2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP-CS)

DBN: (i.e. 01M001): 19K404
School Name: ACADEMY FOR YOUNG WRITERS
Principal: AADEN STERN
Comprehensive Educational Plan (CEP) Outline

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### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Academy for Young Writers</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEDS Code:</td>
<td>331900011404</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>6-12</td>
</tr>
<tr>
<td>School Address:</td>
<td>1065 Elton Street Brooklyn, NY 11239</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-688-7230</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-688-7236</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>AAde Stern</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:astern3@schools.nyc.gov">astern3@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>AAde Stern</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Yazita Lamarre</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Stephanie Jennings</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>TanishaBrown</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Voncille Chaney</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>Sabine Francis and Nathaniel Swanson</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>Mariah Brown</td>
</tr>
</tbody>
</table>

### District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent:</td>
<td>Karen Watts</td>
</tr>
<tr>
<td>Office of Superintendents</td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Office Address:</td>
<td>1150 East New York Avenue Suite 304</td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:KWatts@schools.nyc.gov">KWatts@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-363-7436</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-778-7385</td>
</tr>
</tbody>
</table>
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>Tanisha Brown</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Yazita Lamarre</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Stephanie Jennings</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Marsha Thorne</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Voncille Chaney</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Sabine Francis</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td>Nathaniel Swanson</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td>Mariah Brown</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Jaclyn Reyes</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Valerie Gary</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Farhana Khan</td>
<td>Member/ UFT</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>Ms. Maria Lopez</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Ms. Loria Holland</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Ms. Nicole Johnson</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
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<td>Member/</td>
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<td>Member/</td>
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<td>Member/</td>
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<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

<table>
<thead>
<tr>
<th><strong>Rigorous Instruction:</strong> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supportive Environment:</strong> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</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>The school’s vision was developed with the belief that high school should prepare a student for college and the world beyond college by developing the critical thinking skills and the interpersonal skills necessary to function in the 21st century.</td>
</tr>
</tbody>
</table>
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

The Academy for Young Writers is a 6-12 college preparatory program. We use writing across all areas of our curriculum as a tool for engaging students, deepening understandings, and creating connections with the world. All courses are exhibition-driven and project-based.

We are part of the Urban Advantage middle school science initiative. We utilize Teacher’s College Reading and Writing Workshop curriculum in our middle school humanities classrooms. All middle school students take coding courses each year, which lead to AP computer science and robotics courses in High School. We partner with the following initiatives Algebra for All, Learning Partners and AP for All. Teachers are encouraged to use growth mindset and mindfulness practices to support students.

At Young Writers, we believe in Restorative Justice. When conflict occurs, we focus on ways in which students can repair harm and learn valuable life lessons from the incident. We value the power of the relationships students and staff members develop through our Advisory program. Staff members are trained in restorative circles through Morning side Center for Social Responsibility and we utilize Morning side curriculum in our Advisory classes.

Our core values, Respect, Kindness, Safety, and Empathy are at the heart of the social-emotional work we do with students through Advisory, Culturally Responsive Education and the Restorative Justice initiative that permeates every aspect of the school community. Young Writers is a community where students are valued, recognized, and well-known and Advisory is the nucleus of this work.

Our school has been recognized for empowering student voice to create critical change in our community and in the larger world. We have thriving student leadership including Student Council, Black Lives Matter Movement group, and our Gender-Sexuality-Alliance was named GLSEN’s GSA of the Year for 2016. Our students participate in the Borough Student Action Collaborative and the Student Voice Collaborative.

We started a small school to emphasize the important role that personal relationships play in academic achievement. Our core belief is that when students feel connected to their school community, they achieve at higher rates.

A few noteworthy programs and partnerships from the prior year:

Community School

Academy for Young Writers (as part of the Spring Creek Educational Campus) was selected to become a Community School through the recent AIDP grant. We will partner with a CBO (Pathways to Leadership) to develop a comprehensive model to address the physical and social-emotional needs of our students and their families.

Middle School After School Program

Academy for Young Writers was selected to develop a full campus-wide, five day per week, middle school after school program through the Mayor’s DYCD grant. In partnership with Good Shepherd Services, our program addresses issues of literacy and engages students through arts, sports and leadership training.

ESI - NYU Metro Center

In recognition of our strong outcomes connected to tackling the broad disparities slowing the advancement of Black and Latino young men, Young Writers has been a member of the Expanded Success Initiative since 2012-2013. During that time, we have continued to innovate and expand our work around these outcomes and have increased
graduation rates, credit accumulation for our Black and Latino young men while reducing the number of suspensions they receive.

We have engaged in professional development as a school community about the race and power dynamics at play in our community and are working to create a community that is reflective of and responsive to the cultures of our students, staff, and families.

**AP for ALL**

Academy for Young Writers is part of the NYC Advanced Placement (AP) Expansion Initiative in partnership with NMSI and College Board. Through this partnership, Young Writers has received extensive support in expanding our AP Course offerings from one course in 2011-2012 (AP Language Composition) to four courses starting in 2013-2014 to present (AP Lang/Comp, AP Lit., AP Computer Science and AP US Government).

**EBC Partnership**

Academy for Young Writers has partnered with East Brooklyn Congregations since 2012. EBC is a community organizing group committed to improving conditions of education, housing and safety in several East Brooklyn communities. EBC has partnered with our families and students throughout the past three years to increase patrols near the school, reduce noise pollution from construction and increase MTA public transportation near the school campus.

**Institute for Student Achievement Partnership**

ISA has been an integral school partner since 2006 when we opened our school. This year they are supporting our Math department in teaching growth mindset and non-cognitive skills to support students in building math confidence and abilities. Through its intensive school, leadership, and content coaching, ISA has supported our school community in developing our core programs including exhibition-based instruction and Habits of Mind, Advisory, college preparatory instruction and guided discipline.

Underlying the program at Young Writers are the following beliefs:

- All students can succeed. It is our responsibility to tap into their natural talents and curiosities to engage them and to motivate them to become successful in our school community.

- We’re on a first name basis. In order for members of our school community to develop authentic relationships we need to relate as individuals rather than members of a traditional school’s power structure.

- Students should be empowered to make decisions to direct the course of their education. As we nurture their autonomy they will learn to make good decisions and will become more invested in the course of their education.

- Students will develop a sense of both safety and self-efficacy by belonging to a community that needs and values their effort and contribution; which also encourages them to take academic risks without fear of ridicule.

- Exhibition-based instruction, finding real-life applications to what we’re teaching and authentic opportunities for students to demonstrate their learning, helps teachers plan to meet each student’s individual needs and increases the likelihood of real understanding.

- Reading and writing are the foundation for negotiating the outside world as well as sources of pleasure and self-discovery and are part of every subject and class.
● When conflicts inevitably arise, students and staff must engage in constructive problem-solving to address and repair the damage done to their relationships and the larger school community.

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

Approximately 20% of our student body have IEPs, the vast majority of these students are placed in ICT classrooms. In order to meet the needs of this large population of SWD we need to support the SPEd department in effective collaborating with Gen Ed teachers to develop healthy ICT partnerships, effective assessment, differentiation, and co-teaching strategies.

Additionally, we have a thriving LGBTQ community among our student body. We continue to work to create a safe inclusive environment for these students as valued members of our community.

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.

Using restorative practices and beginning to implement culturally responsive pedagogical practices we have improved the quality of our school climate and curriculum. We've continued to build a strong supportive environment among students and staff.

Our teacher teams work collaboratively to push student achievement and to support the school environment, but continue to have work to do in developing a culture of high expectations and achievement for all students.

