2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 32K383
School Name: J.H.S. 383 PHILIPPA SCHUYLER
Principal: JEANETTE WIGDORSKY
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

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- 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: Philippa Schuyler Middle School for the Gifted and Talented  
School Number (DBN): 32K383  
School Address: 1300 Greene Avenue  
School Contact Person: Jeanette Wigdorsky  
Email Address: Jwigdorsky@schools.nyc.gov  
Phone Number: 718-574-0390  
Fax: 718-574-1366  
BEDS Code: 33300010383  
Grades Served: 5-8

District Information

Geographical District: 32  
Superintendent: Sheila Gorski  
Superintendent’s Office Address: 797 Bushwick Avenue Brooklyn, NY 11221  
Superintendent’s Email Address: Sgorski@schools.nyc.gov  
Phone Number: 718-574-1100  
Fax: 718-574-1245

Field Support Center (FSC)
Brooklyn North

Executive Director: Bernadette Fitzgerald

Executive Director’s Office Address: 131 Livingston Street 501

Executive Director’s Email Address: Bfitzge2@schools.nyc.gov

Phone Number: 718-225-5119  Fax: 718-935-4314
**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>Jeanette Wigdorsky</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Joyce Baldino</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Esther Jordan Jacobs</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Esther Colon</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Yves Mazile</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable/</td>
<td></td>
</tr>
<tr>
<td>Deborah Slaughter</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Catherine Blades</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Member/Teacher</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>N/A</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Victoria Gueron</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Maria Segarra</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Delareen Kennedy</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Member/Parent</td>
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<td>N/A</td>
<td>Member/</td>
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<td>N/A</td>
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<tr>
<td>N/A</td>
<td>Member/</td>
<td></td>
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</tbody>
</table>
The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

In accordance with the requirements of Chancellor’s Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans that align with...
the first five elements of the Framework for Great Schools (listed below). The sixth element, Trust, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.</td>
</tr>
</tbody>
</table>

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

School Quality Guide

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

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

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:
- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

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

Next Steps for CEP Development
School Leadership Teams should engage in the following steps:

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

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our mission statement (which follows) demonstrates our belief in a strong academic and performing arts program:</td>
</tr>
</tbody>
</table>

The Philippa Schuyler Middle School for the Gifted and Talented is dedicated to providing a rigorous instructional program that challenges students to set goals and to take responsibility for their learning. We believe that student achievement is predicated on high standards, a clearly defined and rigorous curriculum and a strong home-school connection. We believe that all students possess natural gifts and talents that enhance their intellectual capabilities.
We want our students to be lifelong learners and achievers. We educate our students to become leaders, problem solvers and critical thinkers.

Our school is built upon years of visionary leadership, a dedicated teaching staff and strong parental involvement. Our students excel because of the vision, dedication and support. Our motto, “To Whom Much is Given, Much is Required”, is the basis for our beliefs and our achievements.

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.

<table>
<thead>
<tr>
<th>The Philippa Schuyler Middle School for the Gifted and Talented located in Bushwick, Brooklyn District 32 serves 953 students in grades 5-8. We are a screened borough-wide middle school choice school resulting in a diverse ethnic and economic student body from a wide variety of school districts across Brooklyn and Queens. We serve general education; special education (self contained, ICT, SETSS) and English Language Learner students. As a school community, we recognize and celebrate our diversity through a curriculum that is challenging and encourages students to consider multiple perspectives; a robust elective program that invites curiosity and encourages exploration; special programs and performances held throughout the school year that celebrate diversity and recognize academic achievement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our school’s strengths are many. First, we offer accelerated classes including honors classes in Math and ELA grades 6-8; Regents classes in Living Environment, Earth Science and Algebra in Grade 8; two years of either French or Spanish resulting in students taking the Proficiency exam; and a High School Accredited English Language Arts class in Grade 8. Our Regents pass rates in 2017-2018 were 100% Our common core aligned, engaging, rigorous and coherent curricula was a noted as a celebration area and received Well Developed rating in our Quality Review.</td>
</tr>
<tr>
<td>We consistently celebrate academic achievement through our school Honor Roll program and nationally recognized honor societies including National Junior Honor Society and Beta Honor Society. Student voice is valued and encouraged through the Student Government, Peer Mediation and Peer Mentoring program. As noted in our 2014-2015 Quality Review, we are Well Developed in establishing a culture of High Expectations for our school community. One example of high expectations is that all 8th grade students are registered for the Specialized High School Exam. Each year we have students who are offered seats in Specialized High School programs such as Brooklyn Technical High School, Brooklyn Latin and Laguardia High School of the Arts. Additionally, our students are also enrolled in other competitive high school programs.</td>
</tr>
<tr>
<td>In addition to high academic expectations, another school strength is our diverse elective program. Our students choose electives including: ballet, jazz, world dance, visual arts, chorus, drama, steel pan, medical studies, technology, African American studies and robotics. During school year 2016-2017, we received a grant to develop a hydroponics garden. Teachers were trained in the maintenance and curriculum for the garden. During school year 2018-2019, we will continue to offer Hydroponic gardening as an elective class. We believe that a strong foundation in the arts and electives supports student academic achievement and therefore students are programmed for arts/elective classes five days a week.</td>
</tr>
<tr>
<td>Several external partnerships support our academic and performing arts programs. Partnerships include but are not limited to: New York Junior Tennis League which runs a comprehensive after school program for grades 6-8; Urban Advantage which provides hands-on Science experiences for our students both in the classroom and Science oriented field trips and About the Swing program which partners professional jazz musicians with our major Steel Pan students. Brooklyn Technical High School Pipeline program which identifies high performing 6th grade students and offers summer courses and Specialized High School exam test prep at Brooklyn Tech during their 7th and 8th grade years. Students</td>
</tr>
</tbody>
</table>
who have been enrolled in this program have qualified for seats in Brooklyn Technical H.S, Brooklyn Latin and High School for Math, Science and Engineering at City College. We are partnered with the Brain Power program which teaches students and staff strategies for positive socio-emotional interactions We participate in several NYC DOE initiative programs including Algebra for All, Computer Science for All, College Access for All, Specialized High School Test Prep Pilot Program and the Learning Partners Program. Additionally, students participate in extracurricular sports activities such as Flag Football, Cheerleading, Soccer, Mighty Milers program, the Green Team, Fitness Club and Boys and Girls Basketball. We also offer several off site experiences that extend and enrich our students educational experiences including an annual trip to Poconos Environmental Education Center and an International Trip. In past years students have travelled to Costa Rica, Canada, and Spain.

Supporting our school community and working to increase school family collaboration is our Parent Teacher Association. Headed by a strong, active Executive Board, the PTA sponsors workshops and speakers and hosts events such as Potluck dinners, Family socials, Book Fairs and the 8th grade Prom. Additionally, the PTA hosts a variety of speakers from the community to share information about their services to better support the needs of our parents. Our strong family and school partnerships were noted as an area of celebration in our most recent Quality Review.

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

- 14% students with Disabilities. 5% are in self contained settings. 4% of our students are ENL learners. 66% of our students are economically disadvantaged. In terms of our students with disabilities the specific academic needs range from students reading several levels below proficiency and several grade levels below in Math proficiency. This year we have three students taking the New York State Alternate Assessment. We have 48 students who receive mandated counseling for emotional needs ranging from support with positive social interactions and anger management. Out of our 128 students with disabilities 49 are also English Language Learners.

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.

As evidenced by the 2017-2018 School Quality Guide, the school made the most progress in the following areas of the Framework:

- Strong Family Community Ties: rating increased from 2016-2017 school year. This was the third year that we saw increases in this area of the framework which was a focus of the SLT work year to increase Parent Engagement and effective community collaboration.
- Rigorous Instruction rating increased from 2016-17 school year. This is the result of the implementation of the CEP action plan and the careful tracking of progress towards meeting this CEP goal.

As evidenced by the 2017-2018 School Quality Guide, the Areas of the Framework for Focus:

- Supportive Environment: although this area was not yet given a rating, preliminary data indicated this is an area of continued focus. For example, 61% of students reported positively that the school prevents bullying; 38% of students report positively that their teachers support them when they are upset and only 55% of students reported positively that they feel it is important that they come to school each day.
- Collaborative Teachers: this area was rated as exceeding target, however, there was an overall decrease in the framework score from the previous year. In particular, the area of Innovation and Collective Responsibility received 75% positive responses and Quality of Professional Development received 73% positive responses. This indicates that although teachers collaborate with each other the collaboration systems and protocols may not be effective to address teachers supporting each other to try new practices and strategies.
### School Demographics and Accountability Snapshot for 32K383

**Grade Configuration:** 05.06.07.08  
**Total Enrollment (2017-18):** 871  
**SIG Recipient (Y/N):** No

#### English Language Learner Programs (2017-18)

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

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td># Special Classes (ELA)</td>
<td>40</td>
</tr>
<tr>
<td># SETSS (ELA)</td>
<td>42</td>
</tr>
<tr>
<td># Integrated Collaborative Teaching (ELA)</td>
<td>68</td>
</tr>
<tr>
<td># Special Classes (Math)</td>
<td>40</td>
</tr>
<tr>
<td># SETSS (Math)</td>
<td>33</td>
</tr>
<tr>
<td># Integrated Collaborative Teaching (Math)</td>
<td>68</td>
</tr>
</tbody>
</table>

