Session funds for teachers to facilitate Parent Association sessions

3 – Scheduling advisory for Guidance Counselors

4 – Title III (Part A) and Title III Immigrant Funds will be utilized to support per session payment for teachers working with families whose native language is other than English.

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>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>
</tr>
<tr>
<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.

Our assessment of this effort will occur every four weeks to determine progress.

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

We will utilize the Curriculum and Instruction Rubric from “Culturally Proficient Inquiry: A Lens for Identifying and Examining Educational Gaps” to assess progress (baseline in September 2018).

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

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

Part 1 – Needs Assessment

<table>
<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>

At College Prep, we ensure that teachers meet daily in teams that are relevant to their practice. Outside of daily team meetings, teachers have extended opportunities to engage in professional collaboration through our existing school-wide teams which includes: ENL Success Team, Summit Learning Team, Digital Transformation Team, SWD Team. In 2017-18, we began the practice of Instructional Learning Walks. Small groups of teachers were released for one full day and engaged in norming activities around specific Danielson indicators, classroom observations, and providing “instructional next steps” and “celebratory” feedback to their colleagues. Teachers found this practice to be valuable and we will continue this practice in 2018-19.

Our 2018 Quality Review indicated we were proficient in 4.2, measuring how teachers engage in structured professional collaborations. Our 2017-18 School Quality Guide indicated that 90% of teachers believed we have a collaborative environment.

We want to move our rating of 4.2 to Highly Effective and our School Quality Guide indicator to 100%. We also need to ensure that these ratings improve in service of increased student outcomes. Because we may not receive a Quality Review this school year, we will have to choose an alternative assessment to measure growth in structured professional collaborations which will be the participation rate of our Instructional Learning Walks and rubric-driven performance effectiveness of teacher teams.

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—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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, every teacher will participate in a minimum of two school-wide Instructional Learning Walks and engage in daily team meetings that focus on student-centered inquiry and an increase in personalized learning strategies for all students which will lead to a 30% increase in the number of students passing the ELA Regents.</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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
</tbody>
</table>

Teachers will be provided with a menu of professional learning opportunities based on teacher surveys and will select their professional learning at one session per month on Monday after school pd sessions. One session per month will be led by teachers identified as experts in those professional learning menu areas. All Teachers Sept. 2018-June 2019 Principal, Assistant Principals, Lead Teachers

Each teacher will participate in a minimum of two Instructional Learning Walks. All Teachers Sept. 2018-June 2019 Principal, Assistant Principals will oversee. All Teachers will participate.

Each teacher will be part of a grade-level team that meets daily to conduct student-focused inquiry and investigate/monitor their use of personalized learning strategies for all students. All Teachers Sept. 2018-June 2019 Principal, Assistant Principals will oversee. All Teachers will participate.

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.

We will invite parents to participate in selected Instructional Learning Walks.

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 Diem funding will be utilized to support release of teachers to participate in Instructional Learning Walks.

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

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

Teacher growth as a result of Instructional Learning Walks will be measured by Advance Rating performance in Domain 1 at the following intervals (baseline: September 2018; mid-point: December 2018; mid-point: February 2019; end-point: June 2019)

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

We will utilize a research-based Teacher Team Rubric as a measure of progress for Teacher Team Work. We will utilize teacher performance in Domain 1 as an indicator of the value/benefit of Instructional Learning Walks.

#### 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

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

In 2017-18, College Prep utilized the talent on its team to increase distributed leadership. Teachers delivered professional learning and spearheaded the Digital Transformation Team, the Hiring Committee and other smaller committees to improve the school environment and take on significant leadership roles. We will continue to promote transformative leadership by increasing opportunities for teachers to take on additional leadership roles in the school. Our 2017-18 School Survey indicated that 81% of teachers felt that the principal, teachers and staff collaborate to make the school run effectively. While this value was above the borough and city averages, we would like to see that percentage increase.

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, we will foster teacher leadership in our two most challenging areas (middle school math and high school social studies) by ensuring our teacher leaders attend various professional learning sessions and turnkey that information to department and inquiry teams. Through this work, our goal is to increase student middle school math scores by 40% (level 3 and 4) and to increase our High School Global Regents pass rates (by 40%) and High School US History Regents pass rates (by 35%).
**Part 3a – Action Plan**

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

- Each committee will be led by a teacher based on teacher choice and interest. Teachers will receive support and oversight from their department administrator.

- Teacher-led course of study monthly professional development meetings will support the development of leadership capacity for teachers who have not yet assumed a leadership role within the school.

| | Target Group(s) | Timeline | Key Personnel |
| | Teacher Leaders | October 2018 to June 2019. | Principal, Assistant Principals, Teacher Leaders |
| | All Teachers | October 2018 to June 2019 | Principal, Assistant Principals, Teacher Leaders |

**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.

We will discuss the positions and progress of all teams in both Parent Association and SLT meetings with feedback being taken at those meetings.