We have engaged more thoughtfully with our community partners and engaged more parents in the school community this year than ever before. We are looking forward to building campus-wide parent engagement opportunities and to continue to leverage our community schools relationship to increase parent engagement.
# School Demographics and Accountability Snapshot for 19K404

## School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>06,07,08,09,10,11,12</td>
<td>546</td>
<td>No</td>
</tr>
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## English Language Learner Programs (2018-19)

<table>
<thead>
<tr>
<th>Transitional Bilingual</th>
<th>Dual Language</th>
<th>Self-Contained English as a Second Language</th>
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</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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## Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>20</td>
<td>109</td>
</tr>
</tbody>
</table>

## Types and Number of Special Classes (2018-19)

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
<th># CTE</th>
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</thead>
<tbody>
<tr>
<td>6</td>
<td>7</td>
<td>1</td>
<td></td>
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## School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>% Attendance Rate</th>
<th>% Free Lunch</th>
<th>% Reduced Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>84.0%</td>
<td>87.7%</td>
<td>79.5%</td>
<td>4.8%</td>
</tr>
</tbody>
</table>

## Racial/Ethnic Origin (2017-18)

<table>
<thead>
<tr>
<th>% American Indian or Alaska Native</th>
<th>% Black or African American</th>
<th>% Hispanic or Latino</th>
<th>% Asian or Native Hawaiian/Pacific Islander</th>
<th>% White</th>
<th>% Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.5%</td>
<td>70.1%</td>
<td>28.6%</td>
<td>0.7%</td>
<td>1.1%</td>
<td>1.5%</td>
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</tbody>
</table>

## Personnel (2015-16)

<table>
<thead>
<tr>
<th>Years Principal Assigned to School (2018-19)</th>
<th># of Assistant Principals (2016-17)</th>
<th>% of Teachers with No Valid Teaching Certificate (2014-15)</th>
<th>% Teaching with Fewer Than 3 Years of Experience (2015-16)</th>
<th>Student Performance for Elementary and Middle Schools (2017-18)</th>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
<th>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17)</th>
<th>Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17)</th>
<th>Overall NYSED Accountability Status (2018-19)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.08</td>
<td>6</td>
<td>9%</td>
<td>35%</td>
<td></td>
<td>35.0%</td>
<td>15.1%</td>
<td>N/A</td>
<td>17%</td>
<td></td>
</tr>
</tbody>
</table>

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

### Elementary/Middle School

| American Indian or Alaska Native | Black or African American | Hispanic or Latino | Asian or Native Hawaiian/Other Pacific Islander | White | Multi-Racial | Students with Disabilities | Limited English Proficient | Economically Disadvantaged | ALL STUDENTS | YES | NO | YES |
|----------------------------------|--------------------------|-------------------|-----------------------------------------------|-------|--------------|----------------------------|---------------------------|--------------------------|--------------------------|---------|----|----|-----|
| N/A                              | N/A                      | YES               | N/A                                           | N/A   | N/A          | YSH                         | N/A                       | YES                      | ALL STUDENTS             | NO       | YES| NO | YES |

### High School

| American Indian or Alaska Native | Black or African American | Hispanic or Latino | Asian or Native Hawaiian/Other Pacific Islander | White | Multi-Racial | Students with Disabilities | Limited English Proficient | Economically Disadvantaged | ALL STUDENTS | YES | NO | YES |
|----------------------------------|--------------------------|-------------------|-----------------------------------------------|-------|--------------|----------------------------|---------------------------|--------------------------|--------------------------|---------|----|----|-----|
| N/A                              | N/A                      | N/A               | N/A                                           | N/A   | N/A          | N/A                         | N/A                       | NO                       | ALL STUDENTS             | NO       | YES| NO | NO  |

| American Indian or Alaska Native | Black or African American | Hispanic or Latino | Asian or Native Hawaiian/Other Pacific Islander | White | Multi-Racial | Students with Disabilities | Limited English Proficient | Economically Disadvantaged | ALL STUDENTS | YES | NO | NO  |
|----------------------------------|--------------------------|-------------------|-----------------------------------------------|-------|--------------|----------------------------|---------------------------|--------------------------|--------------------------|---------|----|----|-----|
| N/A                              | N/A                      | N/A               | N/A                                           | N/A   | N/A          | N/A                         | N/A                       | NO                       | ALL STUDENTS             | NO       | YES| NO | NO  |

| American Indian or Alaska Native | Black or African American | Hispanic or Latino | Asian or Native Hawaiian/Other Pacific Islander | White | Multi-Racial | Students with Disabilities | Limited English Proficient | Economically Disadvantaged | ALL STUDENTS | YES | NO | NO  |
|----------------------------------|--------------------------|-------------------|-----------------------------------------------|-------|--------------|----------------------------|---------------------------|--------------------------|--------------------------|---------|----|----|-----|
| N/A                              | N/A                      | N/A               | N/A                                           | N/A   | N/A          | N/A                         | N/A                       | NO                       | ALL STUDENTS             | NO       | YES| NO | NO  |

| American Indian or Alaska Native | Black or African American | Hispanic or Latino | Asian or Native Hawaiian/Other Pacific Islander | White | Multi-Racial | Students with Disabilities | Limited English Proficient | Economically Disadvantaged | ALL STUDENTS | YES | NO | NO  |
|----------------------------------|--------------------------|-------------------|-----------------------------------------------|-------|--------------|----------------------------|---------------------------|--------------------------|--------------------------|---------|----|----|-----|
| N/A                              | N/A                      | N/A               | N/A                                           | N/A   | N/A          | N/A                         | N/A                       | NO                       | ALL STUDENTS             | NO       | YES| NO | NO  |

| American Indian or Alaska Native | Black or African American | Hispanic or Latino | Asian or Native Hawaiian/Other Pacific Islander | White | Multi-Racial | Students with Disabilities | Limited English Proficient | Economically Disadvantaged | ALL STUDENTS | YES | NO | NO  |
|----------------------------------|--------------------------|-------------------|-----------------------------------------------|-------|--------------|----------------------------|---------------------------|--------------------------|--------------------------|---------|----|----|-----|
| N/A                              | N/A                      | N/A               | N/A                                           | N/A   | N/A          | N/A                         | N/A                       | NO                       | ALL STUDENTS             | NO       | YES| NO | NO  |

| American Indian or Alaska Native | Black or African American | Hispanic or Latino | Asian or Native Hawaiian/Other Pacific Islander | White | Multi-Racial | Students with Disabilities | Limited English Proficient | Economically Disadvantaged | ALL STUDENTS | YES | NO | NO  |
|----------------------------------|--------------------------|-------------------|-----------------------------------------------|-------|--------------|----------------------------|---------------------------|--------------------------|--------------------------|---------|----|----|-----|
| N/A                              | N/A                      | N/A               | N/A                                           | N/A   | N/A          | N/A                         | N/A                       | NO                       | ALL STUDENTS             | NO       | YES| NO | NO  |

| American Indian or Alaska Native | Black or African American | Hispanic or Latino | Asian or Native Hawaiian/Other Pacific Islander | White | Multi-Racial | Students with Disabilities | Limited English Proficient | Economically Disadvantaged | ALL STUDENTS | YES | NO | NO  |
|----------------------------------|--------------------------|-------------------|-----------------------------------------------|-------|--------------|----------------------------|---------------------------|--------------------------|--------------------------|---------|----|----|-----|
| N/A                              | N/A                      | N/A               | N/A                                           | N/A   | N/A          | N/A                         | N/A                       | NO                       | ALL STUDENTS             | NO       | YES| NO | NO  |

| American Indian or Alaska Native | Black or African American | Hispanic or Latino | Asian or Native Hawaiian/Other Pacific Islander | White | Multi-Racial | Students with Disabilities | Limited English Proficient | Economically Disadvantaged | ALL STUDENTS | YES | NO | NO  |
|----------------------------------|--------------------------|-------------------|-----------------------------------------------|-------|--------------|----------------------------|---------------------------|--------------------------|--------------------------|---------|----|----|-----|
| N/A                              | N/A                      | N/A               | N/A                                           | N/A   | N/A          | N/A                         | N/A                       | NO                       | ALL STUDENTS             | NO       | YES| NO | NO  |

| American Indian or Alaska Native | Black or African American | Hispanic or Latino | Asian or Native Hawaiian/Other Pacific Islander | White | Multi-Racial | Students with Disabilities | Limited English Proficient | Economically Disadvantaged | ALL STUDENTS | YES | NO | NO  |
|----------------------------------|--------------------------|-------------------|-----------------------------------------------|-------|--------------|----------------------------|---------------------------|--------------------------|--------------------------|---------|----|----|-----|
| N/A                              | N/A                      | N/A               | N/A                                           | N/A   | N/A          | N/A                         | N/A                       | NO                       | ALL STUDENTS             | NO       | YES| NO | NO  |
**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**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>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.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>1. What are the school’s strengths relative to this Framework element?</strong> Indicate the data trends, source and year.</td>
<td></td>
</tr>
<tr>
<td><strong>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</strong> Indicate the data trends, source and year.</td>
<td></td>
</tr>
</tbody>
</table>

**Strengths –** Since 2015 we have increased the number of students who graduated college and career ready, from 6%, to 12%, 30%, to approximately 45%. Additionally, over the same span of time we have increased the percentage of students who have met grade level proficiency on their MS Math tests from 4% to 10% and on the MS ELA tests from 11% to 31%. We are closing the achievement gap and improving student academic outcomes.