#### # Types and Number of Special Classes (2017-18)

<table>
<thead>
<tr>
<th>Program</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td># Visual Arts</td>
<td>18</td>
</tr>
<tr>
<td># Music</td>
<td>12</td>
</tr>
<tr>
<td># Drama</td>
<td>5</td>
</tr>
<tr>
<td># Foreign Language</td>
<td>9</td>
</tr>
<tr>
<td># Dance</td>
<td>10</td>
</tr>
<tr>
<td># CTE</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### School Composition (2017-18)

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Title I Population</td>
<td>63.0%</td>
</tr>
<tr>
<td>% Free Lunch</td>
<td>76.0%</td>
</tr>
<tr>
<td>% Limited English Proficient</td>
<td>4.8%</td>
</tr>
<tr>
<td>% American Indian or Alaska Native</td>
<td>0.7%</td>
</tr>
<tr>
<td>% Hispanic or Latino</td>
<td>56.9%</td>
</tr>
<tr>
<td>% White</td>
<td>1.7%</td>
</tr>
<tr>
<td>% Black or African American</td>
<td>35.6%</td>
</tr>
<tr>
<td>% Asian or Native Hawaiian/Pacific Islander</td>
<td>4.4%</td>
</tr>
<tr>
<td>% Multi-Racial</td>
<td>1.4%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>% American Indian or Alaska Native</td>
<td>0.7%</td>
</tr>
<tr>
<td>% Black or African American</td>
<td>35.6%</td>
</tr>
<tr>
<td>% Hispanic or Latino</td>
<td>56.9%</td>
</tr>
<tr>
<td>% Asian or Native Hawaiian/Pacific Islander</td>
<td>4.4%</td>
</tr>
<tr>
<td>% Multi-Racial</td>
<td>1.4%</td>
</tr>
</tbody>
</table>

#### Years Principal Assigned to School (2018-19)

<table>
<thead>
<tr>
<th>Total Counts</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Assistant Principals (2016-17)</td>
<td>6</td>
</tr>
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</table>

#### % of Teachers with No Valid Teaching Certificate (2014-15)

<table>
<thead>
<tr>
<th>Total Counts</th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td>% Teaching Out of Certification</td>
<td>16%</td>
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#### Overall NYSED Accountability Status (2018-19)

<table>
<thead>
<tr>
<th>Total Counts</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>% ELA/Math Aspirational Performance Measures (2015-16)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

**Elementary/Middle School**

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

**High School**

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

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2018-19 CEP

12
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.

Strengths:

- According to 2017-2018 School Quality Guide, school is meeting target for Rigorous Instruction with overall score of 3.81 which is an increase from 2016-2017 score.

- According to 2017-2018 School Quality Guide, school is meeting target for Strong Family-Community Ties with overall score of 3.26 which is an increase from 2016-2017 score.

- As noted on 2014-2015 Quality Review, common core aligned academic tasks, rigorous interdisciplinary studies and student choice foster higher order thinking skills and connect all students to a path toward college and career readiness.

Needs:

- State test score data from 2017-2018 indicate rise in both ELA and Math proficiency from 2017-2017 levels. ELA proficiency for 2017-2018 is 66% and Math is 46%. Although there is a rise in overall proficiency Math proficiency level still remains below 50%. Also, only 11% of students with disabilities are proficient on ELA exam and only 1% students with disability are proficient in Math.

- Increase core course pass rates for students with disabilities. A review of school scholarship reports indicate higher percentage of SWD students who are promotion in doubt.

- Increase positive percent responses on NYC DOE student survey in the area of Personal Attention and Support. The highest percent positive response school received in this area was 68% and the lowest percent positive response school received was
Part 2 – Annual Goal

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

By June 2019, 70% of all targeted special education students, scoring at the lowest third will increase proficiency by 10% in the area of proportional reasoning through systemic implementation of specially designed instruction lesson planning as evidenced in student responses on the Spring Periodic Math Benchmark assessment.
### 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) 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>Math and Special Education teachers Grades 5-8 for Students in school lowest third Math</td>
<td>Sept 2018 - June 2019 Bi monthly Monday Professional Development meetings for 80 minutes for all Math teachers including SWD teachers and ICT teacher teams, ICT teacher teams have common planning daily for 45 minutes</td>
<td>Principal, Math Assistant Principal, Special Education Assistant Principal, Math model teachers, Brooklyn North FSC coach,</td>
</tr>
<tr>
<td>Math teachers will analyze Fall Benchmark data to surface gaps on proportional reasoning problems and identify the targeted group of special education students.</td>
<td>Sept. 2018, Fall Benchmarks administered during Math class. October 2018, data analyzed in grade level teacher</td>
<td>Principal, Math AP, Special Education AP, Math model teacher, Brooklyn North FSC Coach,</td>
</tr>
<tr>
<td>Teams during Monday professional development meetings.</td>
<td>Math teachers will create, administer and assess instructional tasks for each unit of study to measure students in lowest third progress in closing the gaps in understanding proportional reasoning problems. Progress will be monitored during each unit of study and tasks will be adjusted.</td>
<td>Math teachers grades 5-8 Students in school lowest third November 2018-December 2018 Tasks created and assessed during Monday Professional Development meetings. Math AP, Special Education AP, Math model teacher, Brooklyn North FSC</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Teachers will attend Algebra for All professional development off-site. Algebra for All instructional coach will work with 8th grade teachers on-site bi-monthly to build up teacher algebraic thinking.</td>
<td></td>
<td>Math teachers grades 5-8 Students in school lowest third October 2018-June 2019 Algebra for All Instructional Coaching will occur bi-monthly Principal, Math AP, Special Education AP, Algebra for All Organization</td>
</tr>
<tr>
<td>Math Assistant Principal, Special Education Assistant Principal and Principal will regularly observe Math teachers using Danielson framework and provide timely feedback to ensure effective and highly effective teaching practices. Math Assistant Principal and Special Education Assistant Principal will co-facilitate professional development for Math and Science departments on the topic of curriculum refinement which includes support with Specially Designed Instruction.</td>
<td>Math teachers grades 5-8 September 2018-June 2019</td>
<td>Principal Math Assistant Principal Special Education Assistant Principal</td>
</tr>
</tbody>
</table>
3b – Parent and Family Engagement

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

Teacher teams will develop workshops for Parents on understanding CMP3 Math curriculum with specific focus on understanding and supporting student growth of proportional reasoning problems. Workshops will be ongoing throughout the school year during Parent Engagement Time on Tuesdays from 2:40-3:55 and during monthly PTA meetings. Key personnel responsible include Math AP, Special Education AP, Math teachers, Math Model Teacher, Parent Coordinator.

Parents and students will have access to Pupil Path system so parents can track student academic progress. Workshops on how to use Pupil Path will be offered on an ongoing basis from September 2018-June 2019 during Parent Engagement Tuesday time from 2:40-3:55. Key personnel responsible include Math AP and Parent Coordinator.

Part 4 – Budget and Resource Alignment

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

Instructional resources: Go Math, CMP3 Math Curriculum, Periodic assessments, Schoolnet.

Professional development: On site coaching by Algebra for All coaches; Off-site Algebra for All professional development; Off site professional development on CMP3 and Go Math provided by Brooklyn North FSC; Monday Professional development on-site.

Human Resources: 1 Math Model Teacher and 1 Model AP for Learning Partner Program; per diem and per session to support school based LPP program; per diem for Math teachers to attend on-site coaching and off site professional development for Algebra for All and CMP3 and Go Math;

Per session for oral translation at parent workshops

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>
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<td>X</td>
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<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.
Math Periodic baseline exams administered in September 2018 and data analyzed to surface gaps in proportional reasoning in our targeted subgroup of school lowest third.

After gaps are surfaced for subgroups, teachers will track student progress towards mastery of the gaps using daily formative assessments such as entrance tickets, exit tickets, individual student conferences and conference notes and data trackers. This data will be used to refine lessons and target instruction. Teachers will also use the Periodic assessment data available in School net to assign students online support activities or hard copy support activities in the classroom.

For each unit of study in CMP3, teachers will administer summative unit instructional tasks to surface subgroup student mastery of proportional reasoning. Results of unit instructional task assessments will be analyzed to refine instruction for upcoming unit of study. There are 6 units of study in CMP3.

Math Teacher Collaborative Teams will meet on a regular schedule to analyze Tasks and student work and refine instruction. Teacher teams will regularly assess student progress through the use of skills trackers in the classroom and data on School net to create formative assessments to address standards where students are below proficiency levels.

In May 2019, Spring Periodic Benchmark will be administered to determine if goal was met. If data shows goal was not met for some students in the subgroup, teachers will target students who did not meet in May and June 2019 by using instructional materials on Schoolnet. Students in subgroup will have the opportunity to revise answers on Spring Periodic Benchmark to demonstrate proficiency.

By February 2019, all Math teachers will have been observed 3 times and receive oral and written feedback from administrator.

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

Periodic assessments including Fall baseline and Spring benchmark; daily formative assessments including entrance tickets, exit tickets, conference notes, data tracks, CMP3 and Go Math unit instructional tasks, Schoolnet assessments. ADVANCE teacher observation data

**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.

   Strengths:
   - 95% attendance rate for 2017-2018 school year which is the highest attendance rate in the district.
   - 93% of students report positively that their school provides guidance for the application process for high school
   - 91% of students say they feel safe in their classes

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.

   Needs:
   - Although attendance is highest in the district, attendance decreased by 1% from 2016-2017 school year. School must review its attendance procedures and protocols to reverse attendance pattern decrease.

   Based on scores from 2017-2018 School Quality Guide, 43% of students responded positively that they rarely feel harassed, bullied or intimidated by other students at their school.

