2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 15K442
School Name: CARROLL GARDENS SCHOOL FOR INNOVATION (CGSI)
Principal: NOREEN MILLS
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Carroll Gardens School for Innovation
School Number (DBN): 15K442
BEDS Code: 331500010442
Grades Served: 6-8
School Address: 500 19th Street
Phone Number: 718-369-4480
Fax: 718-3694481
Noreen Mills Email Address: Nmills@schools.nyc.gov
School Contact Person: Noreen Mills
Principal: Noreen Mills
UFT Chapter Leader: Damian Jones
Parents’ Association President: Lisa Vincenti
SLT Chairperson: Lisa Genduso
Title I Parent Representative (or Parent Advisory Council Chairperson): N/A
Student Representative(s): N/A
CBO Representative: N/A

District Information

Geographical District: 15 Superintendent: Anita Skop
Superintendent’s Office Address: 131 Livingston Street Brooklyn, NY
Superintendent’s Email Address: Askop@schools.nyc.gov
Phone Number: 718-935-4317 Fax: 718-935-4356

Field Support Center (FSC)

FSC: Brooklyn North Executive Director: Bernadette Fitzgerald
Executive Director’s Office Address: 131 Livingston street
Executive Director’s Email Address: Bfitzge2@schools.nyc.gov
Phone Number: 718-935-3954
Fax: 718-935-2382
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>Noreen Mills</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Damian Jones</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Lisa Vincenti</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Lisa Genduso</td>
<td>Member/ teacher</td>
<td></td>
</tr>
<tr>
<td>Dennis Virga</td>
<td>Member/ teacher</td>
<td></td>
</tr>
<tr>
<td>Jason James</td>
<td>Member/ CSA</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>Jody Drezner Alperin</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Megan Nyhan</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Margaret Perotta</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Jennifer Thomas</td>
<td>Member/Parent</td>
<td></td>
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</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

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

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

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

### NYCDOE’s Quality Review (QR)

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

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

### School Quality Guide

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

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

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

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

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

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

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

### Section 4: CEP Overview

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>“MS 442’s mission is to empower globally conscious, critical thinkers for the 21st century.”</td>
</tr>
</tbody>
</table>

2018-19 CEP
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.

MS 442 is a unique school community committed to high expectations for the academic achievement, social development, and personal growth of each of our students. We believe that each child should have an individualized education, that challenges students to engage in problem based learning, while engaging in asynchronous learning opportunities. Our educational philosophy is based on our belief that:

- The most meaningful and enduring learning occurs when students choose to apply their new knowledge and skills to a real-world context and creativity To fostered through access to a variety of media;
- Student success is dependent upon the critical partnerships between home and school, where communication and collaboration are paramount;
- Promoting a culture of student driven, interdisciplinary projects will be the basis for creating civic minded, socially responsible community leaders;
- On-going assessment, reflection, and goal setting allow educators to tailor responsive, individualized instruction to meet the specific needs of a diverse student population;
- Co-curricular and extra-curricular activities for middle school students must balance the academic and social-emotional needs distinctive to adolescent learners;
- A culture of respect, acceptance, and understanding celebrates differences and serves as the foundation of our school community;
- Responsibility for the environment is accepted by immersing students in practical studies on conservation and global sustainability.

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

MS 442 serves approximately 32% students with special needs and 4% ELLs. While over 85% of students make growth on their AYP in math and ELA according to teacher-generated learning outcomes from state and Common Core standards, nearly 50% of these students are still scoring a level 3 or 4 on NYS math and ELA tests. These students need time in their day to receive additional support on mastering learning outcomes to help them to reach grade-level work.

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

The element of the Framework for Great Schools where MS 442 made the most progress this past year was in Rigorous Instruction. We’ve made great progress in individualizing instruction for a variety of learners. We were recognized as a Showcase School for “Supporting All Students through Innovative Instruction.” We strive to personalize learning for students by presenting them with purposeful challenging common core aligned curriculum.

While we feel we have made strides in all elements of the Framework for Great Schools we will continue to focus on Strong Family-Community Ties. We would like to increase interaction with families while providing a variety of opportunities to cooperate with the MS 442 faculty.
### School Demographics and Accountability Snapshot for 15K442

#### 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</td>
<td>229</td>
<td>No</td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>3</td>
<td>82</td>
</tr>
<tr>
<td># Special Classes (Math)</td>
<td># SETSS (Math)</td>
<td># Integrated Collaborative Teaching (Math)</td>
</tr>
<tr>
<td>N/A</td>
<td>1</td>
<td>61</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>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>11</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>% Attendance Rate</th>
<th>% Free Lunch</th>
<th>% Reduced Lunch</th>
<th>% Limited English Proficient</th>
<th>% Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>49.0%</td>
<td>93.8%</td>
<td>47.3%</td>
<td>2.1%</td>
<td>3.8%</td>
<td>38.5%</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>0.0%</td>
<td>20.9%</td>
<td>39.3%</td>
<td>5.4%</td>
<td>33.5%</td>
<td>0.8%</td>
</tr>
</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</th>
<th>% Teaching Out of Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.09</td>
<td>0</td>
<td>11%</td>
<td>30%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
</tr>
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<tbody>
<tr>
<td>54.9%</td>
<td>46.6%</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>N/A</th>
<th>Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17)</th>
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<tbody>
<tr>
<td></td>
<td>30%</td>
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</tbody>
</table>

#### Student Performance for High Schools (2016-17)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Global History Performance at levels 3 &amp; 4</td>
<td>US History Performance at Levels 3 &amp; 4</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>4 Year Graduation Rate</td>
<td>6 Year Graduation Rate (2011 Cohort)</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Regents Diploma w/ Advanced Designation</td>
<td>% ELA/Math Aspirational Performance Measures (2015-16)</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Reward</th>
<th>In Good Standing</th>
<th>Focus District</th>
<th>Priority School</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Recognition</td>
<td>Yes</td>
<td>Focus School Identified by a Focus District</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

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

##### Elementary/Middle School

| Met Adequate Yearly Progress (AYP) in ELA (2016-17) |
|-----------------------------------------------|--------------------------------------------------|
| American Indian or Alaska Native | N/A | Black or African American | YES |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | NO | Multi-Racial | N/A |
| Students with Disabilities | NO | Limited English Proficient | N/A |
| Economically Disadvantaged | NO | ALL STUDENTS | NO |

##### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

| Met Adequate Yearly Progress (AYP) in Mathematics (2016-17) |
|-----------------------------------------------|--------------------------------------------------|
| American Indian or Alaska Native | N/A | Black or African American | NO |
| Hispanic or Latino | NO | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | NO | Multi-Racial | N/A |
| Students with Disabilities | NO | Limited English Proficient | N/A |
| Economically Disadvantaged | NO | ALL STUDENTS | NO |

##### Met Adequate Yearly Progress (AYP) in Science (2016-17)

| Met Adequate Yearly Progress (AYP) in Science (2016-17) |
|-----------------------------------------------|--------------------------------------------------|
| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | NO | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | N/A | ALL STUDENTS | NO |

##### High School

| Met Adequate Yearly Progress (AYP) in ELA (2016-17) |
|-----------------------------------------------|--------------------------------------------------|
| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | N/A | ALL STUDENTS | N/A |

##### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

| Met Adequate Yearly Progress (AYP) in Mathematics (2016-17) |
|-----------------------------------------------|--------------------------------------------------|
| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | N/A | ALL STUDENTS | N/A |

##### Met Adequate Yearly Progress (AYP) in Graduation (2016-17)

| Met Adequate Yearly Progress (AYP) in Graduation (2016-17) |
|-----------------------------------------------|--------------------------------------------------|
| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | N/A | ALL STUDENTS | N/A |
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

- School leader, in collaboration with department heads, scheduled weekly department meeting and planning sessions to ensure appropriate Next-Generation-aligned instruction
- Teachers created Next-Generation aligned learning outcomes with corresponding indicators, regularly assist students for mastery of these learning outcome, and design rigorous learning tasks to meet the needs of individual students.
- Units are grounded in project based learning opportunities that allow for collaboration over different subject areas.
- Teachers make use of their professional periods to plan three formative assessments per unit, with the incorporation of technology in one of those assessments to enhance writing instruction.
- One of the three formative assessments for each unit will require students verbally express their ideas in forms of narration, video, voiceover, screencast, or other multimedia tool
- Based on data analysis, in conjunction with low-inference teacher intervisitation observations, we realize there is a need to improve student-to-student discourse across all curriculum areas with a point of contact in ELA to generate and push growth.
- Based on the 2016-2017 school NYSED school report card:
  - 6th Grade: 18 students with disabilities, 10 tested at a level 1 on the 3-8 ELA state exam, 5 students tested at a level 2, 3 students tested at a level 3, 0 students at a level 4.
  - 7th Grade: 18 students with disabilities, 4 tested at a level 1 on the 3-8 ELA state exam, 5 students tested at a level 2, 6 students with disabilities tested at a level 3, and 3 students tested at a level 4.
- Based on the 2016-2017 ELA State test results 47.5% of total students met state standards on state ELA test with an average score of 2.87 out of 4.5.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, 50% of students with disabilities, 50% of ELL students, and 75% of general education students will demonstrate growth toward mastery in Next Generation Speaking and Listening Standards, using three summative assessments per unit, with one of the three summative assessments requiring a verbal expression of ideas in forms of narratives, videos, voiceovers, or other multimedia tools.</td>
</tr>
</tbody>
</table>