**Part 4 – Budget and Resource Alignment**

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

- LINC Services to support the continued growth of our Digital Transformation Team

- Per Session funding to support planning for new teacher leaders delivering professional development

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

<table>
<thead>
<tr>
<th>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><strong>X</strong> Tax Levy</td>
<td><strong>X</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>X</strong> C4E</td>
<td><strong>X</strong> 21st Century Grant</td>
<td><strong>X</strong> SIG</td>
<td><strong>X</strong> PTA Funded</td>
<td><strong>X</strong> In Kind</td>
</tr>
<tr>
<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.

In January 2019 we will review the formative and summative assessments in needs areas and review again in March and June 2019.
| Part 5b. | Indicate the specific instrument of measure that is used to assess progress.  
Teacher administration meetings; tracking teacher led participation. |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 5c.</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.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Our Learning Community has an active and dynamic group of parents whose participation in school wide activities are well recorded. These parents attend curriculum fairs, PA meetings; school based and student run events (math and science family night, culture day, and career day). However, we have long recognized the importance of parents in our school community such that community events that include their attendance has increased in an effort to foster trustworthy relationships.

Strengths:

- Our 2017-18 School Quality Guide indicates that 94% of parents feel family and community involvement is promoted.
- Our 2017-18 School Quality Guide indicates that 95% of parents say we communicate in a language and way they can understand.
- Our school received $315,000 from Borough President Eric Adams for Mobile Stem Labs.

We have more work to do to ensure that we take advantage of community resources to enrich the civic life of the school and communicate more frequently with parents.

Part 2 – Annual Goal

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

By June 2019, we will increase the percentage of families who indicate they receive regular communication from us about how their children learn from 78% to 90%. 
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | Parents/Guardians | September 2018 - June 2019 | Principal, Assistant Principals, classroom teachers, Parent Coordinator |

Time will be scheduled on Tuesday afternoon to communicate with parents and update Skedula, which serves as an online communication medium where teachers may interact with students and parents.

Implement family science night, game night, science fair, culture day. These events provide a platform for teachers and parents/guardians to interact and increase their communication in an effort to ensure that parents are an integral part of the school community and are kept abreast of their child’s performance.

Increase our school-based communication with community based organizations such as TRIO, Urban Advantage, BBCP, CCRB, Medgar Evers College, & Brooklyn College in an effort to engage parents in activities in which their children are enrolled in order for them to gain a better understanding of the social and academic processes that serve the purpose of increasing student success.

Utilize Kinvolved to inform parents of upcoming events (PA meetings, important dates: teacher parent conferences, Regents week, Saturday school notifications, Calendar items etc.

### 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.

$SASF$ - New York Edge; Urban Advantage; One Goal

### 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.

OTPS Tax Levy funds will be utilized to purchase Kinvolved and IO Classroom (Skedula).
Title III, Part A and Title III Immigrant funds will be utilized to pay per session to teachers for communicating with, and engaging families whose first language is other than English.

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

**Part 5 – Progress Monitoring**

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

By February 2019, there will be a 50 percent increase in the number of parents attending parent involved activities as evidenced in the signatures on attendance sheets.

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

All events sign in sheets

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

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Students will be selected based on baseline and benchmark assessments for interactive and repeated readings and writings  &lt;br&gt; After school program</td>
<td>READ 180</td>
<td>Small group instruction is provided three times every week for all students. Students receive enrichment during lunch tutoring. Additionally, students will receive pull out/push in support based on their academic needs.</td>
<td>During and after school</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Students will be selected based on baseline assessments and diagnostic assessments as well as prior exam scores <em>(State generated)</em></td>
<td>ALEKS</td>
<td>Small group instruction is provided three times every week for all students. Students receive enrichment during lunch tutoring. Additionally, students will receive pull out/push in support based on their academic needs.</td>
<td>During and after school</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Students will be selected based on baseline and benchmark assessments for science content support through</td>
<td>SUMMIT Learning Assessments</td>
<td>Small group instruction is provided three times every week for all students. Students receive enrichment during lunch tutoring.</td>
<td>During and after school</td>
</tr>
<tr>
<td><strong>E.L.A and Mathematics</strong></td>
<td><strong>Additionally, students will receive pull out/push in support based on their academic needs.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td><strong>Students will be selected based on baseline and benchmark assessments for Social Studies content support through ELA</strong></td>
<td><strong>SUMMIT Learning Assessments</strong></td>
<td><strong>Small group instruction is provided three times every week for all students. Students receive enrichment during lunch tutoring. Additionally, students will receive pull out/push in support based on their academic needs.</strong></td>
<td><strong>During and after school</strong></td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td><strong>Students will be selected and scheduled for counseling based on incidents and behavioral issues. Additionally, students who are mandated for individual and in small groups will be scheduled for the appropriate service. The Psychologist will also support students on a needs only basis.</strong></td>
<td><strong>The Guidance counselor provides weekly support for mandated students, twice per year for all other students. The psychologist provides counseling on a needs only basis, and the nurse provides medical attention on a needs only basis.</strong></td>
<td><strong>The Guidance counselor provides weekly support for mandated students, twice per year for all other students. The psychologist provides counseling on a needs only basis, and the nurse provides medical attention on a needs only basis.</strong></td>
<td><strong>During the school day</strong></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)**

#### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
   - 17

2. Please describe the services you are planning to provide to the STH population.
   - Academic intervention, guidance support, medical care and mental health services, and materials for daily school functionality.