   Based on scores from 2017-2018 School Quality Guide, 38% of students respond positively that their teachers support them when they are upset.

   Priority Needs
Students are excited to learn and actively engage in classrooms that are welcoming, safe, and orderly. Student-centered learning environments develop students who push and support each other, creating a collaborative and generous atmosphere in the classroom. The classroom must support the social and emotional growth of all students.

According to the Framework, Supportive environments are classrooms where students are actively engaged in student-centered learning where students push and support each other creating a generous atmosphere in the classroom. A priority need is to teach students across classrooms and all areas of the school how to have positive peer interactions and therefore reducing bullying, harassment and intimidation incidents.

According to the Framework, Supportive environments must support the emotional growth of all students. A priority need to provide opportunities both in the classroom and through activities and guidance resources opportunities for students to grow socially and emotionally.

According to the Framework, Supportive environments are classrooms that are welcoming, safe and orderly. A priority need is to create welcoming classrooms where students know they receive personal attention and support.

**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, the school will provide a consistent, safe, supportive, challenging and celebratory learning environment for all students as evidenced by 20% increase in positive student responses on the 2018-2019 School Quality Guide in the area of Personal Attention and Support and the area of Preventing Bullying.
### 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).

### Target Group(s)

<table>
<thead>
<tr>
<th>Who will be targeted?</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Grades 5-8</td>
<td>Sept. 2018-June 2019</td>
<td>Dean, Principal, Assistant Principals, Brain Power Trainer, 100 Schools Project Behavioral Coach</td>
</tr>
<tr>
<td>All Staff Grades 5-8 and Targeted staff Grades 5-8 (15-20 staff members)</td>
<td>Assemblies to be held in Sept, Dec, Feb. and May. Once a month class visits to Social Studies classes.</td>
<td></td>
</tr>
<tr>
<td>Brain Power training for teachers, students, parents in Grades 5, 6 and Performing Arts Teachers for Grades 5 and 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100 Schools Project Behavioral Coach bi-monthly trainings for teachers during lunch periods</td>
<td></td>
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</tr>
</tbody>
</table>

Dean will develop and implement Bullying Prevention and Response Program school wide for all students. Program will be implemented through school wide assemblies and through classroom visits. Assistant Principals in collaboration with the Dean will develop incentive programs (Schuyler Bucks) to encourage positive behavior and academic achievement. Programs will include on site activities such as school parties and dances.

Behavioral Coach from 100 Schools Project will hold workshops for staff based on identified needs to support student socio emotional growth.

Brain Power Wellness is a socio-emotional support provider who teaches workshops to teachers, parents and students focusing on activities to advance academic, social and emotional learning. Brain Power will work with Performing Arts teachers to incorporate strategies in their daily classes.

Brain Power trainings-Oct-May 2019

100 Schools Project Behavioral
Learning Partners Team comprised of Principal, Model AP, and 4 model teachers will study and implement Culturally Responsive Teaching strategies. Model Teachers will pilot implementation in their lab-site classrooms so staff can observe. LPP team will support school-wide implementation in 75% of classrooms by June 2019.

<table>
<thead>
<tr>
<th>and teacher directed time (3:20-3:55)</th>
<th>Coach trainings October - June 2019</th>
<th>Principal, LPP Model AP, 4 Model Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>LPP CRT implementation for teachers and students Grades 5-8</td>
<td>Sept. - June 2019 weekly meeting of LPP team; Monthly afterschool LPP meetings; weekly LPP lab-sites</td>
<td></td>
</tr>
</tbody>
</table>

Pupil Personnel Team develops and implements Action Plans that address diverse student needs including academic at-risk students; special education students; chronic absenteeism; socio-emotional at-risk students; academically accelerated students. Team will work closely to discuss trends and patterns in student behavior data and plan workshops to support teachers effectively addressing student needs.

<table>
<thead>
<tr>
<th>Students grades 5-8</th>
<th>Sept. 2018 -June 2019</th>
<th>Administrators, Pupil Personnel Team consisting of: Principal, 1 AP for each grade level, Dean and School Culture Coordinator, 2 guidance counselors, School Psychologist, Attendance teacher, IEP teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly meetings on Tuesdays 1-2:40</td>
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</tbody>
</table>

Development and enhancement of student facing programs during the school day and after school program. During school day, there will be Peer Mediation, lunchtime enrichment and lunchtime academic support. During the school day students may also join the Student Government and Green Team club. After-school students may participate in CHAMPS programs.

<table>
<thead>
<tr>
<th>Students grades 5-8</th>
<th>Sept. 2018- June 2019</th>
<th>Principal, Assistant Principal for each grade level, Circular 6 assigned teachers, CHAMPS coaches, NYJTL program staff,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal, Assistant Principal for each grade level, circular 6 assigned teachers, CHAMPS coaches, NYJTL program staff,</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP
including flag football (boys and girls), Fitness Club (boys and girls), girls cheerleading, Soccer (boys and girls); New York Tennis League SONYC, PSAL boys and girls basketball.

<table>
<thead>
<tr>
<th>Peer Mediation program collaboration with NYC Commission on Human Rights</th>
</tr>
</thead>
</table>

### 3b – Parent and Family Engagement

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

Pupil Path system available for parents to communicate with school staff and track their child’s academic and behavioral progress. Workshops will be offered to parents throughout the school year on effective use of Pupil Path systems. Workshops will be offered during Parent Engagement time and at PTA meetings. Key Personnel involved in workshops include: APs, Parent Coordinators, Teachers

Workshops will be available for Parents on supporting positive social emotional growth for their students. Workshops will be ongoing throughout the school year during Parent Engagement Time and monthly PTA meetings. Workshops will be facilitated by school staff including guidance counselors, 100 Schools Project Behavioral Coach, and Dean. Additionally, school partners including Brain Power will facilitate workshops. Community based organizations such as NY psychotherapy will also facilitate workshops for parents.

### 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.

**Instructional Resources:** Peer Mentoring program curriculum provided by training with NYC Commission on Human Rights, Life Space Crisis training modules, PBIS training modules, Skedula (Pupil Path) system, Brain power curriculum, "Culturally Responsive Teaching" by Zaretta Hammond

**Human Resources:** Dean; Brain Power trainer; Teachers assigned to student facing Circular 6 assignments; Parent Coordinator; Pupil Personnel Team; Attendance Teacher; CHAMPs coaching program; teacher advisers for Student Government, BETA club, NJHS club will perform duties during their Professional Assigned periods; Administrative team; LPP Principal, Model AP and 4 model teachers; per session for Model Teachers; per diem for model teachers and per diem for teacher visits to lab site classrooms.

Per session for oral translation at parent workshops

#### 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>
</table>
Part 5 – Progress Monitoring

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

Progress monitoring will include:

- Analysis of Online Occurrence Reporting System (OORS) on a monthly basis to identify the number and level of infractions recorded. Results discussed with Pupil Personnel Team on a monthly basis and action plans implemented.
- Monthly review of student attendance for programs including CHAMPS, Teen Thursday, Urban Advantage Field Trips and parent outreach to increase or stabilize participation.
- On going review of parent/student/teacher use of Pupil Path. Based on review workshops will be scheduled to increase use of system.
- Principal meets on a monthly basis with Student Government representatives to review proposals, discuss implementation and evaluate school tone. Student Government will develop school tone survey to be administered in October, January, and May and use survey results to track progress towards meeting goals.
- Club advisers meet on a monthly basis with administrators to review attendance, discuss programs and plan next steps.
- Weekly meetings of attendance team including Principal, APs, Pupil Accounting Sec'y, Attendance Teacher, Attendance school aide, Guidance Counselor, Dean to monitor attendance data.
- Review of Tripod Teacher survey results in January 2019 to monitor student perception in socio-emotional areas and make revisions in CEP action plan as necessary.
- Observations and interviews with students and teachers in Culturally Responsive Teaching lab sites. Data collected will be used to make revisions to implementation.
- Teacher feedback surveys from PD sessions on Brain Power, and CRT.

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

OORS reports, students surveys, student attendance records, student activity attendance, teacher and student observations and interviews, PPT action plans, Tri-pod Student Perception Survey, Skedula anecdotes, teacher feedback surveys from PD sessions.

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

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

Part 1 – Needs Assessment

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

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

Strengths:

Based on 2017-2018 School Quality Guide score for Collaborative Teachers is Exceeding Target for three consecutive year.

92% of teachers say that they talk with one another about instruction according to the School Quality Guide 2017-2018.

87% of teachers say that they design instructional programs such as lessons and units together.

Needs

Improve teacher feedback on student work including feedback given during conferences and on written work as per area of focus on 2014-2015 Quality Review and Principal Performance Review Report from June 2018.

Improve school wide system of student portfolios so teachers, students and parents can better monitor and track student progress in student work products throughout the year.

Improve Collaborative Teacher Team protocols across all school wide teams to increase reflective dialogue and collective responsibility as indicated by Teacher survey results on School Quality Guide.

Priority Needs

Effective Collaborative Teachers, according to the Framework for Great Schools, provide high quality instruction to increase student achievement as measured by the NYS ELA and NYS Math exam. Currently, ELA proficiency is 66% and...
Math proficiency is 46%. To do this, Collaborative Teacher teams will focus their work on aligning assessments to curriculum and using assessment results to refine curriculum as noted on QR 2014-2015 report for indicator 2.2.

Professional development to refine teacher feedback practices so that students clearly know and understand their next steps for learning.