**Needs –** Data from the 16-17 school year indicates that only 77% of students who attended Young Writers for middle school captured enough credits to remain on track by the end of their 9th grade year. Our College Readiness numbers still lag far behind our high graduation rates, and while 95% of our students in last year’s senior cohort took the SATs one time, only 55% of the same students took the exams again and took advantage of the opportunity to ‘super-score.’

**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 50% of the subgroup of students who do not pass core courses at the end of the 3rd quarter will succeed in passing these same courses as measured by course pass rates.**
### 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>Activity</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting assessment calendar for Fall, Winter, and Spring assessments in reading and math.</td>
<td>All Students</td>
<td>September 2018 - May 2019</td>
<td>Principal, AP, Grade Teams</td>
</tr>
<tr>
<td>Grade teams will analyze quarterly achievement data to identify target students for intervention.</td>
<td>All Students</td>
<td>September 2018 - May 2019</td>
<td>Grade Teams</td>
</tr>
<tr>
<td>Teachers will develop intervention plans for students in identified sub-group.</td>
<td>Students who fail at the quarter</td>
<td>September 2018</td>
<td>November 2018 / April 2019</td>
</tr>
<tr>
<td>Advisory classes will implement unified academic coaching protocol, with a focus on supporting target students.</td>
<td>All Students</td>
<td>September 2018</td>
<td>Advisors, Teachers</td>
</tr>
<tr>
<td>Connected to mastery pilot in 9th &amp; 10th grades, re-mastery tutoring will support students who are off track</td>
<td>Students 9/10</td>
<td>Ongoing</td>
<td>9th &amp; 10th grade Teachers</td>
</tr>
<tr>
<td>Peer tutors in upper grades will be identified to support struggling students during remastery tutorials</td>
<td>Struggling students</td>
<td>Ongoing</td>
<td>HS Grade Teams</td>
</tr>
<tr>
<td>Schedule Test Prep, Saturday Academy, and after school tutoring opportunities 6 weeks prior to MS.</td>
<td>Targeted Students</td>
<td>6 Weeks Prior to Exams</td>
<td>MS ELA / Math Teachers</td>
</tr>
<tr>
<td>Programming reading intervention classes for students in grades 6-7 and 9-10</td>
<td>Target Students</td>
<td>October 2018</td>
<td>Reading Intervention Teachers</td>
</tr>
<tr>
<td>Targeted invitations to test-prep &amp; tutoring opportunities extended to students connected to current and historical academic achievement.</td>
<td>Target Students</td>
<td>Connected to Test Prep &amp; Tutoring</td>
<td>Grade Team Leaders</td>
</tr>
<tr>
<td>School-Wide acknowledgement and celebration of Rising Stars and other students who have shown persistence &amp; improvement through town halls and in public spaces</td>
<td>Improving Students</td>
<td>Monthly</td>
<td>Admin / Grade Teams</td>
</tr>
<tr>
<td>College counselor and 12th grade team will teach Seniors the importance of ‘super-scoring’ their SATs and ensure that barriers to students re-taking SAT exam increases.</td>
<td>Seniors</td>
<td>October 2018</td>
<td>12th Grade Team</td>
</tr>
<tr>
<td>Regents-Retakes for College Readiness will be messaged to students beginning in 9th grade to set the expectation that students will graduate college-ready and send the message that improvement and revision are valued.</td>
<td>9th - 12th Students</td>
<td>Ongoing - Particularly in January 2019 &amp; June 2019</td>
<td>HS Grade Teams &amp;^ Counselors. Testing Coordinator</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.

Assessment data will be communicated to families at regular intervals, through mailings, emails, phone conferences, family conferences, and targeted meetings with individual students. Teachers will update grades in Skedula weekly, students and parents will have access to this information via pupilpath.

Part 4 – Budget and Resource Alignment

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

- Per session needed to pay Grade Team Leaders to plan instructional meetings.
- C6 Periods for grade teams to meet
- Incentive funding to celebrate students who show improvement
- Training and incentives for peer tutors
- Per session for after school tutoring & test prep
- Money for metrocards for students to retake SAT exams

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

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

Part 5 – Progress Monitoring

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

By February 2019, 50% of the group of students who fail classes at the end of the 1st quarter will pass the same courses.

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

Stars course pass rates for target students.

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

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

Part 1 – Needs Assessment

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

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

In the 2017-18 Quality Review, we were rated Well Developed in both areas: How safe and inclusive is the school while supporting social-emotional growth? (1.4) How clearly are high expectations communicated to students and staff? (3.4) In our School Learning Survey, 92% of students say that they feel safe in their classes.

Only 55% of students report positively on the Learning Environment survey that peers support one another with academic work. With our transition to Mastery Based Grading in our 9th grade, teachers also found a great need for students to have time for re-mastery assessments. Teachers found that peer-tutoring based on assessment data was effective in supporting students to master content.

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, responses on the learning environment survey connected to ‘peer support for academic work’ will increase by 11% from June 2018. From 59%-70% as measured by the Learning Environment Survey.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement peer tutoring program through advisory for 9th and 10th grades</td>
<td>9th/10th Graders</td>
<td>September 2018 - June 2019</td>
<td>Teachers/Grade Team Leader</td>
</tr>
<tr>
<td>Establish protocols for re-mastery tutoring and train peers to better support peers academically in this process</td>
<td>9th/10th Graders</td>
<td>September 2018</td>
<td>Teachers/Grade Team Leader</td>
</tr>
<tr>
<td>Establish peer-mentoring program to support socio-emotional needs of students</td>
<td>All Students</td>
<td>June 2018 - June 2019</td>
<td>Guidance Department / Deans</td>
</tr>
<tr>
<td>Create opportunities for 6-12 Student Council to meet regularly and develop leadership capacity</td>
<td>Student Leaders 6-12</td>
<td>September 2018- June 2019</td>
<td>Admin/ Grade Team Leader</td>
</tr>
<tr>
<td>Establish peer mediation program during school day</td>
<td>Students as needed</td>
<td>November 2018 - June 2019</td>
<td>SAPIS / Guidance</td>
</tr>
</tbody>
</table>

### Part 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.

Share of peer tutoring, peer mentorship and student council opportunities through family newsletter, family conferences and back to school night workshops.

### Part 4 – Budget and Resource Alignment

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

Per session for teachers to establish protocols for peer-tutoring, allotment of refreshments for student council breakfast meetings

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</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, we will have trained at least 12 peer mentors and 20 peer tutors.

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

Student and teacher qualitative data along with in-house survey results will measure growth in student’s sense peer tutoring on academics will be used to assess progress.

**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.

Teachers collaborate frequently in departments and grade teams to support one another in curriculum development and classroom pedagogy. On the Learning Environment Survey, 88% of teacher positively reported Cultural Awareness and Inclusive Classroom Instruction; and 94% of teachers reported they speak with one another about instruction, with 80% of teachers reporting that they design instruction together.

