2018-19
COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001): 06M052
School Name: J.H.S. 052 INWOOD
Principal: LUPE LEON
Comprehensive Educational Plan (CEP) Outline

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### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Harold O. Levy School 52</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>06M052</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>06M052</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>6-8</td>
</tr>
<tr>
<td>School Address:</td>
<td>650 Academy Street New York, NY 10034</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>212-567-9162</td>
</tr>
<tr>
<td>Fax:</td>
<td>212-942-4952</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Ms. Lupe León</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:lleon@schools.nyc.gov">lleon@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Ms. Lupe León</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Mr. Zachariah Plotkin</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Susana Ramos</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Mr. Zachariah Plotkin</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>N/A</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>Inwood Community Center - Luis Cabrera</td>
</tr>
</tbody>
</table>

### District Information

| Geographical District: | 06 |
| Superintendent: | Mr. Manuel Ramirez |
| Superintendent’s Office Address: | 4360 Broadway New York, NY 10033 |
| Superintendent’s Email Address: | MRamire4@schools.nyc.gov |
| Phone Number: | 917.521.3757 |
| Fax: | 917.521.3797 |

### Field Support Center (FSC)

| FSC: | Manhattan |
| Executive Director: | Yuet M. Chu |

2018-19 CEP
Executive Director’s Office Address: 333 7th Avenue – 8th floor
Executive Director’s Email Address: YChu@schools.nyc.gov
Phone Number: 646.470.0721
Fax: 917.339.1765
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with Chancellor’s Regulation A-655, available on the New York City Department of Education (NYCDOE) website.

Directions:
1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Lupe León</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Mr. Zachariah Plotkin</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Ms. Susana Ramos</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Edward Perez</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Brendalis Lugo</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></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></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>Brandon Sabogal</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Bernadette Caro</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Miosotis Moronta</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Gabriela Ramos</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
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<td>---------------------------------------------</td>
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</tr>
<tr>
<td>Clara Sosa</td>
<td>Member/ Parent</td>
<td></td>
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<td></td>
<td>Member/</td>
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<td>Member/</td>
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<td>Member/</td>
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</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

The Quality Review and the Framework for Great Schools

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

**NYCDOE’s Quality Review (QR)**

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

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

**School Quality Guide**

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

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

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

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

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

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

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our vision is to inspire all students, parents and educators to become active and reflective participants in a community of learners. We aim to provide a safe and nurturing environment that empowers students to become responsible citizens. Through meaningful collaboration and the purposeful use of technology, students will develop the skills necessary to engage in a demanding and ever changing global society.</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.

Harold O. Levy a middle school with 262 students across grades 6, 7 and 8. The student population comprises of 95% Hispanic, 3% Black, 1% White and 1% other students. 44% of students are English Language Learners (ELLs) and 25% are special education students. Boys account for 52% of the population enrolled and girls account for 48%. The average attendance rate for the 2017-18 school year was 94.4%.

To ensure our students are receiving the best education possible, we ensure there are ongoing opportunities for our school community members to collaborate and feel supported, no matter their role. To better serve our teachers, we are part of several DOE-initiatives aimed at developing and elevating their instructional practices and leadership skills, both in and out of the classroom. One initiative includes the Teacher Incentive Fund (TIF) Program. Under TIF, our school has 1 Peer Collaborative Teachers (PCTs) and 1 Model Teacher (MT). Together, this team works to:

- develop as leaders by planning & facilitating learning activities for their colleagues;
- support colleagues to improve instructional practices and student learning aligned to Framework for Teaching;
- serve as a laboratory/model classroom as a resource for colleagues.

Another initiative is the District Charter Collaborative (DCC). Under DCC, we have a team of teachers that will work with a mix of public and charter schools on a learning focus area. The purpose of this team’s work is to:

- develop inter-school collaborative learning opportunities;
- build capacity to share best practices and strengthen existing ones;
- support teacher growth & leadership.