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**Part 2 – Annual Goal**

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

By June 2019, all teachers will collaborate to plan standards aligned lessons that are based on knowledge of students and student work resulting in a 5% increase of proficiency levels in ELA to 73% and 5% increase of proficiency levels in Mathematics to 51%.
**Part 3a – Action Plan**

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teachers</strong></td>
<td>Sept. 2018-June 2019</td>
<td>Professional Development Committee; Assistant Principals; Principal; Model Teachers, LPP cohort;</td>
</tr>
<tr>
<td><strong>ELA, Special Education and ESL teachers Grades 5-8</strong></td>
<td>Sept. 2018-June 2019</td>
<td>Professional Development Committee; Assistant Principals; Principal; TC staff developer</td>
</tr>
<tr>
<td><strong>All teachers in the school</strong></td>
<td>Sept. 2018-June 2019</td>
<td>School Learning Partners Team; LPP Host School and LPP</td>
</tr>
</tbody>
</table>

**Use of Monday professional development 80 minute time for vertical department planning facilitated by Department supervisor (AP or Principal) and/or Model Teacher. Teachers will receive support, resources and training on effective assessment and differentiation practices. Targeted professional development will be provided for Special Education and ENL teachers on effective instructional practices to meet the needs of their students. Topics covered will include: creating and using skill trackers, using data to inform instruction, providing effective feedback to improve student performance. Professional books to support teacher learning that will be used include, "Culturally Responsive Teaching" by Zaretta Hammond and "How to Give Effective Feedback to your Students" by Susan Brookhart.**

**Participation in Teacher's College Reading and Writing Project. Project will support ELA teachers to incorporate authentic daily reading and writing activities that promote student independence, increase fluency, comprehension and common core reading and writing skills proficiency.**

**Participation in Learning Partners Program to develop school based Labsites facilitated by Model Teachers to demonstrate effective teaching practices and grow practices across the school.**
Teacher facilitated Professional Learning Communities focused on teachers self selected topics of interest. Topics of PLC are Culturally Responsive Teaching; Effective Student Feedback and Using Discourse and Discussion to increase critical thinking. Teachers will lead their own learning and develop a tool box of best practices.

All teachers and paraprofessionals. 6 teachers will facilitate the PLC in teams of two.

November 2018-June 2019

6 teacher facilitators, all teachers and paraprofessionals

3b – Parent and Family Engagement

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

On a monthly basis, collaborative teacher teams will facilitate an information session for parents during Parent Engagement time to discuss areas of strength and areas of struggles for students in a specific content area. Teams will offer strategies that parents can use at home to support student development of those strategies. Key personnel involved in this activity include departmental administrator, teachers and parent coordinator.

On a monthly basis, Principal will share the work of teacher collaborative teams with SLT and PTA at 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.

Instructional resources: NYC DOE Professional Learning Handbook; Learning Partners Program Handbook; "Culturally Responsive Teaching and the Brain" by Zaretta Hammond; "How to Give Effective Feedback to your Students" by Susan Brookhart; Go Math, CMP3, Teacher's College Reading and writing units of study; Common Core aligned curriculum in Science and Social Studies Passport Curriculum, Blueprint for Arts curriculum

Scheduling: Monday Professional Development Time; Tuesday Parent Engagement time, Weekly administrative meetings with Model Teachers; once a month after school meetings with School Learning Partners Program Team, Daily Common Planning meetings during teacher professional periods for ICT teacher team

Human resources include: Teachers, paraprofessionals, Administration, Guidance Counselors, Parent Coordinators, Learning Partners Team; 4 Model Teachers, Host School for Learning Partners Program; Professional Development Committee; TC staff developer; Brooklyn North FSC personnel

Per diem to cover substitute teacher costs for Learning Partner school visits and labsites, In-house class visitations and debrief meetings, District Professional development workshops, Teachers College Professional Development workshops and onsite workshops; National Math Network onsite visits
Per session for teachers and administrators in Learning Partners Program

Per session for oral translation at parent workshops

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

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<tr>
<td>X</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 teams will use meeting protocols to effectively collaborate in order to impact student achievement. Progress will be monitored by observations of teacher team meetings and review of agendas and teacher work products including instructional tasks and team notes and rubrics from looking at student work. Teacher team artifacts will be reviewed on an ongoing basis by administrative team and LPP team.

Evidence of implementation of strategies from professional development will be monitored by all teachers receiving at least two classroom observations with feedback focusing on Danielson components 3B, 3C and 3D by January 2019.

By December 2018, all teachers will have participated in one cycle of inter-visitation with a colleague or visit model teacher classroom. Post visit, teacher will complete reflection sheet and action plan. By April 2019 all teachers will have participated in two cycles of inter-visitation with a colleague or visit model teacher classroom. Post visit, teacher will complete reflection sheet and action plan.

Administration of ELA and Math Periodic Assessments in Fall 2018 to analyze baseline data. Results will be compared to Spring Benchmark exam administered in March 2019 to monitor progress. Data will be analyzed to identify gaps and refine instruction to strategically target gaps prior to Spring 2019 administration of NYS ELA and Math exams.

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

Fall and Spring Periodic Assessments; teacher team artifacts; ADVANCE observation system.

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

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

Part 1 – Needs Assessment

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

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

Strengths

- Increase in overall score for Effective School Leadership on 2017-2018 School Quality Guide
- According to 2017-2018 School Quality Guide, 94% of teachers say that the principal makes clear to the staff his or her expectations for meeting instructional goals.
- Principal leverages school budget to support daily arts programming and partnerships with outside organizations such as Urban Advantage, Teachers College

Needs

Increase teacher influence on school wide decision making in order to develop climate of inclusiveness. According to the 2017-2018 School Quality Guide, 64% of teachers report satisfaction with the influence they have over the development of instructional materials and 64% of teachers say that they have influence over standards for student behavior.

Priority Needs

Increase teacher influence in development of instructional materials and decision making in the school by increasing opportunities for teacher leadership in facilitating team meetings, teacher professional development sessions and intervisitations. Additionally, create curriculum focus groups that meet on a consistent basis with administrators to refine and adjust curriculum materials.

Create systems to increase teacher influence over standards for student behavior including focus groups for school culture and climate

Leverage Learning Partners Program Model Teachers as a liaison between teachers and administration to effectively address staff concerns, questions or ideas.

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, increase by 10% the positive teacher responses on the Teacher Influence section of the NYC DOE Teacher Survey through implementation of collaborative structures to increase teacher capacity building.
### 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) 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>Learning Partners Team, 4 model teachers, Administration Teachers Grades 5-8</td>
<td>June 2018-June 2019</td>
<td>Learning Partners team including Principal, Model AP, 4 Model Teachers, LPP Central facilitator</td>
</tr>
</tbody>
</table>

Create leadership opportunities for teachers via Learning Partners Program including 4 Model Teacher positions. Learning Partners teacher program will support development of teacher led lab-sites in school to promote collegial inter-visitation and impact development of effective rigorous instructional practices.

Create leadership opportunities for teachers via collaborating on various school wide projects and celebrations such as Hispanic Heritage Month celebration; Back to School Pep Rallies and Back to School Jam celebrations; African American Heritage Celebration, Special Education Family Night (SODA) and STEAM family night.

<table>
<thead>
<tr>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal, Assistant Principals, Parent Coordinator, teachers, paraprofessionals</td>
</tr>
</tbody>
</table>
Focus groups on School Culture and Climate. Focus groups will meet on first and third Tuesdays of the month from 3:20-3:55 during "teacher directed time" to share ideas with administration and make decisions regarding standards of student behavior. Team will be co-facilitated by School Culture Coordinator and Dean. Teachers will be invited to volunteer to attend meetings. Principals and APs will also attend meetings.

Focus group on Curriculum and Resources. Focus groups will meet on second Tuesday of the month from 3:20-3:55 during "teacher directed time" to share ideas with administration and make decisions regarding standards of student behavior. Team will be co-facilitated by Model Teachers. Teachers and paraprofessionals will be invited to volunteer to attend meetings. Principal and/or APs will also attend meetings.

### 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.

Workshops will be offered for Parents on Student Standards of Behavior and Understanding NYC DOE Discipline Code on an ongoing basis during Tuesday Parent Engagement Time from 2:40-3:20 and 2 times a year during PTA meetings. Workshops will be facilitated by School Culture Coordinator and Dean.

Workshops will be offered for Parents on Curriculum materials and resources on an ongoing basis during Tuesday Parent Engagement Time from 2:40-3:20 and 2 times a year during PTA meetings. Workshops will be facilitated by Model Teachers and Model AP.

Principal will give monthly reports and updates to PTA and SLT on Schoolwide Student Discipline Procedures and School Curriculum, Resources and External Partnerships.

### 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.

Instructional Materials: Curriculum materials including Teachers College Reading and Writing project units of study, CMP3, Social Studies Passport, New Generation Science Standards materials, Blue print for the Arts, Learning Partners Handbook, NYC DOE discipline code and Office of Student and Youth Development materials.
Per diem to support teachers attending District level professional development workshops

Per session for Learning Partners Team

Per session for Oral translation provided at parent workshops

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

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

**Part 5 – Progress Monitoring**

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

By February 2019, at least 1 workshop addressing student discipline and 1 workshop addressing curriculum resources will be held for parents during Parent Engagement time during September, October, November, December and January with consistent attendance at workshops as evidenced by sign in sheets.

By February 2019, at least 1 workshop addressing student discipline and 1 workshop addressing curriculum resources will be held for parents during PTA meetings from September 2018-January 2019.