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

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

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

N/A
Section 8: Title I Program Information

Directions:

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

Part 1: Title I Status

| 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. Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers in all areas

2. Mentors are assigned to support struggling and new teachers

3. School Mentoring Plan identifies mentors, mentees, and activities to support professional development towards retention

4. The administration will work closely with the Borough Support Center-HR point person to ensure that non-HQT meet all required documentation and assessment deadlines

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).

1. School Professional Development committee meets regularly to discuss and collaborate on professional learning activities for staff

2. Teachers and paraprofessionals receive professional development during team meetings and professional development activities regularly conducted by the Assistant Principals, Principals, and teacher leaders.

3. Teacher Development Coach provides professional learning cycles for at-risk and non-tenured teachers

4. Content specific professional development is scheduled by the Borough Field Support Center for teachers and paraprofessionals

5. Teachers receive implementation support from contracted vendor for newly purchased programs

6. ESL teachers receive support in effective ESL strategies by attending Borough Field Support Center professional development, DOE OELL, and Fordham University professional learning offerings
7. Principal and Assistant Principals attend scheduled district professional development

8. Principal and Assistant Principals receive scheduled professional development through the superintendent’s office and Borough Field Support Center

Part 3: TA Schools Only

3a. Use of Program Resources

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

n/a

3b. TA Coordination with the Regular Program

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

n/a

Part 4: SWP Schools Only

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

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

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.

The decision making process followed Chancellor’s guidelines:

1. Principal designated 5 staff members and the UFT designated staff members to form a team

2. After receiving professional development, Principal conducted training session on the purpose, protocols and responsibility of the team

3. Team members will attended professional development during the summer of 2016

4. Team members meet to examine and decide options for the staff
5. Team members presented selection of appropriate assessment measures to the staff during a professional development Monday in September

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$369,970.00</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$11,200.00</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$2201</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$25038.30</td>
<td>x</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. 17K382, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>17K382 will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>● providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;</td>
</tr>
<tr>
<td>● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>● providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

Parental Involvement and School Quality

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

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

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

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Encouraging School-Level Parental Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will further encourage school-level parental involvement by:</td>
</tr>
</tbody>
</table>

- 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.

<table>
<thead>
<tr>
<th>School-Parent Compact (SPC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>17K382, 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</td>
</tr>
</tbody>
</table>
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 Elementary and Secondary 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;

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

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

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

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

respond to surveys, feedback forms and notices when requested;

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

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

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

share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

Student Responsibilities:

attend school regularly and arrive on time;

complete my homework and submit all assignments on time;

follow the school rules and be responsible for my actions;

show respect for myself, other people and property;
● try to resolve disagreements or conflicts peacefully;

● always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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

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

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

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

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

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School: _______</th>
<th>DBN: _______</th>
</tr>
</thead>
</table>

This school is (check one):
- [ ] conceptually consolidated (skip part E below)
- [ ] NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):
- [ ] Before school
- [ ] After school
- [ ] Saturday academy

Total # of ELLs to be served: _______

Grades to be served by this program (check all that apply):

- [ ] K
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10
- [ ] 11
- [ ] 12

Total # of teachers in this program: _______

- [ ] # of certified ESL/Bilingual teachers: _______
- [ ] # of content area teachers: _______

2018-19 CEP
**Part B: Direct Instruction Supplemental Program Information**

Describe the direct instruction supplemental program here and include the

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

Begin description here: 

To date, the school has identified 63 ENL students (6-12) with diverse needs and across all subject areas. Mandated services are provided during their regular school day by subject area teachers who have received training in differentiating instructional plans for the ENL student.

In addition to providing services per NYSED and NYCDOE mandates, students will receive further academic and social emotional supports funded by the school’s Title III allocation. Guidence support, enrichment experiences and test preparation will be offered Wednesdays, Thursdays and Fridays, after school from 2:25-3:55 and on Saturdays from 9am-noon. Certified / licensed teacher(s) of ENL will be staffed and paid per session to provide these opportunities to our ENLs at a student teacher ratio of no greater than 10-1; the program will run November 1, 2018 through June 30, 2019.

Past Regents results, scholarship reports, midterm and final exam grades, teacher referrals and OORs data will be used to identify student’s academic deficiencies and social-emotional needs. ENL Parent workshops will be offered, and with the assistance of interpreters, parents will be informed of the opportunities available to them and to their child(ren.)

The ENL teacher will attend City-wide, FSC and privately sponsored PD to extend his/her own pedagogical growth, including PD on the use of technology that would enhance the learning experience of our ENL students. Weekend, holiday and after-school trips will be an integral part of the extended day experience for our ENLs. Student supplies, admissions fees, translated material, test prep materials, laptops, audio equipment and food will be provided in the extended day program.

The administration and ENL teacher(s) involved will maintain records including student attendance, student programs, parent sign-in sheets, agendas, receipts, parent permission slips, and copies of glossaries and alternate language materials prepared for or purchased for our ENLs use. All records will be kept in the school and available for review upon request.