The work of each of these initiatives is also aligned to our school’s instructional focus: Formative Assessment to Support Student Learning. We aim to ensure that lessons include thoughtfully planned assessments that are aligned
to learning outcomes and activities and provide teachers with information to adjust instruction to support student needs, as necessary.

To support our parents, our Parent Coordinator organizes monthly parent workshops to build relationships with and foster communication between the school and our students’ home. In these meetings, we will share pertinent information with parents relating to curriculum & instruction, safety and Chancellor’s Regulations. Topics of discussion include, but are not limited to: NY State exams, high school application process, and adolescent development. Essentially, our collaboration with parents intends to build a mutually supportive environment that reinforces high expectations of academic success and strengthens ties between community and school.

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

As students enter the Harold O. Levy School 52, they are not only beginning their middle school careers, but are also embarking on a period of complex personal transformation. Our ENL students face the additional challenge of navigating these changes in a new environment while learning a new language. Given that 28% of our population are ENLs and 37% are former ENLs, attending to the needs of our second language population is a priority area for us at Harold O. Levy 52. Each year, we analyze the data from state exams and diagnostic assessments to uncover specific student needs that will help us to support them in meeting both language and content objectives throughout the year.

One support is the creation of ENL units. The unit topic is: Immigrant/Migrant Stories and Experiences and its purpose is to provide students the opportunity to connect their own experiences with those of other cultures. Readings focus on cultural identity, immigration, gender roles and assimilation. Essentially these units provide students with the opportunity to develop their English skills across modalities using concepts with which they are familiar.

Another support for our ENL population is programming. All students in the Transitional Bilingual Education (TBE) program are programmed into 1 of 3 ungraded ESL classes: newly arrived/Entering proficiency level, Emerging proficiency level, and Transitioning proficiency level. NYSESLAT scores, Home Language Identification Survey and the New York State Identification Test determine the level of proficiency of the students. The purpose of the ungraded classes is to provide support to students learning English at their level.

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.

In the past year, we have made significant progress in 2 key elements of the Framework for Great Schools: Supportive Environment and Collaborative Teachers. As evidenced by our Quality Review, we have instilled structures and systems that support a culture of high expectations and collaboration among staff and families to ensure their understanding of and accountability for expectations, especially those linked to the Common Core Learning Standards. Further, school leaders consistently communicate high expectations to all staff members and these school-wide expectations are not only aligned to one another, but also to the Danielson Framework for Teaching. In addition, families are provided with information about expectations for their children and supported in learning how to help their children succeed in meeting these expectations. We plan to continue refining this strength to ensure that our school maintains a positive tone and is a place where collaboration, community involvement and academic achievement are interdependent and valued.
Moving forward, our key focus area for this year is *Rigorous Instruction*. While we have solid curricula across departments, we must ensure that what was designed within each unit is implemented in the classroom in a way that challenges student thinking. Our Professional Learning Plan (PLP) was designed with this in mind: to support teachers in making the necessary shifts in their pedagogy that will enhance their instructional practice and lead to improved student outcomes.
## School Demographics and Accountability Snapshot for 06M052

### School Configuration (2018-19)
- **Grade Configuration**: 06,07,08
- **Total Enrollment (2017-18)**: 267
- **SIG Recipient (Y/N)**: No

### English Language Learner Programs (2018-19)
- **Transitional Bilingual**: YES
- **Dual Language**: N/A
- **Self-Contained English as a Second Language**: N/A

### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 29
- **# SETSS (ELA)**: 13
- **# Integrated Collaborative Teaching (ELA)**: 39
- **Types and Number of Special Classes (2018-19)**: # Visual Arts, # Music, # Dance, # CTE

### Potential Assistance Plan for Elementary and Middle Schools (2018-19)
- **Student Performance for Elementary and Middle Schools**: (Y/N)
- **Local Assistance Plan Recognition**: 2015-16

### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 0.7%
- **% Black or African American**: 3.4%
- **% Hispanic or Latino**: 94.8%
- **% Asian or Native Hawaiian/Pacific Islander**: 0.0%
- **% White**: 0.7%
- **% Multi-Racial**: 1.1%