By February 2019, review of agendas and action plans for PD committee and focus groups.

Google surveys administered to the staff in September, November and January with results and data analyzed by February 2019 in order to make adjustments to CEP action plans.

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

Parent workshop sign in sheets; Committee and Focus group agendas and action plans; Google surveys administered to staff.

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

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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

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

Strengths

According to embargoed 2017-2018 School Quality Guide, overall increase in score on Strong Family-Community Ties from 3.07 in SY 16-17 to 3.26 for current school year.

According to embargoed 2017-2018 School Quality Guide 94% parents report positive responses saying that they feel well informed by the communications they receive from their school.

According to embargoed 2017-2018 School Quality Guide, 91% of families say that they are likely to attend a general school meeting or school event and 94% of families say that they are likely to go to a regularly scheduled parent-teacher conference with their child’s teacher.

Needs

Increase opportunities for parents to volunteer in the school as evidenced by a 49% positive response on the embargoed 2017-2018 School Quality Guide

Increase overall Strong Family Community Ties as measured by School Quality Guide. Although score is meeting target, the score is 5% below District and 4% below Citywide average

Priority Needs:

- Increase teacher outreach to parents by providing families flexible means of communicating with teachers including meetings during Parent Engagement Tuesdays, Pupil Path and meetings during the school day. Ensure translators are available or ensure all staff know how to access telephone translation services.
- Increase and diversify parent engagement and parent involvement activities offered by the school
### Part 2 – Annual Goal

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

By June 2019, the school will create a welcoming environment for families and take advantage of community resources to enrich the civic life of the school. This will be evidenced by a 5% increase in rating for Strong Family Community Ties on the School Quality Guide.
### Activities/Strategies:
Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>Sept. 2018-June 2019</td>
<td>Teachers Principal Assistant Principal Parent Coordinator PTA executive Board Professional development committee Learning Partners Team</td>
</tr>
</tbody>
</table>

Workshops for parents on Pupil Path system (login, monitor and email) so that parents are aware of school assignments, expectations and monitor student grades. Pupil Path communications can be translated into Spanish, Mandarin and other high incidence languages.

Use of Pupil Path will address the needs of ENL students and SWD and other high needs subgroups by providing a progress tracking system for students. Student can view current assignments, view their grades on assignment and seek feedback. Pupil Path visually shows students using graphics and charts how they are doing in each one of their classes.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshops for parents</td>
<td>Sept. 2018-June 2019</td>
<td>Teachers Principal Assistant Principal Parent Coordinator PTA executive Board</td>
</tr>
</tbody>
</table>

Utilize existing school based organizations such as the Green Team, National Junior Honor Society, Student Government, Beta Society to form new partnerships with business and community based organizations.

These organizations support the needs of ENL, SWD and other high need student populations by providing hands-on activities and real life application of skills. Participation in these organizations also strengthen socialization skills.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize existing school based organizations</td>
<td>Sept. 2018-2019</td>
<td>Teachers Principal Assistant Principals Parent Coordinator Community Based partners PTA Executive Board</td>
</tr>
</tbody>
</table>
Collaboration with PTA and Teacher Teams to create activities and workshops to increase parent engagement and volunteer opportunities. For example: Family STEM night, Showcasing Our Different Abilities (formerly Special Education Family Night), Social Studies Fair, Science Fair, Winter and Spring Concerts, Schuyler Short Play Festival, Schuyler Spring Theater production, classroom writing celebrations, District 32 School Fair, and Curriculum Night.

Parent Engagement opportunities such as STEM night, Family Night, Social Studies Fair, Science Fair and Winter and Spring Concerts and International Weekend provide opportunities for student involvement. Students with ENL and SWD will have the opportunities to create hands-on projects, participate in workshops and practice and perform on stage. These opportunities provide support for confidence building and positive peer to peer and socialization

Workshops for parents on topics that will increase school family partnerships including: Understanding Common Core Standards; ESL classes for adults; GED classes for adults, Technology workshops for parents; Bullying prevention and safe Internet usage; Celebrating Cultural Diversity (International Day), Effective Communication with your Teen on understanding matters related to the LGBTQ community and puberty. Workshops to promote financial literacy and civic involvement including "Saving for your Child's College Education" and Passport Day. Workshops to increase male role model in community such as "My Greatest Guy" initiative

These workshops will support the ENL and SWD students because parents will learn strategies to assist their students both at home and in school.
### 3b – Parent and Family Engagement

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

- New York Junior Tennis League, New York Psychotherapy, Brain Power partnership, Teachers College Reading and Writing Project, Urban Advantage, National Math Network, College Access for All provider, About the Swing organization

### 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.

**Instructional Resources:** Parent Communication resources including: Pupil Path (Skedula) web based system; School Messenger System; School website

**Human Resources:** Teachers, Administrators, Parent Coordinator, teachers, Circular 6 assigned teacher of special projects, teacher facilitators for Green Team, Beta Club, National Junior Honor Society; Consultants from partnerships including Urban Advantage, Brain Power, Teacher College Reading and Writing Project National Math Network, College Access for All, Community Based Organizations such as NY Psychotherapy, 83rd Precinct, local businesses

Per session for Guidance Counselor, Dean, Teachers, Administration, teachers

Per session for oral translation at parent workshops, meetings and events

#### 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>21st Century Grant</td>
<td>SIG</td>
<td>X</td>
<td>PTA Funded</td>
<td>In Kind</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 an increase in parental login and communication via Pupil Path System
- By February 2019, workshops for the remainder of the school year will be planned and calendared
- By February 2019, increase in PTA attendance at meetings and sponsored activities
- By February 2019 Green Team and National Junior Honor Society will partner with a business or community based organization to work on service project with our students
- Ongoing monitoring of PTA attendance sheets and parent sign in sheets for Tuesday Parent Engagement and in school celebrations
- Ongoing monitoring of family attendance at school concerts, plays and special events

#### Part 5b.
Indicate the specific instrument of measure that is used to assess progress.
<table>
<thead>
<tr>
<th>Website and web applications monitoring of logins, Calendar of parent activities and workshops and attendance sheets, PTA attendance sign in sheets, Student service project proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 5c. In February 2019</strong>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</td>
</tr>
</tbody>
</table>
### Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Gr 5: ss 289-304 NYS ELA</td>
<td>Guided reading and guided writing; technology use; use of visuals; use of peer tutorials; homework help</td>
<td>Small group conferring</td>
<td>During school day</td>
</tr>
<tr>
<td></td>
<td>Gr 6: ss 283-301</td>
<td></td>
<td>One-to-one tutoring</td>
<td>Before school</td>
</tr>
<tr>
<td></td>
<td>Gr. 7: ss 287-302</td>
<td></td>
<td>One on one conferring</td>
<td>After school</td>
</tr>
<tr>
<td></td>
<td>Gr. 8: ss 284-300</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Gr 5: ss 294-306</td>
<td>Modelling; use of manipulatives; online software programs; peer tutorials; homework help</td>
<td>Small group</td>
<td>During school day</td>
</tr>
<tr>
<td></td>
<td>Gr 6: ss 284-301</td>
<td></td>
<td>One on one conferring</td>
<td>Before school</td>
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<td></td>
<td>Gr 7: ss 293-307</td>
<td></td>
<td>One-to-one tutoring</td>
<td>After school</td>
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<td></td>
<td>Gr 8: ss 287-304</td>
<td></td>
<td>Web based tutorials</td>
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<tr>
<td><strong>Science</strong></td>
<td>65% or lower grade during marking period</td>
<td>Hands on activities</td>
<td>Small group</td>
<td>During school day</td>
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<td></td>
<td>Students identified by formative and summative assessments during school year</td>
<td>Homework help</td>
<td>One on one conferring</td>
<td>Before school</td>
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<td></td>
<td></td>
<td>Peer tutorials</td>
<td>One-to-one tutoring</td>
<td>After school</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>65% or lower grade during marking period</td>
<td>Use of visuals</td>
<td>Small group</td>
<td>During school day</td>
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<tr>
<td></td>
<td>Students identified by formative and summative</td>
<td>Homework help</td>
<td>One on one conferring</td>
<td>Before school</td>
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<tr>
<td></td>
<td></td>
<td>Peer tutorials</td>
<td>One to one tutoring</td>
<td>After school</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>Referrals to Pupil Personnel Team by guidance department, teachers, staff, parents, Dean and administration</td>
<td>Mentoring</td>
<td>Individual</td>
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<td></td>
<td>One on one counseling</td>
<td>Small group</td>
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<td>Conflict resolution</td>
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<td>Anger management</td>
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<td>Organizational skills</td>
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<td>Progress reports</td>
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<td>During school day</td>
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<td>After school</td>
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### Section 7: Support for Students in Temporary Housing (STH)

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

#### Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website:


---

#### Part A: For Title I Schools

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

<table>
<thead>
<tr>
<th>S shelter and 9 doubled up. 14 students total in STH</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Identification of STH students</th>
</tr>
</thead>
<tbody>
<tr>
<td>STH school point person (guidance counselor) monitors student attendance and academics and reports to Pupil Personnel Team on their progress. Action plans developed to support academic and socio-emotional progress for STH students</td>
</tr>
<tr>
<td>Use of STH funding to purchase of school supplies and pay teacher per session to supervise the extended use of school library for research and use of technology center</td>
</tr>
<tr>
<td>Busing for STH students</td>
</tr>
</tbody>
</table>