Parents will receive letters in their native language and in English; when possible, telephone calls will be made in the family’s home language. ENLs will have access to and will receive the same college a career readiness opportunities as their general education peers.

**Part C: Professional Development**

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

- rationale
- teachers to receive training
- schedule and duration
### Part C: Professional Development

- topics to be covered
- name of provider

Begin description here: ____

The administration and ENL teacher(s) involved will be maintain records including student attendance, student programs, parent sign-in sheets, agendas, receipts, parent permission slips, and copies of glossaries and alternate language materials prepared for or purchased for our ENLs use. All records will be kept in the school and available for review upon request.

High quality professional development related to the program created for ELLs will be provided throughout the school year to faculty and the staff of 17K382, Academy for College Preparation and Career Exploration. The professional development will be conducted by the ENL teacher based on the premise that:

- ENL students struggle in their content area classes, more so when those courses contain a great deal of reading and writing
- ENL students do not have the same cultural background knowledge as their American born peers
- are unfamiliar with the format of standardized tests those content areas.

PD topics include:
- Scaffolding Instruction for ELLs
- Differentiation of Materials for ELLs
- Awareness of the Unique Needs of ELLs
- The Additive Approach (how to incorporate students' native languages in the classroom)

All content area teachers including Global, US History, AP courses, Middle School courses, English, Algebra, Geometry, Algebra 2, Living Environment, Earth Science, and Physics will receive the PD. The PD described is part of the school's 2018-19 Professional Development Plan. We will also participate in the ENL professional development provided by the Brooklyn South FSC.

Record-keeping will not be at cost to the program.

### Part D: Parental Engagement Activities

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

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

Begin description here: ____
Part D: Parental Engagement Activities

Certified ENL teacher(s) will meet with parents each month; individually and/or as a group. Invitations will be made by telephone, text (Kinvo) and through the use of flyers made in the parent's native language whenever possible. In an effort to minimize feelings of isolation, and to encourage family involvement, outreach will be made, translators will be provided, and food will be made available at these meetings. Parents of each ELL will be invited in for a family conference at school to initiate parental involvement and to initiate and foster a good parent-teacher-school relationship. During these conferences, parents are informed of upcoming meetings, programs for parents of ELLs, and the use of Skedula. The parents’ best availability for meetings is also ascertained so that the meetings can be scheduled when the greater number of parents can attend and to stagger the schedule between days and evenings so that more parents are available to attend. The topics at the parent meetings will include: graduation requirements, school support services offered, Regents exams and state testing, fostering literacy at home, using Skedula, and utilizing community resources (museums, art exhibits, zoos, performances, and parks) to provide valuable learning experiences. Parents will receive a letter informing them of the meetings and the topics in English and in their home language. Mr. GianMarco Ramirez and Mr. Juan Colon can provide Spanish interpretation. Mr. Richard can provide translation in Haitian-Creole. Ms. Mohagna provides translation in Arabic.

Parents can indicate on their RSVP if they would like interpretation available in other languages. Staff at ACPCE and on the Erasmus campus can provide interpretation, and if need be, services can be requested from the NYC DOE’s Language translation Unit. The goal of these meetings is to help parents feel informed about and comfortable with school requirements, policies, and procedures, their rights and choices as a parent of an ELL, the State's academic content and achievement standards, the state and local academic assessments, as well as alternate assessment, how to monitor their child's progress, and how to communicate and work with educators. These parent workshops will be held once a month.

Part E: Budget

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

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per session</td>
<td>$6000</td>
<td>Teacher will be providing students with hands on experience in a less formal setting to assist students in learning the academic language.</td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td>$4114</td>
<td>White paper White paper Carton Multi Colored paper Multi Colored paper Carton Crayons</td>
</tr>
</tbody>
</table>
### Part E: Budget

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

Allocation Amount: $___

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
</table>
| instructional materials.  
  - Must be clearly listed. | 0 | Glue  
  Scissors  
  Video Camera  
  Laptops  
  1 printer  
  2 staplers |
| Educational Software  
  (Object Code 199) | 0 | 0 |
| Travel | 0 | 0 |
| Other | 0 | 0 |
| **TOTAL** | $10,114 | 0 |
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADERS K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 17  |  Borough Brooklyn  |  School Number 382
School Name  |  Academy College Prep &Career Exploration

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>Joan Mosely</th>
<th>Assistant Principal</th>
<th>Nigel Pestano</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach</td>
<td></td>
<td>Coach</td>
<td>Heather Mohagna</td>
</tr>
<tr>
<td>ENL Teacher</td>
<td>Natalia Aristy</td>
<td>School Counselor</td>
<td>Edylane Ghrael</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Andrea Cunningham, English</td>
<td>Parent</td>
<td>Beth Powell</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Eskett Dormer</td>
<td>Parent Coordinator</td>
<td>Kathleen Riley</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Tamara Chance</td>
<td>Field Support Center Staff Member</td>
<td>Karim Chavez</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Michael Prayor</td>
<td>Other (Name and Title)</td>
<td>type here</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

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

D. Student Demographics
Total number of students in school (excluding pre-K) | 383 | Total number of ELLs | 63 | ELLs as share of total student population (%) | 16.45%

---

**Part II: ELL Demographics**

**A. ELL Programs**

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

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

This school offers (check all that apply):

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

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</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>5</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>4</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>5</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></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>17</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 students’ reading levels are assessed by the Teacher’s College Reading Assessments. The data have shown us that the most ELLs need literacy instruction to be able to read at content textbook level. ELLs with IEPs show reading levels that are several grade levels behind the students' grade placement. This has necessitated an emphasis on early literacy skills in the ENL classroom and a differentiation of materials and scaffolding support for ELLs in the content classes.