2018-19 CEP
narration, video, voiceover, screencast, or other multimedia tool, as measured by students attaining a rating of "Meeting" or "Exceeding" that assess these standards viewed in our online teacher grade book.
### Activities/Strategies

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher</strong></td>
<td><strong>Student body</strong></td>
<td><strong>Literacy Coach 6th-8th grade ELA Team</strong></td>
</tr>
<tr>
<td><strong>Student</strong></td>
<td><strong>Student body</strong></td>
<td><strong>ELA Department, Literacy Coach, TCRWP support staff</strong></td>
</tr>
<tr>
<td><strong>Student</strong></td>
<td><strong>Student body</strong></td>
<td><strong>ELA Department, Literacy Coach, TCRWP support staff</strong></td>
</tr>
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<tr>
<td><strong>Student</strong></td>
<td><strong>Student body</strong></td>
<td><strong>ELA Department, Literacy Coach, TCRWP support staff</strong></td>
</tr>
</tbody>
</table>

#### 3b – Parent and Family Engagement

2018-19 CEP
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.

- Teachers include and incorporate parents into the writing and revision process through e-mail and google sharing documents. Parents and students can see, in real time, teacher feedback and comments based on students approaching/mastery of specific standards through the first writing assignment aligned to a unit of study.
- Teachers collect and organize a parent-information line of communication through email that addresses student learning and focuses on specific standards being taught. One email sent at the beginning of each unit to inform parents of standards, text/literature, and culminating assignments/projects.
- Parents will continue to be invited to viewing parties and celebration upon completion of summative speaking and listening projects.

Part 4 – Budget and Resource Alignment

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

Teachers in all content areas should continue to dedicate time for summative, written assessment in conjunction with their PBL. This means that a speaking and listening technology project in science class should accompany a written product by students evaluating or explaining said project. Most importantly, this written product is utilized in ELA classes (grades 6-8), evaluated using the same six writing learning outcomes teachers will use to also evaluate the benchmark assessments.

ELA teachers will decide on department-wide grading norms and utilize department time/coaching meetings to analyze data, normalize grading, and assess student work. Teachers should then develop an action plan to address student findings, highlight growth, and target deficiencies. ELA classrooms will be expected to leverage the ICT model to target student deficiencies and dedicate human capital small group speaking and listening support, in addition to the regularly-expected duties of the general education and special education teachers.

Teacher-generated mastery banks of video/screencasts, previous student mentor products, graphic organizers, templates, and rubrics will be shared and adapted across content areas to allow for continuity for student understanding. The ELA department head at 442 MUST ensure time and space for department-wide conversations around the evaluation of student work, the sharing of resources, and the norming of assessment.

Teachers will participate in intervisitation (learning walks) throughout October, November, December, February, March, and April with the expressed purpose of observing other core-content teaching methods and to identify areas of pedagogical consistency, pedagogical overlap, and opportunities for collaboration.

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>
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<tr>
<td><strong>X</strong></td>
<td></td>
<td><strong>X</strong></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2019, students and teachers will evaluate their growth toward mastery over the course of the first three units during the speaking and listening standards assessed on the verbal, summative assessment. Teachers will share in-house findings with department and grade team, and develop action plans for students who are struggling to show growth.

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

- Students will complete a series of four, ten-minute speaking and listening activities as an initial assessment throughout the month of October, before arranging flexible grouping based on student speaking and listening strengths and technology tool comfortability.
- Students will complete a minimum of 3 speaking and listening, visual assessments demonstrating growth toward mastery in Next-Generation speaking and listening standards (documentary/screencast/podcast/etc.)
- ELA teachers will complete a minimum of 4 intervisitation learning walks into ELA/Science/Technology classrooms to observe successful speaking and listening strategies in action. Other content-area teachers should visit an ELA/Science/Technology classroom at least one time over the course of the first semester.
- Teachers will implement a minimum of 2 full-period speaking and listening activities by January 2019, leading to student writing in an effort to support student dialogue, cognition and clarity of ideas.

**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?

Strengths

- Each student is assigned a mentor based on their needs (individual, pair, small group)
- Mentoring sessions are held weekly
- Online grading platform for tracking of mastery based grading, PBIS monitoring as well as the capability to set goals for students.
- Time is dedicated in staff and student schedules to allow for mentoring time.
- Students are receiving weekly feedback and support from an educator that helps to ensure they are progressing and meeting learning outcomes in class.
- Wediko Children's Service and NYC Well supported staff and students throughout the year in workshops.
- There is a need to increase the acceptance of all students for the skills and differences.

Needs

Based on 2017-18’s BDR report in our online school data tracking platform, 30% of all the BDRs written dealt with students negatively pointing out differences in each other as if differences are an un-welcomed in the school community.

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 April 2019, there will be a 20% decrease in anecdotal or Student loss of SWIPS due to lack of student acceptance of student differences.
### 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><strong>Activities/Strategies</strong></th>
<th><strong>Target Group(s)</strong></th>
<th><strong>Timeline</strong></th>
<th><strong>Key Personnel</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentoring Focus leader runs professional development opportunities for staff about how to help students make SMART goals and how to monitor student progress of their goals.</td>
<td>Staff</td>
<td>September 2018 – January 2019</td>
<td>Mentoring Facilitator</td>
</tr>
<tr>
<td>Conduct weekly lunch meetings, Beyond Differences Program. This is a time where students can have a safe space to work through any differences or issues they might have with each other.</td>
<td>Staff, Student Body</td>
<td>September 2018 – January 2019</td>
<td>Program Facilitator</td>
</tr>
<tr>
<td>GSA Lunchtime Club weekly meetings promote an environment where all are accepted. They discuss ways to bring the community together and voice any concerns they may have in our out of the school community.</td>
<td>Staff, Student</td>
<td>September 2018 – January 2019</td>
<td>Guidance Department, Staff Facilitators</td>
</tr>
<tr>
<td>Wediko Children Services works with staff and students to create culturally responsive atmosphere so that community members can feel safe and respected.</td>
<td>Staff, Outside Partners</td>
<td>September 2018 – January 2019</td>
<td>Wediko and Office of Wellness Support Staff</td>
</tr>
<tr>
<td>During mentoring/advisory periods students work in small groups to develop action plans to address not only academic goals but also behavioral goals. Our personalized School Wide Individual Point System provides students with a numerical indicator of their behavioral performance. Additionally, this weekly meeting time, can be used to address infractions through restorative justice practices.</td>
<td>Students with Disabilities</td>
<td>September 2018 – January 2019</td>
<td>Staff Mentors, Mentor Adviser, Deans and Administration</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

Families will have access to student behavioral information. They will also be informed on any workshops or activities being offered at school during the school day and as part of our after school program.
**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.

Professional development time will be set aside for staff to be trained on ensuring a supportive environment within each classroom, as well as providing strategies for staff when working with different groups of students. Additionally, teacher-led mentoring support group will be developed to support teachers who need more coaching.

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

| Title | X | Tax Levy | || | || | Title I SWP | || | || | Title I TA | || | || | Title II, Part A | || | || | Title III, Part A | || | || | Title III, Immigrant |
|-------|---|----------|------|---|---|---|--------|------|---|---|--------|------|---|---|---|---|---|---|---|---|---|
| X     |   | C4E      | || | || | 21st Century Grant | || | || | SIG | X | || | PTA Funded | || | || | In Kind | X | || | Other |

**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 December 1, 2018 at least 2 staff training will be used to promote acceptance of all students and GSA and Beyond Differences will each have conducted a minimum of 10 meetings.

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

Online Platform, The hive, will be used to track anecdotal and SWIP Count since parents, teachers, and administrators can see the goals set by the student. Additionally, attendance for professional development training and club attendance can be tracked.

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

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

**Part 1 – Needs Assessment**

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

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

#### Strengths
- Based on teacher feedback and student data of learning outcomes tracked in the HIVE, departments are updating and revising project based units to meet the diverse needs to 442 learners, including students with disabilities, ELLs, cultural differences, and students ready to exceed project requirements.
- Teachers design individual learning experiences for students. They meet them at the level they are at and create a plan for all students to access materials based on mastered learning outcomes in our online grading platform.
- Teachers provide opportunities for student choice in various aspects of their learning experience. Regarding culminating assessments of learning, teachers provide a menu (variety) of choices for student to demonstrate knowledge in particular unit of study.