The priority needs that will be addressed in the goal and action plan for this Framework element are to address two data points. The first data point is the Learning Environment Survey. Only 66% of teachers say that their professional development experiences this year have included enough time to think carefully about, try, and evaluate new ideas, which is 11% less than the city average. Only 69% of teachers say that they had opportunities to work productively with colleagues at their school on professional development which is 16% less than the city and borough average. The second data point is the evaluation of the Pedagogy as Proficient and the Area of Focus in last year’s Quality Review.

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, we will increase the number of teachers who report that teachers make conscious efforts to coordinate their teaching with instruction at other grade levels from 69% to 100% as measured by the learning environment survey.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dedication of 16 professional development sessions for inquiry/action research cycles</td>
<td>All Staff</td>
<td>September 2018 – June 2019</td>
<td>Admin</td>
</tr>
<tr>
<td>Training cycle for teacher leaders to facilitate inquiry process for learning teams (PLCs)</td>
<td>All Staff</td>
<td>September - October</td>
<td>AP</td>
</tr>
<tr>
<td>Creation of Learning Teams led by inquiry facilitators across grades and departments, based on inquiry interest data and teacher need.</td>
<td>All teachers and paraprofessionals</td>
<td>September 2018 – June 2019</td>
<td>AP / Inquiry Team</td>
</tr>
<tr>
<td>Peer inter-visitations throughout the year for teachers to view colleague instructional practices in the classroom.</td>
<td>All teachers and paraprofessionals</td>
<td>September 2018 – June 2019</td>
<td>Admin / Inquiry Facilitators</td>
</tr>
<tr>
<td>Monitoring of student academic performance through the protocaled exploration of student work products</td>
<td>All teachers and paraprofessionals</td>
<td>November, January, March, June</td>
<td>Department Chairs</td>
</tr>
<tr>
<td>Feedback and evaluation from administration tied to cycles of inquiry</td>
<td>All teachers</td>
<td>September 2018 – June 2019</td>
<td>Admin</td>
</tr>
<tr>
<td>Provide opportunities for staff members to share effective instructional strategies through breakout sessions and ‘share fairs’ that bookend inquiry cycles</td>
<td>All Staff</td>
<td>End of each cycle</td>
<td>AP / Inquiry Team</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

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

Inquiry Newsletter and Inquiry bulletin board to share action research findings of staff members.

Part 4 – Budget and Resource Alignment

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

Per session and time for Inquiry Facilitator training and facilitation of Learning Teams.
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>X</th>
<th>Title I SWP</th>
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<th>Title I TA</th>
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<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

| 21st Century Grant | SIG | PTA Funded |

Part 5 – Progress Monitoring

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

By February 2019, 100% of our teaching staff will have successfully completes 2 cycles of peer-lead inquiry.

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

Attendance in PL sessions dedicated to inquiry and teacher completion of Inquiry reflection documents shared via google classroom.

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**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Data Trends, Source and Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td></td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and</td>
<td></td>
</tr>
<tr>
<td>action plan for this Framework element?</td>
<td></td>
</tr>
</tbody>
</table>

**Strengths**

- We have a small percentage of very active students who participate in leadership opportunities including student council in the HS and MS, student leadership groups including Black Lives Matter, GSA, and the Latinx Community and Culture Club. We are a small and dynamic enough community that we have the capacity to create opportunities for student leadership and engagement that can impact instructional and social-emotional programs in school. In the 2017-2018 school year, student leaders in our high school organized a March for Our Lives walkout for the entire school campus and a group of 11th graders staged a silent protest in response to the enforcement of the school dress code. We have a very strong commitment to student leadership as a school community.

**Needs**

- As noted above, only a small number of students actively participate in formal student leadership opportunities. While the student council is active, the student body is not necessarily aware of their work and their ability to communicate with the student body, to hear ideas from their peers, and to engage in making meaningful improvements to school is still limited. On the learning environment survey, just 75% of students indicated that teachers listen to their ideas and only 65% of students indicated that discipline is applied fairly in 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–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.

We will increase student leadership and investment in the school community. By June 2019 we will increase the % of students who report that teachers listen to their ideas as measured by the learning environment survey from 75% to 80% and ensure that more than 75% of students report that their voices are heard on an in-house survey student voice survey.
Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set calendar &amp; goals for HS &amp; MS student council meetings</td>
<td>Teachers</td>
<td>September</td>
<td>Principal / Student Council Facilitator</td>
</tr>
<tr>
<td>Organize process for student council elections</td>
<td>Teachers</td>
<td>September</td>
<td>Principal / Student Council Facilitator / Student Council</td>
</tr>
<tr>
<td>Create mechanisms for students to communicate with one another about opportunities to get involved at school, including announcements, emails, town hall meetings, signage in the building, and social media.</td>
<td>All Students</td>
<td>September / October</td>
<td>Principal / Student Council Facilitator / Student Council</td>
</tr>
<tr>
<td>Develop student school climate survey in partnership with SVC / BSAC</td>
<td>All Students</td>
<td>October</td>
<td>Student Council</td>
</tr>
<tr>
<td>Administer survey via email to all students</td>
<td>All Students</td>
<td>October</td>
<td>Student Council</td>
</tr>
<tr>
<td>Analyze survey results and identify target areas for improvement</td>
<td>Student Council</td>
<td>November</td>
<td>Principal / Student Council Facilitator / Student Council</td>
</tr>
<tr>
<td>Share survey results with student body</td>
<td>All Students</td>
<td>November</td>
<td>Student Council</td>
</tr>
<tr>
<td>Create monthly opportunities for students not on student council to share feedback with teachers &amp; administrators</td>
<td>All Students</td>
<td>Ongoing</td>
<td>Principal</td>
</tr>
<tr>
<td>Create process for students to create affinity clubs and after school groups</td>
<td>All Students</td>
<td>Ongoing</td>
<td>Principal</td>
</tr>
<tr>
<td>Create Student Participatory Budgeting Project</td>
<td>All Students</td>
<td>Ongoing</td>
<td>Principal / Student Council</td>
</tr>
<tr>
<td>Administer end of year student voice survey</td>
<td>All Students</td>
<td>Ongoing</td>
<td>Student Council</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

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

Through social media, email blasts, updates on the website.

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.

- General supplies and food budget for student group meetings
- Funds for participatory budgeting project
- C6 period for student council facilitator

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

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

Part 5 – Progress Monitoring

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

By February 2019 7 grade teams will have representatives attend student council meetings. Student Council members will attend 1 monthly planning meeting with their grade team teachers to inform planning.

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

Attendance at student council meetings. Student council participants participating in grade team planning meetings.

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.

   1- We were successful last year when we included email and social media as another way to communicate with a majority of our students, parents and families. We hosted academic and social events to engage parents in the life of the school community where we had parents and families sign in and give updated email addresses and phone numbers. We also regularly have more than 150 families that attend large-scale engagements including talent shows, plays, award assemblies, end of year barbeque and community block parties.

   2- Obtain 100% of our parents and families email addresses to increase how we communicate digitally. Participation in our regular monthly PTA meetings has stagnated with 10-15 participants on average each month. Numerous parents regularly visit the school, offer to volunteer, but is inconsistent with participating in the monthly PTA meetings and/or monthly workshops/events. Have a vast majority of our parents and families attend school wide events on a regular basis.

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.

We will meet our families where there are. By June 2019 will establish pathways for digital communication with all families by securing 100% of verified email addresses, securing 200 additional followers on Twitter and Instagram (@AFYoungWriters) and communicating on a monthly basis about school and community events.
### 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) 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>All families</td>
<td>September 2018 – June 2019</td>
</tr>
<tr>
<td>All families, students and staff</td>
<td>September 2018 – June 2019</td>
</tr>
<tr>
<td>Middle school families</td>
<td>September 2018 – June 2019</td>
</tr>
<tr>
<td>All staff, select families and students</td>
<td>September 2018 – June 2019</td>
</tr>
<tr>
<td>All staff, families and students</td>
<td>September 2018 – June 2019</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

Pathways to Leadership, community schools director will support outreach and implementation.

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

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

Part 5 – Progress Monitoring

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

By February 2019, we will:

- Increased number of working email addresses and phone numbers.
- Obtain at least 50% of our families’ attendance at one or more of our school wide events.
- Establish direct email and phone communication with at least 90% of our families.