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

   We utilize IO Assessments in Skedula and Assessment meetings will monitor and track performance.
3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

The success of our programs for ELLs is based on the data from the NYSESLAT test scores and the number of ELLs passing their Regents exams. Our ELLs consistently show an increase in test scores and each year we have students who are able to fully transition to ELA classes after reaching proficiency in all four modalities on the NYSESLAT.

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

Our instructional leadership team will prescribe needed interventions and consult with teachers.

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].

On the NYSITELL, most of our students perform at the Beginning or Entering level. On the NYSESLAT, the data reveals that students have a higher proficiency in speaking and listening than in reading and writing. There are students who have reached the level of proficiency in speaking and listening but may be at a lower level in reading and writing and thus must continue to receive ENL services. Across the grade levels, there is a high degree of variation. There are Entering, Emerging, Transitioning, Expanding, and Proficient students across the grade levels. There are newcomer ELLs and Emerging and Transitioning students, in both junior high and senior high grades. Length of time in the United States is a better predictor of the Commanding level as well as scores on the NYSESLAT (as opposed to just grade level status).

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

Weekly meetings will be used to review and modify, where necessary, current structures and 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.

      a. The model at ACPCE is standalone ENL. Classes offered are based on proficiency levels using both the heterogeneous and homogeneous model. The students who are identified as Entering and Emerging in their language proficiency attend two periods of ENL per day. Students identified at higher levels take our higher level course, in addition to the ELA class. Due to programming constraints, some more advanced students attend the Emerging and Transitioning class in which case the ENL teacher provides work at each student’s respective level. Our ENL teacher also pushes in to the English classes as well as other subject area classes.

   b. TBE program. *If applicable.*

      Paste response to questions here:

   c. DL program. *If applicable.*

      Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

a. Explicit ENL and ELA instructional minutes are delivered as per CR Part 154. All Entering students have two periods of ENL each day five times per week and the ENL teacher also pushes in up to five times a week, thus meeting the requirement of 540 minutes per week for Entering ELLs. All Emerging and Transitioning students have two periods of ENL each day five days per week thus meeting the requirement of 360 minutes per week. All Expanding students have one period of ENL per day five days a week as well as one period of ELA instruction five times per week, thus meeting the requirement of 180 minutes of ENL instruction and 180 minutes per week of ELA instruction. Commanding students, though deemed proficient, still have access to services (including ENL teacher in ELA class) as mandated by state regulations.

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 ENL teacher uses a range of instructional methods to ensure that students are building comprehension across all content areas along with linguistic knowledge, development, and performance in English. All units are thematic-based and designed around an essential question. The essential question is then explored and developed through all genres of literature, including fiction, content-area texts, informational readings, poetry, historical non-fiction, and drama. In addition, ENL texts and teacher-generated ESL lessons are utilized to teach English across all content areas.

By meeting with content area teachers by grade level and by subject area, the ENL teacher learns which material needs scaffolding support in the ENL class and suggests differentiation and scaffolding that can be put in place by the content teacher in order to provide the ELLs with access to the content curriculum.

All content at ACPCE is delivered in English. Some support in Spanish is given in the ENL classroom. The ENL teacher does not speak Haitian Creole, Arabic, Fulani, or French, so English is the mode of communication in the ENL classroom as well.

The native language is supported by the availability of bilingual dictionaries and glossaries, homogeneous language groupings, online bilingual resources, bilingual textbooks, and the pairing of a same-language 'buddy'. The ENL teacher is also able to provide Spanish interpretation and translation. Students can strengthen their Spanish and French skills through advanced language classes at ACPCE (for Spanish) and through a partnership with other schools on the Erasmus campus (for French). Students can take the LOTE.

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

At this time, the LAB in Spanish is the only first language assessment that has been used this year.

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

6. a. Instructional plan for SIFE: Educational interventions are written and implemented for all SIFE at ACPCE. The interventions are based on student data acquired through both formal and informal assessments in ENL and the content areas, as communicated by the student's teachers in each subject area. The student's strengths are drawn upon to plan motivation curriculum and to design differentiated means of assessment that will both challenge the student and also allow him or her to experience academic success. The ENL teacher's lessons will introduce and build upon the fundamental skills and knowledge required for full academic participation and success across the curriculum. In addition, SIFE are given the resource of extra tutoring both during and after school.

b. Instructional plan for newcomers: Newcomers participate in our Balanced Literacy Program at ACPCE. In the ENL class, the teacher models reading comprehension strategies, vocabulary building strategies, phonics, and writing practice in mini-lessons which are followed by group, paired, and individual student practice. Whenever possible, art and music are integrated into the lessons in order to reach all student levels of comprehension and knowledge and to allow for differentiated assessment.