#### Needs
- Teachers need a system that supports a collaborative, on-going learning community of teachers where teachers are learning and supporting each other to implement new strategies into their practice that meets the needs of all their students according to the school survey.

**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 (End of Year), teachers will work within departments to create a minimum of 5 culturally responsive projects to be implemented through the course of the school year.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff</strong></td>
<td>September 2018 January 2019</td>
<td>Principal, Assistant Principal, Department Heads</td>
</tr>
<tr>
<td><strong>Departments</strong></td>
<td>September 2018 January 2019</td>
<td>Science Department Head, Math Coach, and Literacy coach</td>
</tr>
<tr>
<td><strong>Staff and Students</strong></td>
<td>September 2018 January 2019</td>
<td>All teaching staff</td>
</tr>
<tr>
<td><strong>Parents</strong></td>
<td>September 2018 January 2019</td>
<td>Parent Coordinator</td>
</tr>
<tr>
<td><strong>Students with disabilities</strong></td>
<td>September 2018 June 2019</td>
<td>All teaching staff</td>
</tr>
</tbody>
</table>

- Professional Development time will be dedicated to the training of staff to design projects that are culturally responsive to the student population.
- Time during weekly department meetings will be schedules to allow for discussions of project types. This will also allow for ideas to be shared across different grade levels.
- Unit Projects will be conducted and refined throughout the year. Teachers will act responsively to the needs of the students within the classroom.
- Parents will be informed through class websites and news letters about unit projects for each class.
- Units of study in all subjects are ground in over arching project that seeks to engage students in real world application. These projects are tailored to not only meet the educational needs of all students, but to also provide student choice. Students can make these projects their own, and they are customized to meet their needs and choices.

### 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.

Distribution of monthly newsletter to inform parents strategies and resources for parents to support their child at home creating a bridge from school to home.
Part 4 – Budget and Resource Alignment

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

Inquiry half days, Monday professional development time and common planning periods will be dedicated to designing projects and analyzing results to make adjustments in the future.

**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><strong>X</strong></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
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<th>Title III, Part A</th>
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</thead>
<tbody>
<tr>
<td><strong>X</strong></td>
<td>C4E</td>
<td><strong>X</strong></td>
<td>21(^{st}) 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 January 15 of 2019 all staff will have designed, assign, and evaluate two culturally responsive projects.

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

Monitoring will be tracked through department meeting minutes and teacher lesson plans.

**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>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

Strengths

- While PD is offered in house, staff members are encouraged to take advantage of PD offered off premises as well. There are shared leadership roles that facilitate regular meetings where student work is analyzed. We have a team of social workers who facilitate workshops where the staff is given an opportunity to reflect on how they relate to their students. Our principal also provides the staff with time to develop inquiry work allowing them to dive deeply into their pedagogical practices.

Needs

- There is a need to better focus all of our different professional development types into cohesive goals throughout the year. The administration will work along department heads, coaches, and teacher leaders to aligning all professional development around one problem of practice to have the greatest impact to raise student achievement in all subjects areas.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, professional development of the school’s staff will have been tailored to the needs of staff through an ongoing and responsive professional development calendar, in addition to the mid-year survey, that addresses the adaptive challenges presented to teachers as evidence through increased in mastery data.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) 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>Academic Cabinet meets weekly to share out progress and / or growth area from each focus area. Based on this information members collaboratively make decisions about the needs and facilitation of professional development.</td>
<td>Staff</td>
<td>Weekly</td>
</tr>
<tr>
<td>Monday Professional Development Time- Department Leads, and Focus leaders conduct professional development opportunities based on: Literacy, Math, Science, Technology, Mastery and Mentoring Systems, ELL, ASD/Nest, and Special Education.</td>
<td>Staff</td>
<td>Weekly Every Monday: 2:20-3:30</td>
</tr>
<tr>
<td>Shared responsibility amongst staff in facilitating professional development with the implementation closely monitored for its impact on student population.</td>
<td>Staff</td>
<td>September 2018 January 2019</td>
</tr>
<tr>
<td>Teacher's College- Representatives of TCRWP work with all staff to improve on instruction of literacy in all subject areas.</td>
<td>Staff</td>
<td>September 2018 January 2019</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.

During PTA meeting staff members will share information about what is being discussed during PD time. Additionally, PD providers can join families during PTA meetings or Breakfast with the Principal to share ideas and information to allow families to continue the work at school.

### 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.
Professional Development Committee, Academic Cabinet team, weekly cabinet time, Teacher College staff developers, 1:1 student to tech ratio

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

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<td>SIG</td>
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<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 January 2019 staff will complete a survey detailing the effectiveness of the provided professional development as well as having the opportunity to ask for additional training.

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

Monitoring will be conducted through school survey. This information will be completed electronically and staff will have the option of completing the survey anonymously or not.

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

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

Part 1 – Needs Assessment

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

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

Strengths

- Parent coordinator, teachers and office staff ensure that there is regular weekly communication between school and family by phone, email or school designed online platform.
- Online grading platform and the Hive allows families and students to gauge an understanding of strengths and needs as well as opportunity to communicate concerns or set next steps.
- We work with various Extended Learning Opportunities to open the walls to the students learning experience: The Beam Center, Wediko Children Services, Consultant from Office of School Mental Health.
- We have a rejuvenated parent body and do many events to bring parents into the school to participate in Breakfast with the Principal events, view their children’s work during Project Expo, Partner with the PBIS team to organize events to build community etc.

Needs

- While we are a mastery based grading school there is a learning curve to understanding how this is different from a traditional grading model and the implications for each child. According to a 2018 family survey, over 50% of families expressed the need for more support in fulling understanding the shifts in understanding their student’s progress as well as how to support them to take advantage of mastery-based grading. When new families join our school community, it is imperative that they understand how the model works and its benefits to have the greatest impact on the achievement of their child.

Part 2 – Annual Goal

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

By the end of the 2018-2019 school year, MS442 will increase family participation in various school functions by 20% compared to 20117- 2018 school year by prioritizing training on Mastery Based Grading Practices for families.
**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>Increase Communication by conducting weekly robo calls, using social media, schoolwide mailing and handing out resources</td>
<td>Parent</td>
<td>September 2018 - January 2019</td>
<td>Parent Coordinator and PTA Exec Board</td>
</tr>
<tr>
<td>Staff created explanations of what mastery based grading means in different content areas and what to expect from student’s grades</td>
<td>Staff</td>
<td>September 2018 - January 2019</td>
<td>Department Heads, Teachers</td>
</tr>
<tr>
<td>Continue successful events to build community and offer family resources and tools. New events, such as celebrations through expansion of our arts program.</td>
<td>Parents and students</td>
<td>September 2018 - January 2019</td>
<td>Parent Coordinator, PTA, Administration</td>
</tr>
<tr>
<td>Secure more vendors and family resources at Parent teacher conferences and PTA meetings</td>
<td>Parents and students</td>
<td>September 2018 - January 2019</td>
<td>Parent Coordinator Mastery Focus Leader</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.

<table>
<thead>
<tr>
<th>Community Based Organizations</th>
<th>Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wediko Children’s Services</td>
<td></td>
</tr>
</tbody>
</table>

**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.

Students and Families will be trained in learning how to operate a new online grading platform. Webcasts, and videos will be designed for staff, student, and family use. Additional training sessions will be designed for parents new to mastery to best understand the system.

**Part 4b.** Indicate using an ‘X’ the fund source(s) that will be utilized to support achievement of the specified goal.
Part 5 – Progress Monitoring

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

By February of 2019, attendance at PTA activities will have increased by at least 10% of parents compared to the 2017-2018 attendance data.

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

PTA attendance information, School Survey Report, and follows and likes on Social Media

**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 (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Mastery Levels</td>
<td>LLI</td>
<td>1-1 Small group.</td>
<td>During the day, Saturday School</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Mastery Levels</td>
<td>Ready, IXL, Think Through Math</td>
<td>Small Group</td>
<td>During the day, After school, Saturday School</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Mastery Levels</td>
<td>Edmodo groups, Google Classroom</td>
<td>Small Group</td>
<td>During the day</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Mastery Levels</td>
<td>Literacy Infused</td>
<td>Small Group</td>
<td>During the day</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>Recommendation by the SIT Team and IEP Coordinator</td>
<td>Individualized Strategies dependent on student needs.</td>
<td>1-1 or small group</td>
<td>During the day, before school, after school</td>
</tr>
</tbody>
</table>
### Section 7: Support for Students in Temporary Housing (STH)

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

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


### Part A: FOR TITLE I SCHOOLS

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

   - As of June 2018, there are 7 students in temporary housing.

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

   - School will provide free school uniforms, school supplies and sponsor trips to allow for students to have all opportunities provided to students.

   - Additionally, Wediko Children Services social workers will have sessions scheduled with these students and can also be seen at risk.