#### 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).

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

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

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| Principal and Assistant Principals regularly attend hiring fairs to identify and recruit Highly Qualified Teachers |
| Payroll secretary will work closely with the Network HR point to ensure that non-HQT meet all required documentation and certification deadlines |
| 2 licensed Mentor teachers onsite who attend professional developments to support their work with new teachers |
| 2 Mentor teachers meet with new teachers to observe and give feedback for a total of 6 hours per month for each teacher |
| New Teacher Meetings facilitated by Principal, Assistant Principals and Mentor teachers |
| Teachers are encouraged to take leadership roles within the school to pursue higher educational opportunities |
| Provide opportunities for teachers to attend professional conferences within and outside New York City Metro area |
2b. High Quality and Ongoing Professional Development

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

Professional Development Committee comprised of 1 teacher from each content area and Principal, Assistant Principal developed structure for Professional development Monday and Tuesday time

Professional Development Committee meets on a monthly basis to review and revise plan

All teachers and paraprofessionals participate in Monday Professional Development sessions. Sessions are organized as bi-monthly content areas sessions and bi-monthly grade sessions on differentiated topics that address their specific needs as educators. Professional Development workshops are facilitated by teachers, guidance counselors, District Achievement coaches and Assistant principals

Teachers are provided with opportunities to attend professional conferences within and outside New York City including Foreign Language conferences, National Dance Conference, ELL conference,

Learning Partners Program provides professional development via labsites hosted by Model Teachers and visitation of Host Schools

Brooklyn North Professional Development workshops in Math Common Core curriculum, Effective Collaborative Teacher Teams, Formative Assessments, Effective ICT Special Education practices

Principals and Assistant Principals receive professional development on Teacher Effectiveness from the District Teacher Effectiveness Coach

Principals and Assistant Principals receive Professional development through Learning Partners Program

Principal provides professional development to Assistant Principals during weekly one on one meetings

Principal and Assistant Principals attend District Conferences and meetings

Grades 5-8 ELA teachers participate in Teachers College Reading Writing Initiative and attend calendar day workshops and onsite PD provided by TC staff developer. Principal also attends Principal Group workshops.

Grades 5-8 Science teachers participate in Urban Advantage workshops.

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.

School Local Measures Committee comprised of Principal, Assistant Principal, UFT Chapter Chair and teacher volunteers will attend summer professional development on multiple assessment measures. After attending the PD, Committee met to make preliminary decisions regarding Measures of Student Learning choices. Committee met with teachers to discuss preliminary recommendations and make revisions. Committee presented findings to the Principal who made final decisions.

Trainings for teachers on the use of assessment results was provided during 80 minute Monday Professional Development time and during Common Planning Meetings.

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

2018-19 CEP
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>618,274</td>
<td>X</td>
<td>5a, 5b, 5c, 5d, 5e</td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>5,320,168</td>
<td>X</td>
<td>5a, 5b, 5c, 5d, 5e</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.
2The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I Priority and Focus School Improvement Funding**: Support implementation of school improvement plans that aim 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. Philippa Schuyler Middle School for the Gifted and Talented IS 383, 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>Philippa Schuyler Middle School for the Gifted and Talented IS 383 will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress; |
● providing assistance to parents in understanding City, State and Federal standards and assessments;

● sharing information about school and parent related programs, meetings and other activities in a format, and in
languages that parents can understand;

● providing professional development opportunities for school staff with the assistance of parents to improve
outreach, communication skills and cultural competency in order to build stronger ties between parents and other
members of the school community;

The school’s Parent Involvement

### Parental Involvement and School Quality

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

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

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

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

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

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

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

● conduct parent workshops with topics that may include: parenting skills, understanding educational accountability,
grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and
technology training to build parents’ capacity to help their children at home;
provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

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

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

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

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

---

**Encouraging School-Level Parental Involvement**

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

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

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**School-Parent Compact (SPC)**

School-Parent Compact (SPC)
Philippa Schuyler Middle School for the Gifted and Talented IS 383, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

**I. School Responsibilities: High Quality Curriculum**

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

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

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

Support home-school relationships and improve communication by:

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

● providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

● ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

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

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

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

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

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

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

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

● supporting parental involvement activities as requested by parents;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

III. Student Responsibilities

Student Responsibilities:
● attend school regularly and arrive on time;
● complete my homework and submit all assignments on time;
● follow the school rules and be responsible for my actions;
● show respect for myself, other people and property;
● try to resolve disagreements or conflicts peacefully;
● always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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

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

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

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

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

### Part A: School Information

Name of School: _______  DBN: _______

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: _______
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: ____

Direct instruction supplemental program will consist of an after school program to support the 38 ELL students currently at Philippa Schuyler Middle School and the anticipated incoming ELLs for the 2018-19 school year. The after school program will provide targeted instruction focusing on literacy and math skills. Our school data indicates that our ELL average proficiency on NYS ELA is 2.33. The complete data from the 2017-2018 state exams is not available yet. However, according to the cut list, 47% of our ELLs passed the ELA exam and 64% passed the math exam. Of the 38 returning ELLs, 37 are also Special Education students ranging from grades 6-8. 19 of our ELL students are in a 12:1:1 special education setting. Our NYSESLAT data from 2017 shows that reading and writing are areas of concern for our students. We will use the data from the NYSESLAT proficiency levels to differentiate instruction (listening/speaking and reading/writing) in order to meet the targeted needs of our ELL population which includes a significant number of special education students. We will provide the following after school program. To develop our students, the after school program will take place two times a week from 3:00PM-4:30PM-Wednesday and Thursdays starting October 10th through Thursday, April 18th (for total of 50 sessions). The program will consist of 4 teachers (2 content and 2 ESL) and will be overseen by 1 supervisor. The teachers will be team teaching. Please note that our school does not have any after school programs and in order to ensure a safe and secure learning environment, a supervisor is needed. The supervisor's regular work hours are from 8:00AM-4:00PM and the after school program will end at 4:30. We have included 1 hour per session for the supervisor, per week to oversee the after school program. Our after school program will develop literacy and math skills through project-based learning that incorporates ENL strategies.

In order to achieve college and career readiness English Language learners at Philippa Schuyler are held to the grade level Common Core State Standards. Despite each student’s individual academic standing, it is expected that students will be able to meet grade level achievement. Therefore, students will receive instruction which focuses on expanding their literary and mathematical skills. Instructional materials will be solely be used for after school. Advancement towards grade level achievement will be made through multi-modal targeted instruction which focuses on listening, speaking, reading and writing. Multi-modal texts are those in which meaning is conveyed through written, oral, visual, auditory, tactile, gesture, or spatial representations. Research shows that such texts can help bridge the gap between students’ knowledge and experience and their expression of that knowledge. In particular, we plan to use digital stories and digital journals to scaffold the writing process and help students write personal narratives and persuasive essays. In general, greater incorporation of multi-modal texts will also help students learn to see their own experiences, cultural heritage, language, and community as both worthy of celebration and as resources on which to draw to deepen their understanding of content. Many of our students are visual and tactile learners and incorporating more targeted project based instruction would help them make more meaningful connections to the content and make grade-level content accessible. Furthermore, such projects will strengthen student engagement and family/community involvement in the school as we develop student literacy through investigation of their own communities, experiences, and areas of interest. Additional
Part B: Direct Instruction Supplemental Program Information

support will be provided to our ENL students through the use of sentence starters, Total Physical Response, visuals, relia, word-to-word dictionaries, literature in their home language, and both grade-level literature and literature adapted to meet the reading levels and English language proficiency. These scaffolds will make content comprehensible, aid students in acquiring higher-order comprehension skills and developing literacy skills across content areas.

Finally, the program will advance student achievement by providing a safe and productive environment in which students can receive the targeted and effective support. In order to do this, the class size of each after school session will be capped at 20 students. The program will utilize a co-teaching model in which each session is taught by an ENL and content teacher. In addition, ample time will be provided for teachers to attend professional development and plan researched based instruction.

Budget for the Title III program totals $12,366. The monies will be used to fund an after school program for the ELL students. The program will run for 40 weeks every Wednesday and Thursday from 2:40-4:30. There will be 1 supervisor, 2 Content teachers (ELA and Math) and 2 ELL teachers. We will use instructional materials from Rally, Continental Press and Pearson. Supervisor per session totals $2,820. Teacher per session totals 8,008. Supplies will total 1,538.

Part C: Professional Development

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

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:  

Professional Development for Title III Program teachers will include onsite Professional Development with Staff Developer from Teacher's College Reading and Writing Project. The school uses the TC Literacy curriculum materials which include differentiated classroom materials and levelled libraries. ESL teachers and content area teachers will receive this on site PD twice a month from September-June. Topics to be covered will include the following:  

September:
October (2 sessions – total 1 hour):
November (2 sessions-total 1 hour)
December( 2 sessions-total 1 hour)
January( 2 sessions-total 1 hour)
March(2 sessions-total 1 hour)
April(2 sessions-total 1 hour)
May(2 sessions-total 1 hour)
June( 2 sessions-total 1 hour)
The PD sessions will be done by 3 assistant principals and 2 ENL teacher from IS 383. Each session will have agendas and attendance sign-in sheets.
**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:

Workshops will be provided for parents in order to understand Part 154 and how they can support their student's academic success. One day month at 3:00PM we will host ESL workshop for parents. The workshops will be facilitated by school staff including Assistant Principal in charge of ESL services; ESL teachers; Parent Coordinator and Bilingual Guidance Counselor. The workshops will be held November 27, December 11, February 5, and March 5. The workshops will be one hour comprehensive sessions on topics such as helping students with homework; expanding home literacy practices, understanding common core and preparing student for NYS Math, ELA and NYSESLAT exams. Parents will receive invitations for these workshops via Pupilpath, one messenger calls, information will be posted on the school web page and letters will go home in the parent's home language. Agendas and attendance sign-ins will be kept on file by the ESL supervisor.