Testing accommodations, i.e. extended time, are afforded.

c. Instructional plan for ELLs receiving 4-6 years of ENL service:
Students receiving 4-6 years of ENL service are identified by the ENL teacher, content area teachers, and guidance counselors using the available student data reports. The teachers and counselors meet to discuss the student’s current academic track record and potential graduation date. In addition, most of these ELLs attend after school in order to meet the academic graduation requirements. We also provide them with general testing accommodations.

d. Instructional plan for long-term ELLs: In order to help long-term ELLs meet graduation requirements and achieve academic success, after-school classes are offered for the content area courses, such as history, English, and science. Students and their parents are informed both in writing and verbally about the programs available to them that will help them prepare for Regents exams. All long-term ELLs are encouraged to attend the program offerings by their ENL and content area teachers. Furthermore, like the 4-6-year ELLs, these students are tracked and discussed on a monthly basis by their ENL teacher, content area teachers, and guidance counselors. These long-term ELLs have extended time on their exams.

e. In years one and two after testing proficient, ELLs continue to have their ENL teacher provide language acquisition support. These Commanding students continue to have extended time on their exams. Their exams, when possible, are made available in the native language. Content area teachers and the ENL teacher continue to discuss the progress and any academic needs of any former ELL. Language support is still provided through bilingual glossaries and dictionaries. Former ELLs may also attend after-school ENL classes to help them prepare for Regents exams and for homework assistance.

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?

Instructional plan for ELLs identified as having special needs: Eligible ELLs who are identified as having special needs receive a paraprofessional who provides daily academic assistance. Various scaffolding techniques are regularly implemented to help these students achieve academic excellence. Lessons are created by the ENL teacher and content area teachers that target both the student’s strengths to build upon and their areas of weakness. ELLs having special needs are included in all aspects of our school, including our ENL classes. Needs are met according to the parameters of each student’s IEP. There are no ENL students at ACPCE whose IEP require bilingual services.

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?

Eligible ELLs who are identified as having special needs receive a paraprofessional who provides daily academic assistance. Various scaffolding techniques are regularly implemented to help these students achieve academic excellence. Lessons are created by the ENL teacher and content area teachers that target both the student’s strengths to build upon and their areas of weakness. ELLs having special needs are included in all aspects of our school, including our ENL classes. Needs are met according to the parameters of each student’s IEP. There are no ENL students at ACPCE whose IEP requires bilingual services. The only Special Education model at our school is ICT. Students are scheduled for Resource Room for assistance in Math and English and to meet their IEP goals. Thus, for all their other content classes, students with IEPs are placed with their General Education peers. In addition, counseling sessions and extra help are scheduled during lunch periods to maximize the number of class periods students with IEPs are in General Education classes.

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.

Our ENL teacher pushes in to other content area classes to provide support and guidance to our ELLs. Content area teachers receive specialized training on working with ELLs. These workshops provide our non-licensed ENL teachers with specific strategies in differentiating instruction to meet their specific needs. ELLs are afforded the same opportunities as non-ELLs to participate in all school programs, including college trips. Two different after-school models are provided to our ENL students. There are after-school classes for an hour and a half a day three days a week for extra help in content classes for all high school Regents classes. There are three-hour classes three days a week for junior high students. The students receive one hour of homework help, one hour of test prep, and one hour of recreation. All classes are offered only in English.

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

New Common Core-aligned textbooks are being used in the ENL class. Common planning meetings allow for the ENL and content teachers to meet and discuss supports, strategies, and specific student needs.
10. If you had a bilingual program, what was the reason you closed it?
   There are no plans to discontinue any programs or services.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
   All students in our school may attend after-school classes and participate in any sports, school activities, or student government. Students receive letters that are distributed to the student body regarding any special activities. These letters are discussed in the ENL class to ensure student comprehension. Parents also received phone calls, messages, and letters describing after-school programs. Two different after-school models are provided to our ENL students. There are after-school classes for an hour and a half a day three days a week for extra help in content classes for all high school Regents classes. There are three-hour classes four days a week for junior high students. The students receive one hour of homework help, one hour of test prep, and one hour of recreation. All classes are offered only in English.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
   All the classrooms as at ACPCE have access to Smart-boards and laptops. There are ENL Common Core aligned textbooks used in each of the classes. Pearson titles include Edge, Milestones, Reading Adventures. Gateway to Science and to Social Studies are used to support content science and social studies classes. The classroom library has books from a variety of genres across a range of reading proficiencies. Many books in our library have accompanying C.D’s so the students may listen and read. Videos that accompany the Reading Adventures books provide additional content to each thematic unit.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
   Bilingual dictionaries and glossaries are supplied. School letters to parents are translated into the preferred language as indicated on the students’ HLIS.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
   Materials used are appropriate to both the child’s age and level of English proficiency.