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

Email system, attendance sheets, social media page

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

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Performance Series Reading Assessment, 8th grade or 5th grade ELA State Exam</td>
<td>Intervention is folded into the instructional day</td>
<td>Small group, one-to-one, tutoring, extended time</td>
<td>During the school day, after school, weekends</td>
</tr>
<tr>
<td></td>
<td>We provide Homework Center 3X a week for 1.5 hours for students at all grade levels. In HW Center, delivery is small group or one to one</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>At appropriate times of year, we hold Saturday school/Regents Prep for those students requiring additional support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>All grades receive single period of ELA plus an additional period of Writing.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>At the 11th and 12th grade level, we offer small group Regents preparation (both online and direct instruction) for students requiring additional support in passing their NY State Regents exams. 6th and 7th graders receive an</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
independent reading course in addition to their ELA course. 9th and 10th graders with substantially low reading scores receive an additional reading intervention course.

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>DYO Assessments and State Exams (ES, MS, Regents)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention is folded into the instructional day</td>
<td></td>
</tr>
<tr>
<td>We provide Homework Center 3X a week for 1.5 hours for students at all grade levels. In HW Center, delivery is small group or one to one</td>
<td></td>
</tr>
<tr>
<td>At appropriate times of year, we hold Saturday school/Regents Prep for those students requiring additional support</td>
<td></td>
</tr>
<tr>
<td>All grades receive single period of ELA plus an additional period of Writing.</td>
<td></td>
</tr>
<tr>
<td>At the 11th and 12th grade level, we offer small group Regents preparation (both online and direct instruction) for students requiring additional support in passing their NY State Regents exams. 6th and 7th graders receive an independent reading course in addition to their ELA course. 9th and 10th graders with substantially low</td>
<td></td>
</tr>
</tbody>
</table>

Small group, one-to-one, tutoring, extended time

During the school day, after school, weekends
| Science | DYO Assessments and State Exams (ES, MS, Regents) | Intervention is folded into the instructional day
We provide Homework Center 3X a week for 1.5 hours for students at all grade levels. In HW Center, delivery is small group or one to one
At appropriate times of year, we hold Saturday school/Regents Prep for those students requiring additional support
All grades receive single period of ELA plus an additional period of Writing.
At the 11th and 12th grade level, we offer small group Regents preparation (both online and direct instruction) for students requiring additional support in passing their NY State Regents exams. 6th and 7th graders receive an independent reading course in addition to their ELA course. 9th and 10th graders with substantially low reading scores receive an additional reading intervention course. | Small group, one-to-one, tutoring, extended time | During the school day, after school, weekends |
| Social Studies | DYO Assessments and State Exams (ES, MS, Regents) | Intervention is folded into the instructional day  
We provide Homework Center 3X a week for 1.5 hours for students at all grade levels. In HW Center, delivery is small group or one to one  
At appropriate times of year, we hold Saturday school/Regents Prep for those students requiring additional support  
All grades receive single period of ELA plus an additional period of Writing.  
At the 11th and 12th grade level, we offer small group Regents preparation (both online and direct instruction) for students requiring additional support in passing their NY State Regents exams. 6th and 7th graders receive an independent reading course in addition to their ELA course. 9th and 10th graders with substantially low reading scores receive an additional reading intervention course. | Small group, one-to-one, tutoring, extended time | During the school day, after school, weekends |

| At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)* | Case Conferencing Protocols from Grade Teams, reference | Mandated Counseling -- Students attend mandated group or individual counseling | Group and one-to-one | During the school day |
from Guidance Counselors

sessions according to IEP directives. These schedules are designed and carried out by each grade level counselor.

In addition, at risk students are served by inclusion in a mandated counseling group, Advisory, drop in sessions or regular sessions as deemed by the grade level guidance counselor.
Section 7: Support for Students in Temporary Housing (STH)

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

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

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>Counseling, family outreach, support with school supplies, monthly monitoring via attendance meeting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an [STH liaison](#).

N/A
Section 8: Title I Program Information

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

- Highly qualified teachers will be sought via Open Market Transfer system, open house hiring events in the spring, and current staff referrals. Every spring, we host a comprehensive interview session where teachers participate in simulated round table teacher collaboration exercises, one on one interviews with the hiring team and students and submit comprehensive writing samples.

2b. High Quality and Ongoing Professional Development

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

- Professional development will be provided for teachers throughout the year – teachers will participate in drafting and revising the framework documents, teachers will use the Danielson rubric to set two teaching goals for the 2016-2017 school year, teachers will form Critical Friends groups (based on common goals) that meet five to six times throughout the year to explore a common problem of practice using an inquiry approach, teachers will receive ongoing and regular feedback from administrators (both formal and informal) on the progress of their goals.

- Teachers will participate in twice monthly inquiry team sessions looking at student work through the lens of evidence-use across disciplines. Departments will participate in specific CCLS performance task training to perform a gap analysis, curriculum revision and task debrief where students will demonstrate their use of evidence through a CCLS-aligned task.

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.

Using our model of distributive leadership, teachers in grade and department teams will be with their respective Grade Team Leaders and Department Chairs on a weekly basis to review and provide feedback on decisions regarding the selection of and use of key assessments to improve instruction and design targeted professional development.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Verify with an (X)</th>
<th>Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$350,043.00</td>
<td>x</td>
<td>5a, 5b, 5c, 5d, 5e</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Title III, Part A          Federal          0
Title III, Immigrant     Federal          0
Tax Levy (FSF)           Local           3,771,807.00

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

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

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:
- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:
- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that 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.

### Parent and Family Engagement Policy

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

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

Academy for Young Writers will support parents and families of Title I students by:

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

The school’s Parent Involvement

### Parental Involvement and School Quality

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

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

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

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

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

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

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

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

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

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

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

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

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

---

Encouraging School-Level Parental Involvement

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

- holding an annual Title I Parent Curriculum Conference;

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

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

- supporting or hosting Family Day events;

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

- encouraging more parents to become trained school volunteers;

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

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

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

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School-Parent Compact (SPC)

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

### I. School Responsibilities: High Quality Curriculum

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

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

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

Support home-school relationships and improve communication by:

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

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

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

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

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

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

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

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

● supporting parental involvement activities as requested by parents;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

● participate in or request training offered by the school, district, central and/or State Education Department 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.

●
Addendum: Community School Partnerships

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

Part 1 – Community School Partnerships Goal(s)

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

The CS strategy utilizes the core services to provide a holistic approach to supporting our students in their academic success. From the health and wellness perspective, we utilize guidance counselors, social workers and social work interns to provide socioemotional support. We additionally utilize a restorative justice approach for additional socioemotional support, which is shaped by our restorative justice coordinator. From the family engagement perspective, we work closely with the parent coordinator and parent association to create programming and resources that meet the needs of our diverse families. Additionally, we utilize newsletters and social media to improve our reach beyond traditional communication methods. In terms of expanded learning time, we provide SONYC afterschool programming, as well as sports offerings. Additionally, we provide targeted test preparation and student leadership opportunities to supplement traditional offerings. In terms of attendance supports, we employ an attendance team comprised of different stakeholders which conferences on attendance percentages weekly. Additionally, the entire staff work to reinforce our attendance collection methods to ensure accuracy.

We have room for improvement in all these areas, and we are strategically working to do so in the upcoming year. Our methods have yielded successes in their respective areas; however, we will be working to better align our efforts to more directly support student academic outcomes. Additionally, we are working to create better methods of assessment for our efforts in each core service area.

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

In the 18-19 school year, AFYW aims to further embody our role as a community school by improving our overall culture, engaging our students and families in socioemotional development, and improving their access to necessary resources.

- We will improve our cumulative student attendance 2% by the end of the 18-19 school year by improving on our current intervention and support strategies and ELT offerings.
- We will expand our socioemotional support to better serve students who are severely chronically absent and chronically absent, and decrease these populations 10% by the end of the 18-19 school year
- We will increase our average attendance at parent engagement opportunities to 20 families by the end of the 18-19 school year by improving our outreach methods, and better meeting families’ needs with the resources we offer.