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

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

   - N/A

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

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

Part 1: Title I Status

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

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

In order to be successful it is necessary to have a unified and dedicated staff. When determining needed positions administration and department heads work collaboratively to determine best candidates. Once positions are posted on the open market systems, resumes and reviewed by the hiring committee based on highly qualified criteria. Then perspective candidates and invited to interview and conduct a demo lesson. Potential employees are told of the high standards upheld by the school and the necessary level of dedication needed to successfully guide our population.

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 is responsive to staff and students needs. The professional development team collaborates with administration to bring the staff professional development to guide teacher practice. Outside support from Teachers College, Teacher Leadership Team, Mastery Collaborative, and Apple will help support staff development needs in teaching writing, implementing engaging and rigour instruction through PBL and technology integration to differentiate for needs of students. Paraprofessionals participate in weekly subject department meetings to discuss and inquire new ways to support students in their classrooms. Paraprofessionals also have access to meet with the school's technology coach to develop ways to use technology in their role to support their students mastery of CCLS.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

A group of staff chosen by teachers and administration collaborate together by making use of known student data to determine appropriate multiple assessment measures.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>117,949.00</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>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>0</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
Explanation/Background:

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

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

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

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

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

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

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)  
*(Required for All Title I Schools)*

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

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

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

---

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

<table>
<thead>
<tr>
<th><strong>Support for Parents and Family Members of Title I Students</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Carroll Gardens School for Innovation</strong> will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;

- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; |
● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

**Parental Involvement and School Quality**

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

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

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

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

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

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference by October 30, 2018.
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Brooklyn</td>
<td>442</td>
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</tbody>
</table>

School Name: Carroll Gardens School for Innovation

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
<th>Coach</th>
<th>Assistant Coach</th>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>School Counselor</th>
<th>Teacher/Subject Area</th>
<th>Parent</th>
<th>Related-Service Provider</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noreen Mills</td>
<td>Jason James</td>
<td>Allyson Nussarr/ELA</td>
<td>Lisa Genduso/Math</td>
<td>Susan Oh/ ENL Teacher</td>
<td>Monserrate Aviles-Hodges</td>
<td>Chris Howard/ Social Studies</td>
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<tr>
<td>Coach</td>
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<td>ENL Teacher</td>
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<td>Lisa Genduso/Math</td>
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<td>Susan Oh/ ENL Teacher</td>
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<td>School Counselor</td>
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<tr>
<td>Nora Green/ IEP Teacher</td>
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<td>Parent Coordinator</td>
<td>Gina Keller</td>
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C. Teacher Qualifications

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

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>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]</th>
<th>Number of special education teachers with bilingual extensions</th>
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<tbody>
<tr>
<td>0</td>
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D. Student Demographics

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
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<tbody>
<tr>
<td>Transitional bilingual education program</td>
<td>☐</td>
<td>☑</td>
<td></td>
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<tr>
<td>(TBE)</td>
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<tr>
<td>Dual language program</td>
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<td>☑</td>
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<tr>
<td>(DL)</td>
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<td></td>
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<tr>
<td>Freestanding ENL</td>
<td>☐</td>
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Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<th>7</th>
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<tr>
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Part III: Assessment Analysis

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

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

The following formative assessments are used to guide instructional planning for our ELLs:

- New York State Identification Test For English Language Learners (NYSITELL)
- SPANISH LAB (where applicable)
- New York State English as a Second Language Achievement Test (NYSESLAT)
- NYC Periodic Assessments for ELLs - Fall and Spring (6-8)
- NYC ELA Periodic Assessments - Fall, mid-year and Spring (6-8)

- Teacher’s College Reading and Writing Workshop Program (TCRWP) Running Records
Initially, we examine the NYSITELL, SPANISH LAB, and/or NYSESLAT scores and other formal New York State and New York City assessments, along with the Teacher’s College Comprehension and Decoding Literacy Assessments, to get an early impression of our ELLs language skills in all areas of learning. The data indicates that most students are at an Expanding or Commanding progression level in the Speaking and Listening modalities, but Entering through Expanding levels for Reading and Writing in English. Therefore the main focus and goals of our ENL program is to foster stronger literacy skills, strategies with content area vocabulary development and to teach social and academic language in unison. TC reading assessments have shown that long multi-syllabic words are challenging for our ELLs to acquire, interfering with full reading comprehension. Discreet teaching of units with a focus on prefixes and suffixes, other vocabulary learning skills, and grammar/mechanics topics has shown to be beneficial with improved fluency and comprehension.

2. What structures do you have in place to support this effort?
   The ELL Coordinator consults with school leadership, academic coach and grade team leaders to provide initial data and most up to date ELL student info so that proper programming/scheduling of students can be completed. All teachers work to support this effort continuously by setting goals and monthly targets to ensure that these formative assessments are integrated in planning to drive instruction for the school year. Towards the end of the school year (early June), each grade team collaborates and builds a framework for the pacing calendars for the upcoming school year and forms the units for the grade curriculum and assessments to be administered. The ENL teacher is part of every grade meeting and works collaboratively to plan for the upcoming academic school year. Our school also schedules weekly small group intensive academic support sessions for all students. When necessary, ELLs receive additional RTI/AIS support classes with literacy support specialists (N.Green).

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?
   Twice a year, in the Fall and Spring, ELL periodic assessments are used to identify baseline, progress and areas of need. The Fall ELL periodic assessment are used to identify baseline info as well as any progress since the Spring's NYSESLAT and ELA/MATH results. The Spring ELL periodic assessments are used to assess progress as well as targeted areas of need. For the ELL population at MS 442, there is a strong urgency to support more of the reading and writing skills of the current ELL population in all grades. ELLs are also administered the baseline ELA periodic assessments (fall, mid-year and spring).

   These are the number of last year’s MS442 students receiving Commanding level (2 of 11) or Expanding level (5 of 11) scores on the 2017 NYSESLAT. Our explicit instruction in ENL, ELA, and other Content areas for Reading and Writing skills and other key strategies has helped improve ENL student performance across the grades in all areas of learning.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   MS 442 has the following structures in place to address interventions once the summative data has been gathered:
   • All students have “intensive” classes as part of their schedule each week to address any intervention needs. These classes are small group learning dynamics dependent on the needs of the students. Grouping changes throughout the year based on needs.
   • The school offers teacher-student mentoring programs throughout the year to address academic and social/emotional needs of students.
   • Additional ENL sessions scheduled for ELLs (up to 6 week scheduling upon review) should there be a need for interventions.

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.]
   Paste response to question here: 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]).

MS 442 uses the following outcome assessments to evaluate and inform our ELL program:
- New York State English as a Second Language Achievement Test (NYSELAT)
- ELA
- MATH

On the Spring 2017 NYSELAT one 6th grade student, and one of the 7th grade student were proficient in all areas of the NYSELAT with a Commanding level score. All of our last year's ENL students, 4 are Newcomer ELLs, 7 achieved an equivalent Expanding or Commanding level score for the Speaking test. About half (4 out of 9) of last year's students' Listening scores appear to be in the Expanding level range across the grades. The areas that need the most support is in reading and writing. Most of the ELLs tested at Emerging to Transitioning in reading and writing.

For the SPANISH LAB or NYSITELL results from the past 3 years our Newcomers have reading and writing skills that are not on grade level in their native language. Some have some proficiency with their listening skills but no productive speaking skills based on the 0 score in that modality. All the other scores were zeros or close to it across the modalities except for one student who scored at the Emerging level.

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

The ELL Coordinator/ENL teacher disseminates data findings to administration, school coach, and content area teachers of all the identified ELLs in the building. It is a comprehensive written document that outlines, students' stats, assessment results in each modality, overall progression levels and brief academic history/bio. The ELL Coordinator/ENL Teacher works with administration on programming based on the results of the findings/assessments to ensure that the best programming is implemented for the ELLs at the school.

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.

   Once all identification and parent choice surveys are processed and completed, the ELLs are programmed/scheduled in the ENL program which is currently the only program selection at MS 442. We have a small population of ELLs. For the 2016-17 school year, there was an average of 13 ELLs (4 at a Commanding progression level) in grades 6 to 8. The ENL program with 100% of instruction in English in an all ICT model where each class on the grade (each grade has 3 classes) has 1 certified general education teacher and 1 certified Special education teacher. Currently, the ELL students are grouped heterogeneously according to grade level and class during both stand-alone and/or integrated ENL services depending on progression levels. During the 2017-18 school year, ELL students were grouped homogeneously during stand-alone sessions for example, Entering (Newcomer) level students were grouped together during stand-alone sessions so we were able provide ample opportunities to develop vocabulary building, automaticity, and fluency skills for social and situational speaking in a lesser affective, small group setting. As per CR Part 154 those students at the Entering level receive 360 minutes of ENL support (180 min stand-alone / 180 min integrated) and instruction. Those students identified at an Emerging progression level receive 360 minutes of ENL support (90 min stand-alone / 180 min of integrated, and 90 min of stand-alone or integrated) and instruction. Those students with a Transitional progression level will receive 180 minutes of ENL support (90 min integrated / 90 min of either stand-alone or integrated) and instruction. Those students with an Expanding progression level receive...
180 minutes of ENL with all 180 minutes with integrated ENL instruction. Those students with a Commanding progression level receive 90 minutes of integrated ENL instruction per week.

b. TBE program. If applicable.
Paste response to questions here: n/a

c. DL program. If applicable.
Paste response to questions here: 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)?