### Student Performance for High Schools (2016-17)
- **ELA Performance at levels 3 & 4**: 23.8%
- **Mathematics Performance at levels 3 & 4**: 11.8%
- **Science Performance at levels 3 & 4 (4th Grade)**: N/A
- **Science Performance at levels 3 & 4 (8th Grade)**: 42%

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

#### Elementary/Middle School

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>White</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>NO</td>
<td>N/A</td>
<td>NO</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>NO</td>
<td>N/A</td>
<td>NO</td>
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</tbody>
</table>

#### High School

<table>
<thead>
<tr>
<th>Group</th>
<th>Met Adequate Yearly Progress (AYP) in ELA (2016-17)</th>
<th>Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)</th>
<th>Met Adequate Yearly Progress (AYP) in Graduation (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
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<td>N/A</td>
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<tr>
<td>White</td>
<td>N/A</td>
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<td>N/A</td>
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<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Economically Disadvantaged</td>
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<td>N/A</td>
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</table>

## School Staff (2015-16)

<table>
<thead>
<tr>
<th>Personnel (2015-16)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Years Principal Assigned to School (2018-19)</td>
<td>4.1</td>
</tr>
<tr>
<td>% of Teachers with No Valid Teaching Certificate</td>
<td>0%</td>
</tr>
<tr>
<td>% Teaching with Fewer Than 3 Years of Experience</td>
<td>9%</td>
</tr>
<tr>
<td>ELA Performance at levels 3 &amp; 4</td>
<td>23.8%</td>
</tr>
<tr>
<td>Mathematics Performance at levels 3 &amp; 4</td>
<td>11.8%</td>
</tr>
<tr>
<td>Science Performance at levels 3 &amp; 4 (4th Grade)</td>
<td>N/A</td>
</tr>
<tr>
<td>Science Performance at levels 3 &amp; 4 (8th Grade)</td>
<td>42%</td>
</tr>
<tr>
<td>Science Performance at levels 3 &amp; 4 (4th Grade)</td>
<td>N/A</td>
</tr>
<tr>
<td>Science Performance at levels 3 &amp; 4 (8th Grade)</td>
<td>42%</td>
</tr>
</tbody>
</table>

## Overall NYSED Accountability Status (2018-19)

- **Reward**: No Recognition
- **In Good Standing**: Yes
- **Focus District**: No Focus School Identified by a Focus District
- **Priority School**: No Focus Subgroups
- **N/A**

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2018-19 CEP
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

**Strengths:**

As evidenced by our most recent QR (2016-17) & PPO Feedback (2017-2018):

Curriculum is aligned to the Common Core Learning Standards and academic tasks emphasize rigorous habits and higher-order skills. CCLS-aligned lessons and units are coherent across grades providing for a consistent experience for students as they move through the school. Opportunities to develop higher-order skills are also evident across the curriculum in all grades and subjects.

Teaching practices are aligned to the school’s belief that students learn best when they are involved in discussions. This is evident across classrooms as students engage in interactive lessons that promote dialogue and participation so that all learners can produce meaningful work products and have the opportunity to demonstrate and deepen their higher-order thinking skills.

Teaching strategies provide multiple entry points for students to engage in tasks that demonstrate higher-order thinking skills.

School goals are aligned with school needs and are addressed through our professional learning plan.

Teachers are engaged in ongoing professional learning activities that include weekly PLC meetings (3x per week by content), weekly professional development during Monday 80 minutes PD time, and cycles of interclass visitations.

**NEED:**

According 2017 –2018 PPO feedback next steps, we need to, "Ensure the consistency of instructional expectations, such as providing student actionable feedback and differentiation meets the needs of all learners."