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

We intend to improve upon our ELT offerings to better encompass the interests and needs of our students. In doing so, we improve the connection our students have to their school. We will be thoroughly case conferencing our
students who are flagged for their attendance and connecting them to suitable resources and socioemotional supports. We will be offering better targeted resources to our families and improving upon our outreach methods. In doing so, we improve the connection our families have to the school community. We will also be improving our overall socioemotional intervention processes including supports for families as a whole.

These efforts that support achieving our goals are directly aligned with supporting the academic goals of our students. Students and families who feel connected to their school are less likely to dropout or experience chronic absenteeism. Additionally, the further students and families progress in their socioemotional development and learning, the better equipped they are to address the barriers that hinder the ability to achieve academic goals.

Part 2 – Community School Partnerships Core Services Action Plan

<table>
<thead>
<tr>
<th>CBO Partnership</th>
<th>Target Population</th>
<th>Scope of Service</th>
<th>SY18-19 SMART Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interborough Developmental &amp; Consultation Center</td>
<td>Students experiencing acute mental health challenges/distress</td>
<td>Therapeutic services, psychiatric evaluation, and medication management</td>
<td>To improve awareness of pantry services and offerings.</td>
</tr>
<tr>
<td>Food Bank NYC</td>
<td>Families in need of food assistance</td>
<td>Provide funding to support campus wide food pantry</td>
<td>To implement a well-attended Cookshop for families program</td>
</tr>
<tr>
<td></td>
<td>All families</td>
<td>Provide funding and training for the proper execution of a Cookshop program for the school’s families.</td>
<td>*This supports our goal of increasing parent engagement.</td>
</tr>
<tr>
<td>Lead CBO/ DYCD SONYC</td>
<td>Students in middle school who aren’t engaged in ELT programming</td>
<td>Provide enriching and engaging after school programming that is well-attended and aligned with school academic goals.</td>
<td>To improve awareness of after school programming and increase number of students.</td>
</tr>
<tr>
<td>The Leadership Program/ City Council</td>
<td>All students &amp; families</td>
<td>Provide funding for the restorative justice coordinator to execute</td>
<td>To improve saturation of restorative practices throughout the building</td>
</tr>
</tbody>
</table>

2018-19 CEP 48
<table>
<thead>
<tr>
<th>Part 3 – Budget and Resource Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 3a.</strong> Indicate resources your Community Partnership will leverage to achieve your summative SMART goal(s) and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</td>
</tr>
</tbody>
</table>

We will be leveraging the resources allotted to our parent coordinator to implement family engagement programming and services.

<table>
<thead>
<tr>
<th>Part 3b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Levy</td>
</tr>
<tr>
<td>Title I 1003(a)</td>
</tr>
</tbody>
</table>

VH1 Save the Music

All students

Provided grant funding to start a drumline program

restorative justice programming.
Provide programming through college access for all to students and families

To improve family awareness of college options

*This supports our goal of increasing attendance at parent engagement as well as our goal of increasing access to socioemotional supports.

To improve awareness of programming and increase number of students.

*This supports our goal of increasing attendance by improving ELT supports.
Part 3c. Describe how the school will partner with the Lead CBO to do the following:

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

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

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

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

1. The lead CBO in partnership with the community school hired a new community school director in March of 2018. The community school director has been able to conduct ongoing needs and asset assessments. Additionally, this community school director organized the forum where parents were able to address concerns they have identified in a discussion format. The information obtained from assessment processes will be utilized to plan sy18-19 programming in a way that best addresses the needs identified with the assets available.

2. Students presenting socioemotional challenges are identified through our referral process. They are then provided supportive services in a variety of formats. The majority of these formats are offered on-site to alleviate time and travel constraints. The referral process will be reevaluated to determine how we will address students who may pass under the radar. We currently provide the students we’ve identified with the right services; however, we are working to expand who the “right students” are for the support we can either provide or refer out to.

After school services are aligned with instructional programming through the use of a knowledgeable educational specialist. We currently offer a healthy spread of after school programming. However, we are working to improve our outreach efforts to better inform the school community of our offerings. We will be implementing an additional opportunity for ELT through the use of an on-site mentorship program. The program will provide learning opportunities that supplement day time instruction. Additionally, this program will help to target students who haven’t felt connected to ELT options currently available. Lastly, we will be working to improve the offerings we have for high school aged students, as we do not currently have a formal high school level after school program. These targeted efforts will help to ensure that there are fulfilling options for all students to take part in.

3. The style of forum which we previously used will be revamped. Data will be continuously collected at parent engagement events including our resource fair and parent-teacher conference events. Additionally, a forum will be conducted once mid-year, and again at the end of the year. These forums will be incorporated into parent association meetings to improve turnout and depth of parent voice. The information obtained from all these methods will be relayed directly to principals via the SLT.
4. The attendance team meets weekly to analyze data and case conference students. The New Visions Data Sorter is used to provide useful context information during conferencing. The ATS system is also utilized. We will improve upon this practice by providing more case management as opposed to case conferencing of students.

The community school team will meet monthly and analyze SONYC after school attendance data, information provided via the data sorter, and the level of parent engagement measured via communication platforms, and attendance tracking.

**Part 4 – Community School Partnerships Oversight**

**Part 4a. Key Staff and Partners**

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

1. The SONYC after school director works for the lead CBO and provides ELT support in the form of after-school services. The lead CBO provides mental health support via social workers and interns. The Interborough partnership provides additional mental health support to our students and families. Our partnership with the Food Bank provides funding for our campus pantry which is utilized by our families. These partnerships provide oversight over the services offered and increase offerings as capacity increases.

2. There is currently no community school team on site. A campus-wide team will be assembled involving the social work team supervisor, parent coordinators, PA presidents, SONYC afterschool staff and Interborough site staff. Additional members will be added at the start of the school year. This team will meet monthly to discuss progress towards our goals.

3. The school currently uses the data provided via the data sorter and ATS to case conference students flagged for attendance. We will be working to better utilize the data provided via the data sorter to better support the students we discuss. Additionally, utilizing the cohort of students involved in the mentorship program, we will track the progress of the additional support provided to them via the data sorter. We will utilize DYCD systems to track attendance in our SONYC after school program. Lastly, we have improved the service used to distribute newsletters to our families which will allow us to track our reach. We will be utilizing the van system, and working to improve our database of parent contact information to track attendance at community events, workshops, and meetings.

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

We will need the funding provided by FoodBank to support our school pantry. We will need the AIDP funding provided by the United Way to support our staff at Pathways to Leadership and our partnership with Interborough.

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

These efforts will be ongoing throughout the duration of the 2018-2019 school year.

**Part 4d. Mental Health Work Plan**

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

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Brooklyn</td>
<td>Academy For Young Writers</td>
</tr>
</tbody>
</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>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>AAden Stern</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Tanisha Brown</td>
</tr>
<tr>
<td>Coach</td>
<td></td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Kristopher Yodice/ELA and ENL</td>
</tr>
<tr>
<td></td>
<td>Tamara Boyiatzis</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Justianna Kubersky/ELA</td>
</tr>
<tr>
<td></td>
<td>Parent</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Alex Cuff / ELA</td>
</tr>
<tr>
<td></td>
<td>Parent Coordinator</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Field Support Center Staff Member</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Other (Name and Title)</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

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

D. Student Demographics

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students in school (excluding pre-K)</td>
<td>606</td>
</tr>
<tr>
<td>Total number of ELLs</td>
<td>18</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>2.97%</td>
</tr>
</tbody>
</table>
Part II: ELL Demographics

A. ELL Programs

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

<table>
<thead>
<tr>
<th>Program</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
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<td></td>
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</tr>
<tr>
<td>Dual language program (DL)</td>
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<td>No</td>
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<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
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</tr>
</tbody>
</table>

This school offers (check all that apply):

- Transitional bilingual education program (TBE)
  - Yes
  - No
  - If yes, indicate language(s):
- Dual language program (DL)
  - Yes
  - No
  - If yes, indicate language(s):
- Freestanding ENL
  - Yes
  - No

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

<table>
<thead>
<tr>
<th>Bilingual Program Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   A common reading assessment (Performance Series) is administered to all students three times a year. Students in grades 6-8 are additionally assessed using the TCRWP running record. Students who have been identified as reading significantly below grade level are placed into a reading intervention class where they will receive individualized support.