   Currently, MS 442 has a Freestanding ENL program, therefore 100% of instruction is in English. With Newcomers, many classroom teachers will allow some native language use as a foundational support while the ELL student is acculturating into a new learning environment and country but besides that, it is explicit ENL instruction in English. The ELL Coordinator/ENL teacher and school leadership work closely to implement the ENL program into the school's core curriculum. Also, there is collaborative work and consultations with the programming director (L. Genduso) to ensure mandated instructional ENL service minutes are met.

   As indicated by the Spring 2017 NYSESLAT scores our ELLs identified at the Entering and Emerging progression levels will receive 360 minutes per week of ENL services (180 min integrated and 180 min of standalone). The Transitioning and Expanding progression level students will receive 180 minutes of ENL service (integrated). The Commanding progression level students will be provided with 90 minutes of ENL service per week (integrated). Students demonstrating an Expanding level will receive 180 minutes of integrated ESL instruction. The school follows the mandated instructional ENL service requirements per CR Part 154 based on assessed progression levels. The ELL Coordinator programs and schedules ENL services for all of the identified ELLs in the building and works with the school leadership team to ensure that the mandated number of instructional minutes is provided according to proficiency levels in our ENL program model.

   All ENL newcomers have four stand-alone sessions and/or four integrated ENL periods a week with additional one-to-one periods in the first month to transition them into a new learning environment. Commanding level students are the only ELLs who have two integrated ENL periods per week. Each current ENL student also attends six small group Intensive periods a week, with ENL and/or other content area teachers, to comply with CR Part 154 mandates. All ENL students receive 8 full 46 minute periods of ELA instruction 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.

Core content is delivered in English only in the ENL program model at MS 442. Instruction is provided during literacy lessons using ENL techniques, strategies and tools using the TCRWP model - Balanced Literacy Program and aligned with the Common Core Standards. Math and other content areas are differentiated for ELLs using ENL strategies and methods. Scaffolding consists of, but is not limited to: bilingual glossaries/dictionaries, interactive word walls, charts, graphs, manipulatives, and picture supported materials to teach vocabulary; strategy charts related to current units of study; various textbooks and trade books related to the experiences and interests of middle school grade learners, and inquiry based interdisciplinary projects to enable students to transfer key skills and concepts. ENL instruction also targets Common Core academic vocabulary and concepts to help make the challenging content more comprehensible. The Math and Science curriculum includes discreet literacy classes for targeted content area vocabulary development specifically with ELLs in mind. In addition, the ENL teacher, S. Oh, provides integrated services during Technology, ELA, Science and Social Studies classes to support the students' class work and assist them in meeting the academic demands adhering to the CCLS framework. The ENL teacher collaborates with the content area teachers in modifying the project based curriculum to contextualize the content of each unit. The texts and main teaching materials for the projects of each unit (mainly ELA, Science and Technology) are used during stand-alone sessions as a foundation to align the ENL curriculum with the school's curriculum. Each of those content area classrooms have
been provided with bilingual glossaries for native language support for those ELLs who need it. Also, each ELL has a laptop provided throughout the school day so that they can apply various English language acquisition tools to complete their projects and assignments. ENL instruction is provided using an eclectic mix of materials including student produced materials, their independent reading books in English and native language (when applicable), materials derived from the main classroom curricula (scaffolding concepts for ELLs and special needs students), various pedagogical resources, such as English at our Command, Language Power, New York ELLs, and many Internet sources, for discrete topics in grammar, vocabulary (social/academic language) development, Imagine Learning (literacy software program for ELLs) and the Wilson program for some of our ELLs with special needs.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
MS 442 has an ENL program to offer ELLs as a language support service at this time. The school uses the SPANISH LAB (for those ELLs who have Spanish as a home language) to evaluate home language literacy skills initially. This formal assessment of Spanish literacy skills is administered within the first 10 days of school entrance administered by the ENL teacher, S. Oh and proficient Spanish speaker (usually M. Aviles-Hodges - Bilingual Guidance Counselor or R. Daley - Spanish Teacher) who have been trained to administer with a proctor such assessments. Besides the SPANISH LAB, the school does not evaluate ELLs in their home language throughout the year. Currently we do not have a TBE or Dual Language program.

Should there be a need to evaluate home language other than Spanish for an ELL, the ELL’s initial evaluation of Native language skills is done through an formal interview by the ELL Coordinator/ENL teacher, S. Oh, with parent along with other staff members fluent in those languages (as available in-house) such as M. Aviles-Hodges in Spanish, support from school leadership and with the support of the DOE offices such as the Translation and Interpretation Services. Formal evaluation of English language proficiency is provided by the ENL teacher using the NYSITELL for Newcomers within the first 10 days of their entrance to school and the NYSESLAT for continuing ENL students.

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

Based on the 2017 NYSESLAT results:
There is a total of 11 ENL students.
The breakdown is as follows:
0 = SIFE (technically no SIFE), 4 = Newcomers, 7 = ELLs in years 4-6, 0 Long Term ELLs.
Out of these numbers, 4 are Special Education ELLs.
   a. SIFE STUDENTS: These students will be provided the full range of academic based intervention services once initial assessment levels in main content areas are reviewed. Based on their needs SIFE students would be offered the following outside of their ENL instructional time. Differentiated instruction and support will be implemented during intensive-small group instructional time, Mentoring sessions, Lunchtime clubs, Afterschool tutoring and clubs, Saturday school sessions, and other small group sessions, with additional opportunities planned using the technological support of the Imagine Learning ELL literacy software program on the computer and Books-on-Tape or CDs for audible support for leveled books, Fountas and Pinnell Levelled Literacy Intervention books series for reading comprehension and academic vocabulary development, New York Ready books targeting Math and ELA vocabulary, strategies, and skills. IPads and laptops are used throughout the school day for all content area classes to provide access to language learning tools/materials and provide visual support. An individual needs assessment will be made and a creation of a targeted intervention plan will be implemented with a focus on reading, writing, math, and other necessary content area components.
   b. NEWCOMER STUDENTS: These students are provided extra support by scheduling additional sessions of ENL services as Newcomers to support their acculturation into the school learning environment once their needs are assessed. The range of language acquisition support is scheduled during, differentiated intensive-small group instructional time, lunchtime clubs, Afterschool tutoring and club sessions, Saturday school sessions and other targeted small group sessions, with additional
opportunities planned using the technological support of the Imagine Learning literacy software program for ELLs on the computer, books-on-CDs or on-line for audible support for leveled books. Ipads and laptops are used for access to language acquisition tools/materials and visual support. Newcomers meet in additional small groups for Intensive and Mentoring sessions at least 5 times a week with ENL and/or ELA and other content area teachers. Work includes vocabulary (social and academic language) building, automaticity, and fluency skills, along with ELL Guided Reading and sight word development using the "1000 Most Common Words in the English Language" list, Fountas and Pinnell Literacy Intervention books, and appropriate level texts to help build comprehension skills. Word-to-word glossaries are available for use in the content area classrooms for added support. The students are also encouraged to participate and join all school based activities and WEDIKO (after school organization) to increase their opportunities for language usage and development.

c. DEVELOPING ELLS: Once ELL student data is assessed, instruction is differentiated in various ways for developing ELLs such as heterogeneous/homogeneous grouping, differentiated graphic organizers (varies by project/lesson/activity), access to bilingual glossaries and dictionaries and collaborative peer project leads and mentoring sessions. Since they are provided with a combination of stand-alone and/or integrated ENL services to support their work in the content areas, the ENL teacher collaborates with the content area teachers to differentiate instruction such as: vocabulary associated with the Common Core curriculum; prefix and suffix work to help decipher longer, more complex words in their reading; idioms study for reading comprehension; writing persuasive passages using text evidence; writing descriptive passages; small group sessions to continue development of receptive and expressive oral fluency and automaticity. These ELLs are also provided a full range of AIS services during Lunchtime, Intensive small group, Mentoring groups, Afterschool, and Saturday school. Technology, such as CDs, IPADs, and laptops, are available for audio and visual supports. Intensive small group enrichment and Mentoring sessions 5 times a week with ENL, ELA and content area teachers.

d. LongTerm ELLs: These students will be targeted for additional ENL and AIS services during mandated Intensive small group, Lunchtime, Mentoring, After school, and Saturday school sessions. Currently, half of our Long term ELLs have special needs with scaffolding and differentiated instruction planning on-going across the content areas. This is a team effort by ENL, ELA, Special education teachers, and Content area teachers meeting weekly to ensure these students meet language and content area goals. Some may receive targeted individual reading comprehension development sessions with the Supporting Adolescent Literacy program specialist, Ms. N. Green, to develop the necessary strategies and skills.

e. Former ELLs up to two years after exiting ELL status:

Those students who have achieved a Commanding score on the Spring 2017 NYSESLAT exams will continue to receive 90 minutes of ENL supports per week for the next two years, and continue to receive ELL modifications (time and a half, and third readings on listening passages) on all New York State assessments for the next two years., through the Spring of 2019. They continue to participate in all ELL targeted AIS and Intensive small group enrichment activities.