In order to achieve we must focus on ensuring teachers regularly check for understanding within their lessons and adjust their teaching according to the needs of their learners. We will utilize professional learning time to support teachers in learning how to use data to inform instruction to differentiate their instruction and provide meaningful, actionable feedback to students.
### Part 2 – Annual Goal

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

To improve student performance in mathematics by June 2019, students in grades 6-8 will show progress in Mathematics indicated by a 10% decrease of level 1 students on the 2019 State Math Assessments. Math level 1 students will decrease from 57% in 2018 to 47% in 2019.
## Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

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

## Target Group(s)

**Who will be targeted?**

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Teachers</td>
<td>Cycle 1: 09/25/18 - 11/05/18</td>
<td>School Leaders, Mrs. Caro, ELA Coach &amp; Mr. Pasco, Math Coach</td>
</tr>
<tr>
<td></td>
<td>Cycle 2: 11/13/18 - 12/18/18</td>
<td>Mr. Sabogal, Data Specialist</td>
</tr>
<tr>
<td></td>
<td>Cycle 3: 01/10/18 - 2/01/18</td>
<td></td>
</tr>
<tr>
<td>All teachers of EBS</td>
<td>MONTHLY</td>
<td>Ms. Gil, Bilingual Coordinator</td>
</tr>
</tbody>
</table>

## Formative Assessment PD:

Teachers will engage in three, tiered cycles of PD focused on using formative assessments to support student learning. Cycle 1 will focus on checks for understanding & verbal feedback, Cycle 2 will focus on using data to inform planning & providing clear feedback to students, and Cycle 3 will focus on building independence through peer and self-assessment practices. Teachers needing additional support will engage in extended cycles before moving on.

## Professional Learning for teachers of ENLs:

Teachers will learn to effectively interpret and utilize data to support students in the English as a New Language (ENL) programs. They will learn the difference between programs, interpret ELL data, use ELL data to group students, inform instruction, and monitor progress, and use a variety of ESL strategies to support students in gaining access to both language and content.
### Data PD:
Teachers will engage in cycles of PD focused on data analysis during content PLC meetings. The data specialist will provide teachers with support in analyzing results from state test scores and Performance Series assessments in order to set and monitor learning targets. Coaches/department leaders will support teachers in using protocols to look at student work collaboratively in order to assess progress and inform instruction.

<table>
<thead>
<tr>
<th>Cycle</th>
<th>Dates</th>
<th>Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cycle 1</td>
<td>09/25/18 - 10/13/18</td>
<td>Mr. Sabogal, Data Specialist</td>
</tr>
<tr>
<td>Cycle 2</td>
<td>01/29/19 - 02/09/19</td>
<td></td>
</tr>
<tr>
<td>Cycle 3</td>
<td>05/14/19 - 05/25/19</td>
<td></td>
</tr>
</tbody>
</table>

### Parent and Family Engagement

**3b – Parent and Family Engagement**

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

Teachers will offer workshops to share with parents how they use assessments to determine student strengths and areas for improvement and design lessons to meet their needs. They will also share resources available to parents that will help them regularly monitor their child’s progress. Finally, they will share resources available to parents and students, as well as how parents can support their children at home to better prepare them for daily class activities and annual state exams.

Workshop dates are:

- September 2018
- November 2018
- January 2019
- February 2019
- May 2019

### 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.
Weekly Professional Development sessions (Monday 80 minutes after school) and weekly content PLCs, scheduled into teachers’ regular programs, will be utilized to support teachers in exploring a variety of instructional strategies around formative assessment practices. Instructional Cabinet members will meet monthly to plan PD and per session will be paid, where necessary, for this planning time.

**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>Fund Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Levy</td>
</tr>
<tr>
<td>Title I SWP</td>
</tr>
<tr>
<td>Title I TA</td>
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<tr>
<td>Title II, Part A</td>
</tr>
<tr>
<td>Title III, Part A</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
</tr>
<tr>
<td>C4E</td>
</tr>
<tr>
<td>21st Century Grant</td>
</tr>
<tr>
<td>SIG</td>
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<tr>
<td>PTA Funded</td>
</tr>
<tr>
<td>In Kind</td>
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<tr>
<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 end of February 2019, at least 13% of students will show an increase of one rubric proficiency level along the Harold O. Levy School 52 CCLS-aligned Writing Rubric.