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?
   All the classrooms as at ACPCE have access to smartboards and laptops. There are ENL Common Core aligned textbooks used in each of the classes. Pearson titles include Edge, Milestones, Reading Adventures. Gateway to Science and to Social Studies are used to support content science and social studies classes. The classroom library has books from a variety of genres across a range of reading proficiencies. Many books in our library have accompanying CDs so the students may listen and read. Videos that accompany the Reading Adventures books provide additional content to each thematic unit.

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 offered for newly enrolled ELLs.

17. What language electives are offered to ELLs?
   Our school offers Spanish, including advanced level and AP.

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)?

Our school does not offer a dual language program at this time.

### Professional Development and Support for School Staff

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

   All teachers of ELLs attend professional development workshops in ESL methodology throughout the course of the year. Among these workshops are ELA Regents Support for ELLs, Differentiated Instruction for ELLs, Strategies for Success of Secondary ELLs, and Targeting and Identifying SIFE. Information acquired at trainings and workshops by our ENL coordinator (teacher) and/or Assistant Principal is shared with all other teachers through brochures and faculty meetings. Prior to the school year commencing, our Assistant Principal attended a workshop on the new ELL regulations and turn-keyed the information to relevant staff.

   All personnel who work with ELLs will attend mandated Professional Development at ACPCE. The Professional Development will be conducted by the ENL instructor and ENL supervisor. The goal for instructors is to better prepare content area teachers to provide points of entry through scaffolding in their lessons. The goal for support staff is to understand the unique educational needs and challenges of ELLs who may lack not only language skills, but may have an interrupted or a lack of formal education. Support of ELLs is also discussed at common planning time which is attended by teachers, principals, and guidance counselors. Attendance at PD is recorded through sign in sheets and official records will be kept in each teacher’s file.

   An official letter will be given to each instructor and staff member upon completion of the 7.5 hours (10 hours for Special Education teachers).

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.

   Prior to the beginning of the school year, the ENL and freshman educators meet to discuss incoming freshman ELLs. Areas of concern are anticipated and former or current ELLs who are upper-class men are assigned an incoming student buddy to contact and check in on within the first two weeks of school. Counselors receive training on helping ELLs transition, i.e. the high school application process utilizing DOE’s translation services and/or interpreters as needed.

   All teachers at ACPCE receive a minimum of 7.5 hours of ELL training. The teachers are trained in the Balanced Literacy Workshop model so that they will be able to implement reading and writing strategies in every lesson in every subject area. Content are teachers are introduced to textbooks and books that are appropriate for English Language Learners, and effective methods of teaching vocabulary in all content areas are taught in the training sessions. Science and math teachers collaborate to create an interdisciplinary curriculum that would be appropriate for ELLs based on the information and resources acquired in the training sessions. In addition, the trainings offer teachers opportunities to learn about students’ cultural backgrounds and how these can be drawn upon as a resource in the classroom and in their lessons. Professional Development records are kept in the Principal’s office.

### 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?
Parental involvement in the programs and activities is critical to the success of the programs and the children. At PTA meetings and at workshops created specifically for parents of ELLs, assistance is provided to parents of children served by the school, as appropriate, in understanding their rights and choices as parents of an ELL, the State's academic content and achievement standards, the state and local academic assessments, as well as alternate assessments, how to monitor their child's progress, and how to communicate and work with educators. Bilingual faculty will be on hand for interpretation and any materials disseminated will be available in the home languages of our ELL population.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The school provides materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology. Workshops such as evening computer classes and immigration and citizenship issues are offered. During PTA meetings, the guidance staff explains to parents the requirements for graduation and how to evaluate each individual child's progress.

Additional Information

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

Our ELLs in junior high are also offered after-school classes to prepare them for their state exams and to develop their language and literacy skills.

The ELLs also participate in three field trips a year to zoos or museums. Lessons are created around the trips to use the experience to develop language skills.
**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, Joan Mosely, 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>Joan Mosely</td>
<td>Principal</td>
<td></td>
<td>10/1/18</td>
</tr>
<tr>
<td>Heather Mohagna</td>
<td>Assistant Principal</td>
<td></td>
<td>10/1/18</td>
</tr>
<tr>
<td>Kathleen Riley</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/1/18</td>
</tr>
<tr>
<td>Natalia Aristy</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/1/18</td>
</tr>
<tr>
<td>Beth Powell</td>
<td>Parent</td>
<td></td>
<td>10/1/18</td>
</tr>
<tr>
<td>Tamara Chance</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/1/18</td>
</tr>
<tr>
<td>Andrea Cunningham</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/1/18</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>10/1/18</td>
</tr>
<tr>
<td>Nigel Pestano</td>
<td>Coach</td>
<td></td>
<td>10/1/18</td>
</tr>
<tr>
<td>Edylene Ghrael</td>
<td>School Counselor</td>
<td></td>
<td>10/1/18</td>
</tr>
<tr>
<td>Michael Prayor</td>
<td>Superintendent</td>
<td></td>
<td>10/1/18</td>
</tr>
<tr>
<td>Karim Chavez</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>10/1/18</td>
</tr>
<tr>
<td></td>
<td>Support staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tamara Chance</td>
<td>Other Special Ed Teacher</td>
<td></td>
<td>10/1/18</td>
</tr>
<tr>
<td>Eskett Dormer</td>
<td>Other Teacher</td>
<td></td>
<td>10/1/18</td>
</tr>
<tr>
<td>Juan Colon</td>
<td>Other Teacher</td>
<td></td>
<td>10/1/18</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 17K382  School Name: Academy for College Preparation and  Superintendent: Michael Prayor

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>Natalia</td>
<td>Aristy</td>
<td>ENL Teacher</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Heather</td>
<td>Mohagn</td>
<td>Assistant Principal</td>
<td>No</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.