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?

MS 442 school is an ICT model school with both a content area and special education teacher in every classroom with the exception of Music, Art, Spanish and Gym. For ELLs with special needs we use various pedagogical resources such as English at our Command, Reading Rewards, Great Leaps, and other Wilson program materials, Fountas and Pinnell Levelled Literacy Intervention program, Books-on-CD to provide audio support, along with internet sources on IPADs and laptops to provide visual support, for acceleration of English language development with ELL-SWDs. Discrete strategies and skill are taught along with content area vocabulary to accelerate language development and are charted on Word Walls and bulletin boards in each of the classrooms to ensure accessibility at all times for those students who need the visual support. To provide access to academic content in the content area classrooms we use a combination of scaffolding, bridging, and contextualization, with graphic supports such as charts, graphs, pictures, and photos, using IPADs and laptops for internet sources and translation support into native languages for those who need it. Grade level content area classroom materials are used, with differentiation and scaffolding, to ensure accessibility to grade level and Common Core curriculum. They are targeted during Lunchtime, Intensive small group, Mentoring, After school, and for other small group enrichment with ENL, ELA, and Special Education teachers. Scaffolding of content area subjects is an on-going team effort of ENL, ELA, Content area, and Special Education teachers through grades meetings, discipline meetings, and inquiry work. Differentiated instruction of the Common Core Standards and Danielson Framework for ELLs with special needs will be implemented throughout the year. Related services providers (Speech, OT and Counseling related services) both push-in and pull-out of the content area classrooms ELL-SWD's to provide mandated services.
7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The program model used throughout MS 442 is an ICT program. Students with IEPs are placed in ICT classrooms as mandated by their IEPs. General Education students’ families choose to send their children to our school knowing that this is an ICT model school. Therefore all students are placed in ICT classes. Those ELLs with disabilities are provided with non-disabled peer models in every class for a least restrictive environment. ENL students are provided with non-ENL peers to model grade and age level vocabulary to help attain academic and non-academic English proficiency. ENL is taught at MS 442 with both integrated and stand alone services to allow for a flexible, least restrictive environment. Some curricula and instructional needs require push-in, whole group-general class attendance with ENL scaffolding occurring in the class. Other topics and curricula needs require pull-out small group instruction, occurring in the ENL room (shared RM 245), to develop and attain English proficiency.

All school programs, curricular and non-curricular, are available to all our students including the ELL-SWDs, to ensure they achieve their IEP goals, both social and academic, in the least restrictive environments. All students at MS 442, including ELL-SWDs, are grouped in various whole groups for content area classes and small groups for Intensive small group, Mentoring, WEDIKO, and After school clubs (sports, music, science, computer, theatre, etc.) to enable diverse groupings, including ELL-SWDs with their non-disabled peers.

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.

Literacy is taught using ENL techniques and tools aligned with the Balanced Literacy Reader’s and Writer’s Workshop Program. Math and other content areas are scaffolded for ELLs using ENL strategies and methods. Scaffolding consists of, but is not limited to: bilingual dictionaries, interactive word walls, charts, graphs, and pictures to each vocabulary; strategy charts related to current units of study; textbooks and trade books related to the experiences and interests of adolescent learners; and inquiry based interdisciplinary projects to enable students to transfer key skills and concepts. Mentoring and Advisory sessions meet weekly. To meet the needs of our ELL and ELL special education students our ELLs subgroups worked with ENL, ELA, Content Area, and Special education specialists, working on vocabulary building, automaticity, and fluency skills for social and situational speaking (Newcomers), ELL guided Reading and sight-word development with the Dolch “1000 Most Common Words in the English Language” to build comprehension skills, and strategies and skills to ELA, Math, Social Studies, and Science for grade specific and Common Core content. In school, After school, and Saturday school test prep for all NYS exams/assessments (ELA, Math, Science, Social Studies) is provided and available to all students, including ENL and former ELL students.

The regular classroom texts and lab books (Math, Social Studies, Science) are used during push-in sessions for content areas. Each of those content area classrooms have been provided with the Spanish version of the texts (Math, Social Studies, Science) along with Department of Education Word-to-Word Glossaries for content area subjects (Math, Science, Social Studies) in Spanish, French, and Arabic. Classroom leveled books for ELA are available and students can have access to computers for translated materials in Spanish, French, or Arabic for audio and visual native language supports. Translation by paraprofessionals and other pedagogues is available in Spanish for native language support. AIS services are also available during Lunchtime help and After school classes for all content areas, individually and in small group, over the course of the year. Other aspects of our program are designed to ensure that ELLs will meet or exceed New York City and State standards. These supports include teachers actively scaffolding instruction, integrating elements of Teacher’s College Literacy curricula, the Connected Mathematics Project3 (CMP), and the Common Core Curriculum, and participating in professional development with considerations for ELLs. Staff Professional Development meetings are held each Monday, as per the DOE/UFT contract, with consultants, to assess student needs and abilities, collaboratively plan instruction, explore professional materials, and conduct school-wide needs assessments, including instruction for all MS 442 teachers on how to scaffold and differentiate instruction for ELLs. Grade meetings occur weekly to collaboratively plan and discuss individual student needs and include how to assist ELLs as they transition from one school level to another. We implemented a series of Inquiry Team meetings and workshops involving all staff members to examine and address these special needs, and to aid development of differentiated instruction. On-going Professional Development workshops are conducted at the BFSC and DELLS events for ENL teachers on
the SIOP model, NYSESLAT and CR Part 154 changes, and for the Parent Coordinator and the secretaries to address the needs of our ELLs and their families, including the latest changes in available services. Workshops, such as "Navigating the High School Application Process for ELLs", and the latest changes in services in the Translation and Interpretation Unit information are made available for the Guidance Counselors.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
This year we have developed a new program of Intensive small groups targeting a specific subset of skills and strategies matched to student needs. Our ELLs meet in Intensive small group meetings 5 times each week with ENL, content area, and special education teachers. This year we are continuing small group Mentoring sessions weekly, and daily Lunchtime support to meet the needs of our ELLs. This year we are continuing our Inquiry Team meetings and workshops involving all staff members to examine and address these special needs, and to aid development of differentiated instruction. We are implementing the Common Core Standards curriculum using the Danielson Domains and examining how, when, and where they reflect the needs of ELLs. We are continuing to examine multiple assessment approaches for the ELLs in alignment with our Mastery Based grading curriculum.

10. If you had a bilingual program, what was the reason you closed it?
We have discontinued our daily Extended Day AIS classes for targeted content area vocabulary development specifically with ELLs in mind. Through our on-going Inquiry work we discovered that it was more effective, with better results, to teach this vocabulary in context, within the regular content area class. We discontinued individual mentoring sessions in favor of small group to afford the Newcomers and newly transferred ELLs maximum oral language development opportunities.

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

Updated with changes in September 2017:
The ENL program provides a teaching and learning environment that promotes equitable opportunities, respecting and celebrating the diversity of our students, staff, and community. The program meets the academic, physical, social and emotional needs of our ELL students. We have WEDIKO children's services on-site to support the social emotional needs of our ELLs. During our school day we offer all students, including our ELLs, the following services, supports and interventions: Intensive small group remediation in literacy, mathematics and science; family workshops on how best to support student success in content areas and with homework; life skills interventions, WEDIKO Children's services (our affiliated CCO). Homework Help; inter-mural sports teams (soccer, basketball, track, softball, volleyball, running, flag football); the school musical (performance, stage crew, media); instrumental music (violins, winds, drums, guitar); Yearbook, art portfolio preparation group; Excelerated math - Algebra, BEAM - hands-on technology, and specialized high school test prep. This year additional After school clubs include Video Games Technology, Low-Tech Gaming, Yearbook, Yoga, Circus Arts, and small Press Club. Also available to our ELLs are supplemental services such as Lunchtime Help, Saturday classes, and other AIS type sessions. Written notifications are sent home, in English and home languages, informing the parents of the availability of these services to all students, including ELLs.
Homeroom teachers announce all curricular and extracurricular programs to all students, including ELLs, and written notifications are sent home in English, Spanish, and Chinese, to all students, including ELLs, about all extracurricular activities that require parental consent. Curricular services occurring during the regular school day, such as Intensive small group and Mentoring are assigned by administration to ensure all students, including ELLs, are included. WEDIKO and other After school activities are specifically recommended to ENL students and their families via written notifications (in English and translation) to ensure their inclusion and participation in the MS 442 community.
Currently ELLs participate in these After school activities: WEDIKO (6 ELL students), Accelerated Math and Science (3 ELL students), the SHSAT prep class (4 ELL students), Art portfolio (1 ELL), Language in Play, Circus Arts, instrumental music (4 ELLs) (violins, winds, drums, guitar), sports (8 ELLs)(soccer, flag football, basketball, track), and GSA group. ELLs also participated in Robotics and the school musical.