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

- Writing tasks will be administered 3x/year: Baseline – September; Midpoint – January; Final – June.
- Progress will be measured using the Harold O. Levy School 52 CCLS-aligned Writing Rubric.

**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

<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>
</table>

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:**

As evidenced by our most recent QR (2016-17) & PPO Feedback (2016-17):

School leaders and staff consistently communicate high expectations to students and their families. There is a culture for learning and students are being prepared for the next level. In addition, families understand student progress towards high expectations and families and faculty support students as they work towards achieving those expectations.

PLC time is utilized to support the academic growth of students and teachers continue to engage in cycles of professional learning focused on improving pedagogical skills.

**NEED:**

According to 2016-17 QR feedback, although there are many supports available to help students academically, we need to provide additional social-emotional supports to students. We believe it will not only improve their academic abilities, but also create a more positive school culture by allowing greater student voice in decision-making, as well as increase attendance.

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—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.</th>
</tr>
</thead>
</table>

By June 2019 the Harold O. Levy School 52 will improve school culture and foster a healthy and supportive environment for students & teachers with a focus on training teachers on how to support students when they are upset. This will be measured by an increase of students who agree with the statement that "teachers support them when they are upset, (Q3e)" from 63% in 2018 to 73% in 2019, on the NYC school survey.
Part 3a – Action Plan

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

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

Target Group(s) Who will be targeted?
Timeline What is the start and end date?
Key Personnel Who is responsible for implementing and overseeing the activity/strategy?

As a staff, we will establish a culture for learning that communicates high expectations for all and support to meet goals & expectations through PLC meetings. The advisory program overview will be shared, explained, and connected to our school culture on the first PD Day and training will be provided at weekly grade-level PLC meetings. The advisory team will review protocols and supports for dealing with students who have behavioral or emotional escalations.

Teachers 09/06/17 & 1x/month starting week of 09/18/17 Mr. Velazquez, Advisor Ms. Mendez, Guidance Counselor

Advisory for Students: Students will engage in learning about self-awareness, self-regulation and their ability to articulate positive plans for their future. They will also learn how to contribute to a positive school environment by developing better communication and team-building skills.

Students Weekly Mr. Velazquez, Advisor

Leadership Training for Students: Selected students will engage in learning about leadership, team-building skills and increase their self-awareness through the Ambassadors Program.

Students Monthly Mr. Velazquez, Advisor

By the end of February 2019, a school-wide survey on school environment will be distributed to students. At least 78% of all teachers will demonstrate positive responses on receiving supports for the social-emotional section in the NYC School Survey.

Teachers Annually Mr. Velazquez, Advisor Mr. Sabogal Data Specialist

3b – Parent and Family Engagement

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

The Parent Coordinator will provide monthly workshops for parents on a variety of topics to build relationships with and foster communication between between home and school.

Date: Monthly

Facilitators: Ms. Vasquez, Parent Coordinator
High School Parent Workshop:

Parents will participate in a workshop, both informational and hands-on regarding the high school application process, including high school fair information and individualized attention regarding applications. 6th and 7th grade parents will receive information regarding academic standards and other promotional requirements needed for high schools prior to the 8th grade.

Date: October 17, 2018

Facilitator: Ms. Mendez, Guidance Counselor & Subject Teachers

SEL Parent Workshop:

Parents will be provided with important information on adolescent development and the supports available for students through Harold O. Levy 52 and community organizations. They will also learn ways to support their children in building strong social-emotional health at home.

Date: December 19, 2018

Facilitators: Mr. Velazquez, Advisor & Ms. Mendez, Guidance Counselor

Reflection & Feedback Session:

Parents will have the opportunity to discuss and share thoughts about Harold O. Levy 52, including our curricula and academic policies, and the school’s culture and environment. Feedback will be used in decisions regarding school improvements.