   The language data is collected through a number of means. Upon entering the Academy of College Preparation and Career Readiness (ACPCE), the parents of ELLs fill out the Home Language Survey. The home language data is recorded in ATS and on the emergency blue contact cards. Our ESL teacher is aware of any home language needs and shares this information with the content area teachers, administration, and support staff. The home languages of the ELLs at ACPCE are Spanish, Haitian Creole, French, Arabic, Bangla, and Fulani and are noted when the student first registered at ACPCE. There are faculty members who speak Spanish, French, and Haitian Creole who can provide translation and interpretation services. There are faculty members on the Erasmus Hall Educational Campus who can provide interpretation and translation in Arabic. For Fulani and Bangla, ACPCE needs to contact the NYC DOE's translation office or use an outside vendor.
If parents indicate their desire to receive school notices in their home language, translated versions of notices are made available. Bilingual report cards are available. Interpretation can be made available at parent teacher conferences or at PA meetings. Signage at the school informs parents that language services are available.

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>Arabic</td>
<td>7</td>
<td>1.1</td>
<td>7</td>
<td>1.1</td>
</tr>
<tr>
<td>Bengali</td>
<td>5</td>
<td>0.78</td>
<td>5</td>
<td>0.78</td>
</tr>
<tr>
<td>Croatian</td>
<td>2</td>
<td>0.31</td>
<td>2</td>
<td>0.31</td>
</tr>
<tr>
<td>French</td>
<td>11</td>
<td>1.73</td>
<td>11</td>
<td>1.73</td>
</tr>
<tr>
<td>Fulani</td>
<td>1</td>
<td>0.16</td>
<td>1</td>
<td>0.16</td>
</tr>
<tr>
<td>Haitian Creole</td>
<td>50</td>
<td>7.85</td>
<td>50</td>
<td>7.85</td>
</tr>
<tr>
<td>English</td>
<td>503</td>
<td>78.96</td>
<td>503</td>
<td>78.96</td>
</tr>
<tr>
<td>Spanish</td>
<td>58</td>
<td>9.11</td>
<td>58</td>
<td>9.11</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.

n/a

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Announcements and Formal Notices</td>
<td>9/18 (monthly)</td>
<td>We will utilize the software, Kininvolved which provides</td>
</tr>
</tbody>
</table>
2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Night</td>
<td>9/18 (twice per year)</td>
<td>We will utilize Microsoft Word &quot;Translate&quot; feature which provides translation of all documents in all languages currently utilized by our families. We will have staff available at Curriculum night to translate all communication utilized.</td>
</tr>
<tr>
<td>Monthly PA Meetings</td>
<td>Second Tuesday of every month</td>
<td>We will utilize Microsoft Word &quot;Translate&quot; feature which provides translation of all documents in all languages currently utilized by our families. We will have staff available to translate all communication utilized.</td>
</tr>
<tr>
<td>Fall Parent-Teacher Conference</td>
<td>11/18</td>
<td>We will utilize Microsoft Word &quot;Translate&quot; feature which provides translation of all documents in all languages currently utilized by our families. We will have staff available to translate all communication utilized.</td>
</tr>
<tr>
<td>Spring Parent-Teacher Conference</td>
<td>3/19</td>
<td>We will utilize Microsoft Word &quot;Translate&quot; feature which provides translation of all documents in all languages currently utilized by our families. We will have staff available to translate all communication utilized.</td>
</tr>
</tbody>
</table>
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

We offer text messaging in 600 languages available through IO Messaging and Kinvolved.

Part C: Training Staff on Policies and Procedure

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

We will provide training and information during professional development days.

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.)

The Translation and Interpretation Unit distributes multilingual posters to all DOE public schools and district offices throughout the City at the beginning of each school year. These posters are displayed in a highly visible location. These posters provide LEP parents instruction on where and how to obtain interpretation services. Additionally, we also access critical translation and interpretation informational flyers for parents from the DOE’s Intranet. These flyers are also conspicuously posted in our school.

The DOE makes available to parents the Parents’ Bill of Rights and A Parent’s Guide to Special Education in the covered languages. Both documents make parents aware of their rights to languages services. These documents are distributed to parents at the beginning of each school year and can also be accessed on the DOE’s website (www.schools.nyc.gov).

At ACPCE, there are school staff members that are able to provide oral interpretation services in Haitian Creole, Spanish, Arabic, and French. For more distinct languages such as Fulani and Bangla, external vendors are hired.

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?
Feedback is gathered through informal means during individual parent meetings and events, etc. held throughout the school year.