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.
ENL is taught using an eclectic mix of materials including student produced materials, their independent reading books, materials derived from the regular classroom curricula (scaffolded for ELLs and special needs students), various pedagogical resources, such as English at Our Command, Rewards - reading program, and many internet sources, for discrete topics in grammar, vocabulary development, and Guided reading using the Fountas and Pinnell Levelled Literacy Intervention program for reading comprehension and vocabulary development, and Words Their Way for some of our ELLs with special needs. Technological support is provided to Newcomers with iPADS and laptops using Google Translate and the Imagine Learning language program on computer and is available for all ELLs through the use of online Books (Imagine Learning program) to audibly support the independent reading books. Some grade level books are available in Spanish, French, and Arabic versions. Content area texts and materials are scaffolded for ELLs. In addition, there are Spanish versions of the text available in the classrooms with some available on-line in translation or using Google Translate. Internet sourced materials can also be used in translation where available. DOE Word-to-Word Glossaries are available in Spanish, Arabic, and French for the content areas.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
MS 442 recognizes the importance of native language support in developing English proficiency. We offer native language support, when necessary, and have continued to build a library of bilingual and native language books in Spanish, French, and Arabic, and access to online translated books, which are made available to ELL students and their parents. Each of the content area classrooms have Spanish versions of the texts and there are DOE Word-to-Word Glossaries in each of the content area classes in Spanish, Arabic, and Chinese. The Freestanding ENL program offers 100% of instruction in English with occasional modelling in native languages (with the support of a proficient educational paraprofessional or classroom teacher).

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
Until Spring 2013 the Writing portion of the NYSESLAT required a different type of essay to be written according to the ages and grade band-widths of the students. In the 7th & 8th grade exam the essay was a compare and contrast essay requiring a minimum of 4 to 5 paragraphs. The 5th & 6th grade band required a different type of essay, not compare and contrast, often about the environment, ecology, or conservation, usually requiring a 3 paragraph essay. In 2014 the format changed to align with the Common Core curriculum. They included 2 writing assignments for all students grades 3-12. They were a short descriptive paragraph based on a photograph, and a fact-based or data-based essay based on at least 2 pieces of content area articles or graphs and charts, from which they need to illicit information, draw conclusions, make inferences, etc. In 2015 they changed the NYSESLAT formate again from the Reading portion of that day’s exam. Our ENL classes will continue to work towards scaffolding and supporting the Common Core curriculum for all our ELLs, grades 6 through 8, with continued practice of data-based work. In an ICT model - the school curriculum is planned by all teachers with ELLs, Special Education students, and ELL-SWDs in mind. The ENL teacher plans with content area teachers to modify, scaffold and contextualize content area materials. Technology such as iPADS/Laptops (Imagine Learning program), translated learning materials, Google Translate, and other Internet sources that are used for auditory and visual support to ensure that all curriculum is made comprehensible based upon ELLs’ ages, grade and progression levels.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
ENL is taught using an eclectic mix of materials including student produced materials, their independent reading books, materials derived from the regular classroom curricula (scaffolded for ELLs and special needs students), various pedagogical resources, such as English at Our Command, Reading Rewards, and many internet sources, for discrete topics in grammar, vocabulary development, and Guided reading using the Fountas and Pinnell Levelled Literacy Intervention program for reading comprehension and vocabulary development, as well as Words Our Way for some of our ELLs with special needs. Technological support is provided to Newcomers with iPADS and laptops using Google Translate and the Imagine Learning language program on computer and is available for all ELLs through the use of translated on-line books to audibly support the independent reading books. Some grade level books are available in Spanish, French, and Arabic versions. Content area texts and materials are scaffolded for ELLs. In addition, there are Spanish versions of the text available in the classrooms with some available on-line in translation or using Google Translate. Internet sourced materials can also be used in translation where available. DOE Word-to-Word Glossaries are available in Spanish, Arabic, and French for the content areas.

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).
MS 442 schedules orientations in August for all new students and their families, including ELLs and their parents, with translation available in Spanish, French, Italian, and Arabic. These orientations are conducted by the Parent Coordinator, Gina Keller, Monserrate Aviles-Hodges, Bilingual Guidance Counselor, and the administrators (N. Mills and J. James). Students are encouraged to join our After school clubs and activities, school sports teams, and WEDIKO After school program, to integrate into the MS 442 community. All ELLs, including new ELLs, participate in intensive small group and Mentoring groups with ENL, content area, and/or special education teachers. In addition, new ELLs are encouraged to join all of the school and after school activities that are planned at the start of the school year (sports, arts, theater, music, tech etc.).

17. What language electives are offered to ELLs?
Currently, Spanish language classes are continuing to be offered to all our students on a twice-weekly basis. This is not an elective.

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)?

Paste response to question here: 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?

All pedagogical staff members work monthly with our consultant, Cornelius Minor, from Teacher’s College, to ensure teachers receive support in scaffolding the Literacy (TC) curriculum for our ELLs and in differentiating instruction for our ELLs with special needs. In addition teachers attend workshops at Teachers College on various topics including supporting work with ELLs and on ELLs meeting the Common Core Standards. Other aspects of our program are designed to ensure that ELLs will meet or exceed New York City and State standards. These supports include teachers actively scaffolding instruction, integrating elements of Teachers’ College Literacy curricula, Math support, Tech support and the Common Core Curriculum with ongoing support from the TC Literacy Coach, AIS and Curriculum (ELA, Math, Science, Social Studies) Coordinators, Allyson Nussar, ELA Coach, and Lisa Genduso, Math Coach, and by participating in professional development with considerations for ELLs. Staff planning meetings are held each week, along with inquiry half days each month, to assess student needs and abilities, collaboratively plan instruction, explore professional materials, and conduct school-wide needs assessments, including instruction for all MS 442 teachers on how to scaffold the Common Core curriculum and differentiate instruction for ELLs in all the content areas. Some of the TC workshops our teachers will attend this year include: Tool kits for Supporting Diverse Learners, Small Group Work that can really Move Readers, Teaching into Text Complexity, Academic Language, Learn from National Think Tank on Supporting ELLs, Building 6-8 grade Non-Fiction Skills with Informational Texts for ELA, Social Studies, and Science, and Preparing for Middle School exams for students with targeted needs. In addition, staff members participate in various off-site professional development sessions to support our work with ELLs. The ENL teachers attended workshops at: the Network for NYSESLAT and CR Part 154 changes; Using the SIOP Model with ELLs; at Teacher’s College on supporting ELLs; and at New York University and Fordham’s R-BERN division, to support our work with the ELLs.

Mandated professional development requirements, according to CR Part 154.2, include 15% total hours of ELL-specific PDs for all teachers and 50% of total hours of ELL-specific PDs for ENL teachers. Therefore, all pedagogical staff members will work monthly with our consultants, Cornelius Minor, from Teacher’s College, to ensure teachers receive support in scaffolding the Balanced Literacy curriculum for our ELLs and in differentiating instruction for our ELLs with special needs. Other aspects of our
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.

Grade meetings occur weekly to collaboratively plan and discuss individual student needs and include how to assist ELLs as they transition from one school level to another. Our Guidance Counselors, Monserrate Aviles-Hodges and LaShawn Ford, attend several High School processing workshops, including the "Navigating the High School Application for ELLs" workshop, each year, to learn about the new High Schools and find out about the latest changes in the application process. They attend a workshop on the SEMS website for the High school enrollment process. They then turn-key the information to all our 8th grade students and their parents at a series of four 8th grade parent meetings. These meetings are given on a Saturday afternoon in November, during the day, and several evenings in November, to ensure maximum student and parental participation. They meet individually with all 8th graders and with our ELL parents to aid them in the process and teach them how to navigate the website and give support during the HS application process. Ms Aviles-Hodges translates for the Spanish speaking parents when necessary.

A minimum of 15% of the required professional development hours for all teachers will be dedicated to language acquisition including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. ENL teacher will dedicate 50% or more of required professional development hours to language acquisition in alignment with core content area instruction including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs.