Date: March 7, 2019

Facilitators: Mr. Velazquez, Advisor & Ms. Vasquez, Parent Coordinator

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**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.

The Advisor's periods are part of the teacher’s regular program and the teacher will be meeting with other teachers to identify students in need and discuss strategies & progress during regularly scheduled weekly grade-level PLC meetings. Any special trips or rewards will be paid for by tax levy monies. Tax levy monies were used to pay for per session hours needed to work on the advisory curriculum during the summer. Tax levy monies will be used for a reduced program for the advisory teacher.

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

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

2018-19 CEP
### Part 5 – Progress Monitoring

<table>
<thead>
<tr>
<th><strong>Part 5a.</strong> 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• By the end of February 2019, attendance will have increased by 0.5% from 94.4% to 94.9%.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part 5b.</strong> Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Attendance records;</td>
</tr>
<tr>
<td>• Student reflection forms;</td>
</tr>
<tr>
<td>• Student surveys &amp; feedback</td>
</tr>
</tbody>
</table>

| **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:

As evidenced by our most recent QR (2016-17) & PPO Feedback (2016-17):

The school prioritizes teacher collaboration as a driving force behind improving instruction.

Therefore, all teachers are programmed to participate in 4 PLC meetings per week: 3 content level and 1 grade-level.

The first PLC meeting of the year introduces teachers to the instructional focus and the school-wide goals.

All subsequent meetings are aligned to these outcomes.

Each PLC has a facilitator to guide the team through the day’s agenda and manage time, and a recorder to capture the minutes. All PLC meetings follow a clear structure: 1) review minutes from the previous meeting; 2) address/discuss new items on the agenda for that day; 3) identify immediate concerns or requests for support from administrators; and 4) create the agenda for the next meeting.

Content-level PLCs focus on instruction and academic work, such as analyzing student data, collaborative lesson planning, and refining units of study. Grade-Level PLCs focus on social-emotional learning and support, such as improving classroom culture, increasing attendance, and promoting positive behaviors and opportunities for student collaboration.

The school is also a member of the NYC DOE’s Learning Partners Program (LPP). Through this initiative, our selected LPP team has the opportunity to regularly collaborative with other schools in the program to share best practices and solve common problems. The team both hosts and attends visits with their partner schools and the learning/information gained during visits is shared with the Harold O. Levy 52 staff during PLC meetings.
Further, this initiative affords the school 2 Model Teacher positions. Model Teachers use their classrooms to serve as lab classrooms to support the professional growth of their colleagues and are utilized as a resource to demonstrate effective teaching practices.

NEED

Although we have made improvements in pedagogy, our 2016-17 QR & 2017-2018 PPO Feedback, as well as findings recorded in ADVANCE, indicate that the school must continue to focus on pedagogy. Therefore, we plan to use our structures for collaboration to ensure teachers use shared time to analyze student data and use it to plan lessons together. Specifically, the focus will be on alignment between learning outcomes, activities and assessments within the lesson.

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, 100% of teachers will participate in peer collaboration by participating in at least two cycles of lesson labs. We will measure success of this initiative through peer feedback in PLC meetings, professional development workshops, inter-visitations, and also through increased performance on their teacher observations in the Advance system.
### 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 Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Teachers</td>
<td>3x/Week</td>
<td>Mr. Pasco, Math Coach</td>
</tr>
<tr>
<td>ELA Teachers</td>
<td>during Content PLCs</td>
<td>Mrs. Caro, ELA Coach</td>
</tr>
<tr>
<td>Math Teachers</td>
<td>Cycle 1:</td>
<td></td>
</tr>
<tr>
<td>ELA Teachers</td>
<td>10/16/18</td>
<td>Mr. Pasco, Math Coach</td>
</tr>
<tr>
<td></td>
<td>10/23/18</td>
<td>Mrs. Caro, ELA Coach</td>
</tr>
<tr>
<td></td>
<td>10/30/18</td>
<td></td>
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<tr>
<td></td>
<td>Cycle 2:</td>
<td></td>
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<td></td>
<td>12/04/18</td>
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<td></td>
<td>12/11/18</td>
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<td></td>
<td>12/18/18</td>
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<tr>
<td></td>
<td>Cycle 3: TBD</td>
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</tr>
</tbody>
</table>