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**Part E: Budget**

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

<table>
<thead>
<tr>
<th>Allocation Amount: $ _____</th>
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<tr>
<td><strong>Budget Category</strong></td>
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<td>Professional salaries (schools must account for fringe benefits)</td>
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<tr>
<td>• Per session</td>
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<tr>
<td>• Per diem</td>
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<tr>
<td>Purchased services</td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
</tr>
<tr>
<td>Supplies and materials</td>
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<tr>
<td>• Must be supplemental.</td>
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<tr>
<td>• Additional curricula, instructional materials.</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>
<tbody>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>Conceptually consolidated</td>
<td>Conceptually consolidated</td>
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<tr>
<td>Travel</td>
<td>Conceptually consolidated</td>
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<tr>
<td>Other</td>
<td>Conceptually consolidated</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>Conceptually consolidated</td>
<td>conceptually consolidated</td>
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</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADeS K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
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</thead>
<tbody>
<tr>
<td>32</td>
<td>Brooklyn</td>
<td>383</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Name</th>
<th>Philippa Schuyler</th>
</tr>
</thead>
</table>

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>Jeanette Smith</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td>Gail Irizarry</td>
</tr>
<tr>
<td>Coach</td>
<td>n/a</td>
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<tr>
<td>Coach</td>
<td>n/a</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Lisa Pergola</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Wendy Freire</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Jennifer Wardally/ELA/SPED</td>
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<tr>
<td>Parent</td>
<td>Lionel Ledesma</td>
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<tr>
<td>Teacher/Subject Area</td>
<td>Syreeta Dixon / ELA</td>
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<tr>
<td>Parent Coordinator</td>
<td>David Grady</td>
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<tr>
<td>Related-Service Provider</td>
<td>Cassandra Mendola</td>
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<tr>
<td>Field Support Center Staff Member</td>
<td>Camilla Holmes</td>
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<tr>
<td>Superintendent</td>
<td>Sheila Gorski</td>
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<tr>
<td>Other (Name and Title)</td>
<td>N/A</td>
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</tbody>
</table>

C. Teacher Qualifications

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

| Number of certified ENL teachers currently teaching in the ENL program | 2 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 0 |
| Number of teachers who hold both content area/common branch and TESOL certification | 1 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12) | 0 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of certified ENL teachers not currently teaching in the ENL program | 0 |
| Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6) | 0 |
| Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics
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>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
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</table>

This school offers (check all that apply):

- Transitional bilingual education program (TBE)
- Dual language program (DL)
- Freestanding ENL

If yes, indicate language(s):

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

Part III: Assessment Analysis

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

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

Our school has started to use the Teacher’s College reading and writing workshop curriculum. Within this model, there are many summative and formative assessments that are implemented to guide instructional planning for our English Language Learners. This curriculum calls for a pre and a post assessment of every unit. The data from the pre-assessment is used to identify students that are struggling in a variety of areas such as annotating. This allows the teacher to select the appropriate mid-conference workshops and group students in accordance to the skills that they need to work on. The post assessment allows the teacher to monitor the progress that the students have made as the relate to the common core standards. Thus, demonstrating which skills need to be revisited.

2. What structures do you have in place to support this effort?
During the 2017-2018 school year there will be a TC coach named Dwight McCaulsky. He will be partnering with our ENL teacher to modify the curriculum to be beneficial to our students. Mr. McCaulsky and our ENL teacher will turnkey their findings to the ELA department so the skills, and tools can used and further developed in the content area class. Mr. McCaulsky will be providing and leading professional development workshops with the ELA department and our ENL teacher to assist them in implementing this curriculum and analyzing the assessment data. Our ENL teacher will be attending to conferences at Teacher's College to receive support of ENL strategies that coincide with the Teacher's College Reading and Writing curricula.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   Our teacher administers the ELL Periodic Assessment in the Fall and Spring to guide instructional planning for our ELLs. These assignments are designed to measure student progress in their English language Proficiency and to predict performance on the New York State English Language Acquisition Assessment. The results provide our teacher with detailed information about our students' strengths and weakness in the English Language development and serve as a resource to help her plan individual and group instruction. On Schoolnet, the ENL teacher will be able to have the see which students struggled with the various common core learning standards and which standards the students were successful.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   In October of 2016 and April of 2017 the benchmark test was administered. The data revealed that the students are struggling in the following areas: literacy, writing and listening. The ENL teacher and content area teacher will be meeting on a weekly basis to plan instruction that will use engaging texts that students will be able to discuss to build both conversation and academic language and knowledge. Students will be involved in writing activities where they can build language and knowledge.

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.]
   At this time, there are no fifth graders in ENL. However, in the event we have 5th grade ELLs, the 5th grade teachers, ENL teacher, Assistant Principal in charge of 5th grade, Assistant Principal in charge of ENL, Assistant Principal in charge of SWDs, IEP coordinator, and programmer will meet to ensure that the students are placed within the correct tier. Based upon the tier the child is in, s/he will receive the appropriate scaffolds.

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].
   When the teachers are allowed to return to the building, the ENL teacher, will receive a copy of the RLAT report and compile the data. This data will include the students Math score, ELA score, their current ENL Level, and the raw score for each receptive and expressive form of communication. The teacher will create a comparative graph to show how the students are trending. The administrative team, ENL teacher and programmer will meet to evaluate the ELL program based upon the data.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
   In September our ENL teacher, will conduct a brief meeting with the faculty to share the data. This will enable all staff to appropriately plan their instruction. The information will also be available to them via a shared OneDrive document.

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.
   All the students that are in our building are graded. In the 5th and 6th grade, the students travel in consistent groups to all of their content area classes. Therefore, the ELLs are grouped into the appropriate class; ICT, General Education or self-contained. This allows the ENL teacher to travel to the students English Language Arts class. For the 7th and 8th grade the ELLs students will be grouped into the appropriate ELA class to ensure that they are getting the correct service and being serviced for the appropriate time allotment. All freestanding ENL classes will have no more than 2 consecutive grades of students of a similar level. The school has recently implemented the use of the Teacher's College Reading and Writing Program. The curricula will be supplemented with teacher made materials, routines from Richthhart and Church's book Making Thinking Visible and rigorous classroom conversation. Additionally, all accommodations in students IEPs will be accounted for in the instruction.

b. TBE program. *If applicable.*
   n/a

c. DL program. *If applicable.*
   n/a

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
      Prior to scheduling students, the school's programmer, the Assistant Principal of ELLs, the Assistant Principal of Special Education and the ENL teacher meet to review the data for the 5 proficiency level of ELLs. The students who tested on the entering and emerging will be placed in the same ELA class to ensure that they receive the 180 minutes of integrated ENL/ELA service. They will also be programmed for 180 minutes of Stand Alone service in lieu of one of their electives to ensure that they receive the appropriate number minutes in a Stand Alone setting. The transitioning students will be pulled out of an elective in order to receive .5 units of flexibility in services. The ENL teacher will spend 3 days a week in an integrated ENL/ELA class for the transitioning students; the remaining two days the ENL teacher will be in an integrated ENL/content area class for the commanding students. All commanding students will be scheduled in one content area class in common. All expanding students will have their ELA class in common, thus allowing the ENL teacher to visit their ELA class on a daily basis. The determination of units are specified in chart 5.1.

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.
   All content is delivered in English. The content area teacher will provide specific materials and lessons which will be supplemented with additional scaffolds by the ENL teacher. The core content area teachers will utilize the Hallmarks of Advance Literacy. This approach to literacy will include the use of engaging texts that feature big ideas and rich content. Students will talk and discuss in both conversational language and academic language. They will write and build language and knowledge of the content and study a small set of high utility vocabulary words to build a depth of knowledge.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
   ELL students have the option to take the state assessments in their home language.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status
SIFE – In the beginning of the academic year, the SIFE students will be identified to all content area teachers, in addition, to the grade that their formal education started in the United States. Teachers will use conferencing and mid workshop interruptions to target the standards from the previous grade levels which were completed in the home country.

Newcomers – At the moment, we do not have newcomer ELLs. However, if a newcomer enrolls, we will first assess their proficiency and literacy in the home language. Once proficiency is determined, we will guide the parent through the different programs available for newcomers.

Developing – Developing ELLs will be provided with tools and scaffolds such as tiered vocabulary and shades of meaning to help increase their vocabulary. The ENL teacher will meet with the content area teachers to discuss the scaffolding and additional resources that can be used.

Long term – Long term ELLs will receive a language objective and a content area objective in all content area classes. The ENL teacher will meet with the content area teachers to discuss the scaffolding and additional resources that can be used.

Former – Former ELLs will be provided with 90 minutes of instructional support in content area classes. The ENL teacher will meet with the content area teachers to discuss the scaffolding and additional resources that can be used. ELLs and Former ELLs will receive testing accommodations that will include the use of extended time and the use of a content area thesaurus in their home language.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

ELL-SWDs are given additional time to cover the same academic material that is being covered in the general education classes with additional scaffolds and resources. Grade level materials will include engaging texts, rich discussion, daily writing, and the use of high utility words. In addition, the ELLs will have access to computers; giving them access to writing software and internet capability.

7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

All students have an annual IEP meeting in which all content area teachers, service providers, counselors and ENL teachers provide individualized SMART goals.