2. What structures do you have in place to support this effort?
   Time dedicated in class to assessment. All ELA teachers administer common reading assessments. Team time to analyze assessment data. Data is analyzed in teams and individually Dedicated IEP teacher and 2 reading support teachers to support with assessment and intervention.

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?
Performance assessment is administered 3 times a year. In addition, Leveled Literacy Intervention and Really Great Reading curriculum is used to support reading acquisition for students in pull-out classes. Tiered reading intervention is provided for students according to identified reading needs.

4. What structures do you have in place to address interventions once the summative data has been gathered? 
Stand-alone reading intervention classes for students in grades 9 & 10. Pull-out reading intervention for students grades 6-8. As mentioned above, LLI and RGR interventions are used to support reading acquisition of all struggling readers.

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

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
Examining the NYSESLAT data levels, two students in the 6th grade are performing at the Expanding (Advanced) level, while one 6th grader performed at the Emerging (Intermediate) level. Our one 7th grade student is performing at the Expanding (Advanced) level. Our one 9th grade student is a long-term ELL and who receives Special Education services is performing at the Transitional (Intermediate) level. We have one 11th grade student who performed at the Emerging (Beginner) level for the third year in a row. This student is SIFE, receives Special Education services, and has an Alternate Assessment accommodation to be exempt from the Regents Exams. Since we have such a small population of ELL students (6), it is difficult to identify any major patterns.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? 
Grade teams engage in periodic analysis of reading assessment data.

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### 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.
      
      Our students are programmed heterogeneously in blocks organized by year-group cohort (e.g. 6th grade, 9th grade, 10th grade, 11th grade, 12th grade). Our ENL teacher services students through a combination of the co-teaching model (push-in support in English Language Arts and other content are classes) and through pulling out ENL students to work with them in an individual and small group settings. The ENL teacher ensures students are receiving their mandated minutes of ENL instruction per week based on their NYSESLAT performance levels. In the integrated model, the ENL teacher co-teaches content-specific classes. (e.g. 11th grade ELA). The ENL teacher and ELA teacher have co-planning time built into their weekly schedules so that ENL support and scaffolds are integrated into the ELA curriculum and lesson planning. In the stand alone model, the ENL teacher pulls out ENL students in groups of 1-2 students during their advisory classes (non-academic) and during math classes for individualized support.
   
   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)?

   Instructional minutes are delivered in correspondence to students’ NYSESLAT performance levels through a combination of co-teaching (push-in) and pull out individualized and small group instruction. Students identified at the Entering Level receive 1 unit of study of stand-alone ENL and 1 unit of study of integrated ENL/ELA per week (for a total of 360 min per week). Students identified at the Emerging Level receive 1 unit of study of stand-alone ENL and 1 unit of study of integrated ENL/ELA per week (for a total of 360 min per week). Students identified at the Transitioning Level receive .5 unit of study of integrated ENL/ELA per week (for a total of 180 min per week). Students identified at the Expanding Level receive .5 unit unit of study of integrated ENL/ELA or ENL/Math per week (for a total of 180 min per week). Students identified at the Commanding Level (for 2 years following) receive .5 unit of integrated ENL/ELA or ENL/Math per week (for a total of 180 min per week).

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.

   Currently we offer push-in support in English Language Arts and other content-area classes, and individualized and small group pull-out support for English Language Learners as the primary method of support and compliance for CR-Part 154. Through the co-teaching model and individualized pull-out support, the ENL teacher is able to target the specific language needs to meet the demands of the Common Core Learning Standards. Through incorporate of strategies to support language acquisition, the ENL teacher can differentiate instruction that uses reading strategies and authentic writing tasks best suited for ENL students.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
   We are in the process of determining how to appropriately and effectively evaluate students' home language progress.

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

   a. For our one SIFE student, he has the extra support of completing assignments with the ESL and/or Special Education teacher. Secondly, teachers are explicit in giving him the option to complete a writing task in a flexible setting, specifically the quiet space of the ESL student work area.

   b-e. For responses b-e, the following instructional plans are use for ELLs of all proficiency levels, modified based on specific student need:
   - Collaborative planning between ESOL and subject area teacher, specifically in ELA, for materials and texts used for classroom instruction.
   - Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
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? 
Explicit, contextually relevant instruction that targets academic vocabulary and holistic academic skill sets. Scaffolding tools such as graphic organizers are used to assist ELLs in outlining essays and other writing tasks.

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? 
Our school uses the ICT and SETSS model of teaching to ensure the both SWDs and ELL-SWDs are scheduled in classes with the least restrictive environment. ELL-SWDs are placed in learning groups in their content classes that are heterogenous; mixed groups of students without disabilities and non-ELL. The Special Education teacher monitors ELL-SWDs’ progress toward achieving their IEP 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. 
All of our 6 ELL students are receiving targeted interventions. Teachers use periodic assessment data to focus in on skills in which our students need support. Most of our ELLs need support in academic reading and writing, and can build on strong basic interpersonal communication skills. Our range of interventions are all offered in English and Spanish and include:
• ESL Invidiualized Attention for Essays and Projects during School
• Homework Center, Credit Recovery and Regents Review Courses
• Saturday SAT courses/Saturday Regents’ Review Courses
• Translation and Interpretation Services through our Parent Coordinator and Guidance Counselor

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year? 
In order to assist our students in both academic achievement and assessment, there are a variety of solutions that we are working with this year. They include the following:
• Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154,
• Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based instructional strategies,
• Analyze ELLs data, using city assessments, state assessments and our own periodic assessment system, to become well-informed about the performance of each language learner in order to make sound educational decisions,
• Provide opportunities for students to be involved in purposeful writing and verbal presentations to practice their language skills in an authentic way,
• Incorporating all language modalities during the lesson, e.g. group discussions, journals,
• Ensure that teachers analyze student’s data to identify strength and weakness and utilize the findings to drive differentiated instruction,
• Encourage teachers to participate in professional development opportunities focusing on instructional strategies for ELLs; such as, Quality Teaching for English Learners,
• Ensure that administration works closely with teachers (ELA and ESL) to support rigorous instruction.

10. If you had a bilingual program, what was the reason you closed it? 
We are not discontinuing any at the present time.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Our staff provide a wide range of after-school activities and clubs in which ELLs have full access to these academically and personal enriching strands of the school community. Some current activities include: Slam Poetry, the GSA, flag football, girls and boys basketball, drama, the Talent Show, the school play, the fashion show, robotics, art club, and many more.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
   All classes have access to 5 Mac computer carts, a fully-stocked computer lab with brand new Mac desktops, and each classroom has at least 2 desktops available for student use. In the self-contained ESL class, every student has access to a computer. All classrooms are also equipped with fully-functioned SmartBoards.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
   Native language support is provided through personalized attention from the ESL teacher (in Spanish) and from a variety of staff members in the building who are fluent in Spanish. We also plan to have "Senior Buddies" (upperclassmen) who are fluent in Spanish and Creole who can assist in clarification of assignments, as well as socioemotional support.

14. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
   All required support services, including materials and instructional methods, support and correspond appropriately to the ELLs' ages and grade levels. We, as a school, strive for high-interest, culturally relevant approaches and content that best suits our students, their families, and their personal experiences and prior knowledge.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs' needs (academic, linguistic, socioemotional) are met?
   All classes have access to 5 Mac computer carts, a fully-stocked computer lab with brand new Mac desktops, and each classroom has at least 2 desktops available for student use. In the self-contained ESL class, every student has access to a computer. All classrooms are also equipped with fully-functioned SmartBoards.

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).
   We host an orientation session in which ELLs have an opportunity to meet each other and learn about our Freestanding ESL Program. Additionally, in the first weeks of school we offer an ongoing orientation curriculum in our 9th and 10th grade advisory course. The focus of this curriculum is to teach students about unified rituals, our Exhibitions, to teach students about the "Habits of Mind" and also to provide students with opportunities for reflection and positive peer relationships.