Staff members participate in various off-site professional development sessions to support our work with ELLs. For our NEST Program, which includes ELLs, currently 2/3 of all staff members including administration, coaches, guidance, teachers including Speech & ENL, Occupational, counselors and paraprofessionals, have attended ASD workshops at New York University and Hunter College to better support these students. On-going professional development for this program includes additional workshops off-site and on-site with visiting consultants including specific workshops on ELLs in the NEST and weekly Case Conferencing.

As per the DOE/UFT contract each Monday full-staff Professional Development sessions include how to scaffold the Common Core curriculum and differentiate instruction for ELLs in all content areas. Work with consultants to assess student needs and abilities, collaboratively plan instruction, and explore professional materials with ELLs in mind. In addition ENL teachers have attended workshops at the Network including a series of workshops on Using the SIOP model with ELLs, NYSESLAT format and scoring changes, and CR - Part 154 changes. ENL and other teachers also attend off-site workshops at Teachers College for developing academic and Common Core language, strategies, and skills with middle school students including ELLs.

On-going Professional Development workshops are conducted at the Region for the Parent Coordinator, the paraprofessionals, and the secretaries to address the needs of our ELLs and their families, including the latest changes in available services. They attend various workshops where, among other things, the use of Translation and Interpretation Services Unit information is explained. Secretaries participate in PDs and workshops at the Region and Central that include ATS training for: pupil accounting for admitting, discharging, and transferring students, including ELLs; admission routines pertaining to ELLs such as HLIS, medical, busing, and residency requirements, and accessing the DOE Translation and Interpretation services. Records of staff attended PDs and other workshops, including those pertaining to ELLs, are maintained by school administration. The administration will maintain an "ELL Folder of Critical Documents" for all ELL related documents including a list of PDs.
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?

As per the DOE/UFT contract, Tuesday afternoons are set aside for Parental Involvement. Parent meetings are made on an individual basis with Content area, Special Education, and ENL teachers, for all students, including ELL students, as need arises, to discuss individual student goals, student progress in language development, language proficiency assessment results, and language development needs in all content areas. Translation and Interpretation Services are available for assistance with translation in Spanish and Arabic. Spanish translation is provided by pedagogical staff members. There is at least one ELL parent engagement meeting scheduled each year which is outside of the mandated parent-teacher conferences.

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

MS 442 schedules orientations in September for all new parents, including ELL parents, conducted by the Parent Coordinator, Gina Keller. These sessions include equal access to our ELL parents with native language translation materials and staff interpreters, currently available in Spanish and French. For other languages, the school uses the DOE Translation and Interpretation Services will be contacted if other languages are needed. We (ENL teacher, Guidance Counselors, Parent Coordinator) also schedule orientations in the Fall for the families of new ELLs, with translation available in Spanish, French, and Arabic, and during the school year, when necessary to familiarize them with the New York State standards, various New York State assessments, including the ELA, Math, Science, NYSESLAT and New York State Regents exams, school expectations, and general program requirements for our ELLs. Translation is made available by staff in Spanish, French, and Italian based on parental needs assessment surveys completed by ELLs families at the start of the school year. DOE Translation and Interpretation Services are contacted for assistance with other languages. The ENL teacher and Parent Coordinator also participate in the School Curriculum Night and Parent-Teacher Conference Days and Nights for the purpose of school - family collaboration. We offer bi-monthly "Breakfast with the Principal" events for parents to come in to receive info on school on-goings and pertinent middle school news.

In addition, families of ELL students are invited by written notifications in English, Spanish, and Arabic, and welcome to attend all Parent-Teacher Association meetings throughout the year. Translation is available upon request and based on needs assessment surveys. On-going parent workshops are held to address various issues and concerns as they arise. The following sessions are scheduled annually to assist parents with supporting their children: September: General Orientation and Parent/Student Handbook Overview; November: Assessments, Standards, and Report Cards; January: Supporting Students at Home; March: Monitoring Student Progress; and May: Promotional Criteria.

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:
## Part V: ELL Identification Attestation

### Principal Certification

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

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</tr>
<tr>
<td>Chris Howard/Social Studies</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Nora Green/IEP Teacher</td>
<td>Teacher/Subject Area</td>
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<td>1/1/01</td>
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<tr>
<td>Allyson Nussarr/ELA</td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td>Lisa Genduso/MATH</td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td>Monserrate Aviles-Hodges</td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>n/a</td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>n/a</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>n/a</td>
<td>Other ______</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td>n/a</td>
<td>Other ______</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td>n/a</td>
<td>Other ______</td>
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<td>1/1/01</td>
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</tbody>
</table>
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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</table>

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

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

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

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

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

At the beginning of each academic year any new student entering the New York City school system for the first time completes the HLIS form as part of the Registration packet. On part 3 of the HLIS the parents indicate their preferred language(s) for oral and written communications with the school and teachers. Also a Parent Needs Assessment Survey and the DOE Blues Cards are distributed to every student’s home inquiring about preferred oral and written communications. ATS reports (REXH, RLAT, RLER) are also examined to determine which students are ELLs or former ELLs and which language(s) are listed as their home language(s). Once the Parent Surveys and Blue cards are returned to the school the information is turn-keyed to the SLT, who compile a Needs Assessment for the school. Then the information is disseminated to the entire staff so all pedagogues, service providers, paraprofessionals, office personnel, and administrative personnel are aware of the parental needs of their student's families for translation.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our needs assessment survey shows that this year of our 220 students, Spanish speaking parents (19) and Chinese speaking parents (5) requested translation of written documents and oral interpretation. All of our Arabic speaking parents requested oral and written communications in English. In 6th grade, one family prefers communication in Spanish in 601. Parents of 3 students speak Spanish in 602 and require written communications in Spanish. In 7th grade, parents of 3 students speak and want written communications in Spanish in 702. In 703, parents of one student speak Spanish. They require written communications in Spanish. One family only speaks, reads, and writes in Mandarin. One family speaks, reads and writes both Arabic and English. They communicate with the school in English. In 802 two families speak, read and write Mandarin. Two families speak, read and write both Arabic and English and communicate with the school in English. One family communicates in Spanish. In 803, two families preferred communication is in Spanish.</td>
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</table>
Chinese. One family communicates in Spanish.

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

Part B: Communications Calendar & Language Services

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

<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>All DOE communications (HLIS, Parent Brochures, Entitlement letters, Continued Entitlement letters, Non-Entitlement/Transition letters, etc.) already come translated and are provided each year to ELL parents in the appropriate and requested languages, such as, Spanish, Chinese, Arabic, French, and English. There are distributed in the first two weeks of school. The New York State ELA, Math, Science, and Regents exams' notifications come translated from the DOE in all appropriate languages. These are sent in late March or early April. The school's Handbook, which is distributed in September, and Newsletters are available monthly on the school website in English with a translation button for all appropriate languages. Parent -Teacher conference announcements, Afterschool program information, and other written notifications are provided in English with appropriate translations available based on the parent requests. Notifications about PTA meetings are sent out the week before the meetings each month with the appropriate translations. Meetings are scheduled on October 15, October 29, November 16, December 21,</td>
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</table>
January 25, February 22, April 18, May 9, and May 23. In addition, meetings are announced on the school website, with appropriate translations available. A parent meeting is scheduled March 14 about testing and parents will be notified on the website and by flyer, with translations in Spanish, Arabic, and Chinese. Translations will be requested from the Translation and Interpretation Services unit for these notifications and interpretation services will be provided.

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>Formal face-to-face meetings with parents occur during Curriculum Night (September 16), Parent Teacher conferences (Nov.18, March 16, and May 11), PTA meetings (September-General Orientation, Nov.- Assessments, Standards, and Report Cards, Jan.- Supporting Students at Home, March-Monitoring Student Progress, May- Promotional Criteria), Graduation, and Parent Involvement meetings (Tuesdays afternoons- as per the contract) with immediate oral translation available from pedagogical and non-pedagogical staff members in Spanish or Italian. For any parent calling in, or coming in, for information about their child, immediate oral translation is available from pedagogical and non-pedagogical staff members in Spanish and Italian. Also on-site, in our co-location school, there are staff members who are available for Arabic translation. Other languages requested are translated using the DOE Translation and Interpretation Services unit for on-site or telephone assistance.</td>
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</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.)

Along with the Needs Assessment Survey letter and DOE Bluecards that are distributed during the first week of school to notify and inquire about the parental language preferences, at the entrance to the school’s offices are the New York City DOE Welcome Poster in 10 languages inquiring if you need translation service. In the school’s offices are the NYC DOE Translation and Interpretation Unit Available Languages poster listing 32 languages available for translation along with their phone number for both staff and parents use.

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?

At our Curriculum Night our Parent Coordinator, Edward Castro, greeted all the parents and inquired about any translation services needed. At our first PTA meeting of the school year the parent coordinator will distribute a survey to the parents inquiring about their satisfaction with the availability of translation services at the school.