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.

The NJHS provide extra help and tutoring services. ELL students are invited and encouraged to attend tutoring specifically created for the NYS examinations (ELA and mathematics). Additionally, there is tutoring provided for social studies and science. The students can enroll on the New York Junior Tennis League which provides academic tutorials and the ability of ELLs to grow their social interactions. The school will provide an after school tutoring program focusing on literary skills.

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

It was noted on the previous LAP, our school started to implement the Teacher’s College writing program. Based upon the success in our school of this program, we have implemented the Teacher’s College Readers’ Workshop reading program.

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

Our bilingual program was closed in 2005 due to low enrollment.

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

ELLs have equal access to all programs offered during and after school. During the school day, ELLs participate in the same robust electives program offered to all students. The school offers electives in visual arts, dance, drama, robotics, medical studies, steel pan, drama, hydroponics, chorus, African American Studies, French, and Spanish. All students, including all ELLs and students with IEPs, may apply to any after school program offered. All students can enroll in our ELA, math and SHSAT test preparation after school programs. All students can enroll in the New York Junior Tennis League (SONIC) after.
school program, which provides enrichment activities to students, such as film, dance, tennis, and other sports. We also offer a Title 3 funded after school program specifically designed to improve the academic language, literacy, and math skills of our ELLs.

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.
   Our school currently utilizes Teacher’s College Reading and Writing, Achieve 3000, CMP3, Scope and sequence for both social studies and science for content area instruction. All classroom teachers have a laptop, document camera and projector that can be utilized during their lessons.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
   Home language support is provided in the classrooms and during testing. All students are provided with classroom resources, such as dictionaries, thesauruses, and literature and informational texts in the home language. In addition, many of the assigned teachers and para-professionals are bilingual, hence supporting the verbal language in the classroom.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
   SESIS data is routinely monitored by the assistant principal.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
   We are a campus school, that shares a cafeteria and gymnasium with the charter school housed in our building. The Building Council meets on a monthly basis to determine how the shared space is to be utilized. The shared Space Committee which is comprised of faculty and parents meet four times annually where they are briefed on the council's determination.

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).
   The guidance counselor, Ms. Freire, meets routinely with ELLs to monitor their social and emotional transition into middle school. One the first day of school she gives them a tour of the building and has a meet and greet session with their teachers.

17. What language electives are offered to ELLs?
   Languages Other Than English is offered to all students in grade 7 and 8. Our school has teachers for the Spanish Language (including a native speaker class) and the French Language.

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

   n/a

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
The ENL teacher has been registered for the Teacher’s College program that focuses on ELLs. The ELL teacher is a member of the New York State Teachers of English to Speakers of Another Language and is planning on attending their annual conference and NECTFL conference. All teachers with ELLs in their class will attend district and in-house ENL professional development classes. These professional developments will include, Brooklyn North’s Sole Provider group, Brooklyn North ENL coordinator group, AIS training, training offered by the office of DELLs and turnkey training for the NYSESLAT. In addition, these are proposed PD topics for ENL teachers for the 2018-2019:

September:
October (2 sessions – total 1 hour):
November (2 sessions-total 1 hour)
December (2 sessions-total 1 hour)
January (2 sessions-total 1 hour)
March (2 sessions-total 1 hour)
April (2 sessions-total 1 hour)
May (2 sessions-total 1 hour)
June (2 sessions-total 1 hour)

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

All teachers are encouraged to attend in-house, district and city professional development focusing on ELLs and ENL strategies. The teachers will receive information about workshops offered by the office of DELLs. The school will provide a monthly professional development workshop that will focus on ELL students, ENL strategies, language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. Teachers will be provided with additional literature to assist in ENL strategies. Teachers will be responsible for submitting their professional development hours every five years to the personnel secretary.

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?

Workshops will be provided for parents in order to understand Part 154 and how they can support their student’s academic success. One day a month at 3:00PM we will host ESL workshop for parents. The workshops will be facilitated by school staff including Assistant Principal in charge of ESL services; ESL teachers; Parent Coordinator and Bilingual Guidance Counselor. The workshops will be held November 27, December 11, February 5, and March 5. The workshops will be one hour comprehensive sessions on topics such as helping students with homework; expanding home literacy practices; understanding common core and preparing student for NYS Math, ELA and NYSESLAT exams. Parents will receive invitations for these workshops via Pupilpath, one messenger calls, information will be posted on the school web page and letters will go home in the parent’s home language. Agendas and attendance sign-ins will be kept on file by the ESL supervisor.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The parents of our ELL students are very involved in the school community. The frequent the building to meet with teachers and to visit classrooms. When we have hosted workshop regarding ENL, and CR Part 154, several parents came to learn more about the services and identification process. Our school has offered weekend family trips to baseball games, college fairs and the Zoo. Many of our parents have attended these events. They also frequent our PTA meeting.
### 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.

n/a
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, Jeanette Smith, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

**School Name:** I.S.383  
**School DBN:** 32k383

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeanette Smith</td>
<td>Principal</td>
<td></td>
<td>6/21/2018</td>
</tr>
<tr>
<td>Gail Irizarry</td>
<td>Assistant Principal</td>
<td></td>
<td>6/21/2018</td>
</tr>
<tr>
<td>David Grady</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/21/2018</td>
</tr>
<tr>
<td>Lisa Pergola</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>6/21/2018</td>
</tr>
<tr>
<td>Lionel Ledesma</td>
<td>Parent</td>
<td></td>
<td>6/21/2018</td>
</tr>
<tr>
<td>Jennifer Wardally</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/21/2018</td>
</tr>
<tr>
<td>Syreeta Dixon</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/21/2018</td>
</tr>
<tr>
<td>n/a</td>
<td>Coach</td>
<td></td>
<td>6/21/2018</td>
</tr>
<tr>
<td>n/a</td>
<td>Coach</td>
<td></td>
<td>6/21/2018</td>
</tr>
<tr>
<td>Wendy Freire</td>
<td>School Counselor</td>
<td></td>
<td>6/21/2018</td>
</tr>
<tr>
<td>Sheila Gorski</td>
<td>Superintendent</td>
<td></td>
<td>6/21/2018</td>
</tr>
<tr>
<td>Camilla Holmes</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>6/21/2018</td>
</tr>
<tr>
<td></td>
<td>ELL Deputy Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cassandra Mendola</td>
<td>Other Related service</td>
<td></td>
<td>6/21/2018</td>
</tr>
<tr>
<td>Syreeta Dixon</td>
<td>Other IEP Teacher</td>
<td></td>
<td>6/21/2018</td>
</tr>
<tr>
<td>n/a</td>
<td>Other</td>
<td></td>
<td>6/21/2018</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 32k383  School Name: I.S. 383  Superintendent: Sheila Gorski

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>Gail</td>
<td>Irizarry</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.

   Data concerning language preferences of the families that make up our school community is gathered from the HLIS, ATS Report and Blue Emergency Contact cards. The data identifies the language preferred by the families to communicate via writing and phone.

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>The following languages have been identified for</td>
<td>Yes</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
translations: Arabic, Bengali, Chinese, Haitian Creole, Spanish and Urdu

<table>
<thead>
<tr>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
</tr>
<tr>
<td>n/a</td>
</tr>
<tr>
<td>n/a</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?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following documents will be translated for families: calendars, parent-teacher conferences, school activities, NYS testing notices, student contracts and letters from the principal's office and NYCDOE.</td>
<td>September 2018, October 2018, November 2018, December 2018, January 2019, February 2019, March 2019, April 2019, May 2019, June 2019</td>
<td>Staff translator for all documents identified</td>
</tr>
<tr>
<td>n/a</td>
<td>n/a</td>
<td>n/a</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>We meet with the parents every Tuesday after school during the parent engagement time, curriculum night, parent-teacher conferences, PTA meetings, guidance counselor meetings, attendance meetings, meetings with the school's Deans and IEP meetings.</td>
<td>September 2018</td>
<td>Staff interpreters</td>
</tr>
<tr>
<td></td>
<td>October 2018</td>
<td></td>
</tr>
<tr>
<td></td>
<td>November 2018</td>
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<td></td>
<td>December 2018</td>
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<td></td>
<td>January 2019</td>
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<td>March 2019</td>
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<td>April 2019</td>
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<td></td>
<td>May 2019</td>
<td></td>
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<td></td>
<td>June 2019</td>
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</tr>
<tr>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
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<td>n/a</td>
</tr>
<tr>
<td>n/a</td>
<td>n/a</td>
<td>n/a</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.

Many of our LEP families speak Spanish. The school has faculty members who are bilingual and who can communicate with the Spanish Speaking families in the event of an emergency.

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

Describe how your school will ensure that all staff members are aware of the goal of [Chancellor’s Regulation A-663](#) and what resources are available to meet compliance.
At our first faculty meeting, staff members were provided with the T & I brochure and Language ID Guide and Language Palm Card.

**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..)

Upon review if the home language and ATS report (RPOB) it was determined that we need to provide written translations to parents in the above named language selections. We will utilize services offered by the Office of Translation to translate documents in the above named languages. In addition, we will utilize our Title III and Title I translation and interpretation funds to provide in–person interpretation services and to cover printing costs. We will also maintain a log to track expenditures and attendance sheets. These measures are taken to ascertain that parents are given a meaningful opportunity to participate in their child's educational program.

**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?

We will disseminate a parent survey at the end of the school year to gather feedback from parents concerning the quality and availability of translation and interpretation of the 2018-2019 school year.