17. What language electives are offered to ELLs?
   Spanish is a required elective in 11th grade.

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?

   Our ENL certified teacher will be engaging in the all staff activities described below as well as district and network ELL specific trainings focusing on administration of the NYSESLAT, best practices for literacy instruction for ELLs at the secondary level, as well as other symposiums and conferences offered through the New York State Teachers of English as a Second Language. All administrators (principal, 3 assistant principals) and all teachers are required to be present at professional development events.

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### Academy for Young Writers

#### Professional Development Calendar

**Wednesday Meetings and Dedicated Staff Development Days**

- **September 2015 – June 2016**
  - **August 31 - Sept 4**    Summer Curriculum Planning
  - **Aug 31 - Dept Chair and GTL meeting** (leadership chemistry and portfolio planning)
  - **Sept 1 - Dept Chair and GTL meeting** (leadership training)
  - **August 31 - Sept 4 - Open Work at school - possible best practice workshops scheduled throughout**
  - **September 8**
  - **Sept 9th is first day back for students!**    Paperwork 9-10

**Department Meetings 10-11:30**

- ICT Workshop 11:30 - 12:30
- Room Setup 12:30 - 1:30
- Grade Team Meeting 1:30 - 3:30

- **September 9th**    UbD #1 Protocol
- **September 16th**    Curriculum Map Protocol
- **September 23rd**    NO SCHOOL
- **September 30th**    Guided Discipline
- **October 7th and 21st**    Inquiry Goal Development
- **October 14th**    UbD #2 Protocol
- **October 28th**
- **LPP Host Visit**    LPP Host Visit

**Open Department Meetings**

- **1st Quarter Ends November 6 (Grades Due November 16th )**
- **Conferences Nov 17-20**
- **November 3rd Election Day**    Guided Discipline

**Inquiry Meeting**

- **November 4th**    UbD #3 Protocol
- **November 18th**    Open Department Meeting
- **November 25th**    No Meeting Happy Thanksgiving
- **December 2nd**    Inquiry Meeting
- **December 9th**    UbD Protocol
- **December 16th**    Open Department Meeting
- **December 23rd**    NO MEETING
- **January 6th**    Inquiry Meeting
- **January 13th**
- **LPP Host Visit**    OPEN (possible ICT workshop or guided discipline)
- **LPP Host Visit**
- **January 20th**    Curriculum Map Writing
- **January 27th**    MS OPEN Planning Meeting
Our ENL teacher participates in all of their English Language Arts Department meetings and workshops. Many of these workshops are dedicated to professional development around the Common Core Learning Standards.

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

Our school has an advisory program in each grade in which students meet in small groups (10-12) three or four times a week with a mentor teacher. The advisory curriculum is focused on cultivating community building and academic skills that students need as they transition from elementary to middle and middle to high school. The objective of advisory is to ensure every student has a teacher who builds a positive relationship with that student and their family, as well as serving as an advocate for that student.

1. Our ESOL certified teacher will be engaging in all staff activities described below as well as district and network ELL specific trainings focusing on administration of the NYSESLAT, best practices for literacy instruction for ELLs at the secondary level, as well as other symposiums and conferences offered through the New York State Teachers of English as a Second Language.

2. In addition to the above trainings our staff engages in trainings to prepare for the intake process and to prepare for orientation sessions before the school year begins. Additionally most staff members serve as an academic advisor and have a role on a grade-level team of advisors. The 9th grade team meets before the school year begins to create an advisory curriculum that ensures a seamless articulation from 8th grade middle schools to our 9th grade experience. Advisors focus on establishing common advisory rituals, methods for explicitly teaching school-wide practices like class Exhibitions, student Portfolio presentations, and the Habits of Mind. Additionally, 9th grade advisories engage in academic advisement, academic
goal setting, and team building exercises and service learning trips. These structures are in place to ensure that every student has an adult advocate in the building, to ensure that parents have a strong relationship with at least one teacher, and to develop positive peer relationships amongst our 9th grade cohort.

3. Our Professional Development Training for all teachers will focus on the following:
   • Whole staff works on identifying the different components of differentiated instruction (assessment, materials, access to learning styles, etc) and review of lessons and unit plans within this context
   • Whole staff work on language acquisition and language objectives alongside skill and content objectives across subject areas
   • Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible

Additionally, the assistant principals, teachers, guidance counselors, ESOL teacher, special education teacher, and parent coordinator engages in routine professional development activities which will deepen the skills and awareness gleaned at our ELL specific professional development sessions.
   • Regular (1x a month) department meetings dedicated to peer-critiquing unit plans prepared using Understanding By Design unit plans so that they offer entry points to all students and are clearly scaffolded towards final product
   • Regular (1X a month) meetings dedicated to looking at essential skills in student work from target populations.
   • Quarterly professional development to support the creation and analysis of data from periodic assessments looking at cohort trends and specific subgroup progress.
   • Differentiated best practice workshops to enhance differentiated instruction and build capacity in general education teachers to address the language needs of language learners.
   • Weekly ‘case conferencing’ meetings in grade teams to identify academic and behavior interventions for individual students.
   • Quarterly ‘learning walks’ that empower pedagogical staff to sharpen their lense for instructional practices and teacher moves that foster a differentiated, student-centered classroom.

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**Parental Involvement**

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

   Each student has an academic advisory that meets for 40 minutes four days a week. Academic advisors are the primary connection between the school and parents/guardians. All teachers, assistant principal, dean, and guidance counselors serve as academic advisors. Advisors share academic data, make regular phone calls home, and meet with parents for parent-teacher meetings twice a year. Additionally, our PTA is active and includes parents of ELLs. The team meets at least once a month around a variety of school related activities and events. Translation services are available at this event.

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

   Our parent coordinator works with the school leadership team and the PTA to create events and activities that address the needs of parents. Our primary focus has been financial aid, financial literacy, high school graduation requirements, and supporting students on the road to college. Translation services are available at this event.

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**Additional Information**

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

Paste response here:
### 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, AAden Stern, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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<tbody>
<tr>
<td>Courtney Winkfield</td>
<td>Principal</td>
<td></td>
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<tr>
<td>AAden Stern</td>
<td>Assistant Principal</td>
<td></td>
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<tr>
<td>Audrey Grave</td>
<td>Parent Coordinator</td>
<td></td>
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<tr>
<td>Michelle Eisenberg</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td></td>
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<tr>
<td>Kristopher Yodice</td>
<td>Teacher/Subject Area</td>
<td></td>
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<tr>
<td>Justianna Kubersky</td>
<td>Teacher/Subject Area</td>
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<tr>
<td>Tamara Boyiatzis</td>
<td>School Counselor</td>
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<tr>
<td></td>
<td>Superintendent</td>
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<tr>
<td>Field Support Center</td>
<td>Member</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 19K404  School Name: Academy For Young Writers  Superintendent: Lashawn Robinso

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>(*Primary)</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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

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

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

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

   The Home Language Identification Survey, Orientation Meetings for parents and students, Blue Cards Emergency Contact Information, ATS Reports, and Advisory Outreach for all parents via phone calls are used to assess language preferences in both written and oral communication. Their language preferences are known by all advisors, guidance counselors, and the parent coordinator. Parents are then provided information based on their language requirements for our students and families.

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.
### Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly Family Newsletters and Calendars, Parent-Teacher conference announcements, New York State Testing Dates, After-School Program and Club Information, Community Based Organizations (Pathways to Leadership) information, and letters from school leadership.</td>
<td></td>
<td></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 have Family Conferences in November and April, A Back To School Night in October, 2 Community Potluck Evening Celebrations, College Information Night, and monthly communication from advisory teachers and guidance counselors to parents.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Part C: Training Staff on Policies and Procedure

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

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

The above notification requirements are how we fulfil parental notification requirements.

Part E: Monitoring Provision of Language Services

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

Parent survey distributed at Family Conferences, feedback to advisory teachers and guidance counselors.