**Lesson Lab PD:** Teachers will work in small teams to collaboratively plan a lesson. First, teams will focus on understanding & identifying the components of a quality lesson, followed by designing a lesson that includes clear objectives, activities & assessments aligned to that objective, opportunities for student collaboration, and meaningful work products. Teachers will visit one another during the lesson & take low-inference notes on what is seen/heard. Teams then look at student work products together and engage in professional conversation focused on instructional practices and student learning.

| Math Teachers   | Cycle 1:  |
| ELA Teachers    | 10/16/18 |
|                 | 10/23/18 |
|                 | 10/30/18 |
|                 | Cycle 2:  |
|                 | 12/04/18 |
|                 | 12/11/18 |
|                 | 12/18/18 |
|                 | Cycle 3: TBD |

**Utilize Looking at Student Work Protocol:** Grade teams will use the Rounds or ATLAS Protocol to look at student work together. They will look for patterns & trends and share strategies for meeting student needs.

<table>
<thead>
<tr>
<th>All Teachers</th>
<th>1x/Week in content PLCs</th>
<th>Mr. Pasco, Math Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mrs. Caro, ELA Coach</td>
</tr>
</tbody>
</table>

| n/a | n/a | n/a | n/a |
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.

Math teachers will offer workshops for parents to share what students will be doing in class throughout the year and how parents can support their children at home. They will also share the resources available to parents that will help them regularly monitor their child’s progress.

Workshop dates are:

- September 26, 2017
- November 30, 2017
- January 22, 2018
- February 13, 2018
- May 9, 2018

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.

Weekly Professional Development sessions (Monday 80 minutes after school) will be utilized to support teachers in using formative assessment strategies to support student learning. Also three (3) weekly content PLC meetings (45 minutes each; organized by content & scheduled into teachers’ regular programs) and 1 weekly grade level meetings (45 minutes; organized by grade & scheduled into teachers’ regular programs) will be managed through a pre-selected teacher leader to facilitate these meetings & a recorder to take minutes. Protocols have been set for all meetings with each team.

Instructional Cabinet members meet monthly with administration to discuss & plan for common planning meetings. Per session will be paid, as necessary to support this planning work. Any per session needed will be paid from Title I SWP monies.

**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>
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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 the end of February 2019, the school will demonstrate a 25-point gain in the mean scale score along the Math Performance Series assessment.
By the end of February 2019, 100% of math teachers will have participated in at least 1 professional learning cycle of Lesson Lab (collaborative planning).

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

- Math Performance Series Assessment: Baseline will be administered in September and growth will be measured using assessments administered in January (mid) and May (final).
- Attendance at professional learning;
- Professional learning reflections & feedback

**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:

As evidenced by our most recent QR (2016-17) & PPO Feedback (2017-18):

The school has made significant improvements in pedagogy within the past year. Teaching practices are aligned to the school’s belief that students learn best when they are involved in hands-on work and student-to-student discussions. Teachers implement protocols for discussions and provide multiple entry points for students to engage in tasks that demonstrate higher-order thinking skills. Students actively engage with their reading and writing using consistent approaches across the school.

Teachers develop learning targets for students after an analysis of baseline data, in order to address the learning needs of individual students. Data meetings are held three times per year with teachers and an administrator to discuss and monitor ongoing progress of the students. Students are also learning to self-assess using task specific rubrics presented by teachers. In addition, the school ensures:

- Ongoing professional development is offered during grade and content meetings, as well as Monday afternoon PD.
- Professional learning is aligned to our school’s instructional focus.
- Professional learning is aligned to observation feedback and specific to the overall needs of our school (e.g., feedback received through student data, Quality Review, etc.)
- Teacher participation in various initiatives to support improving instructional practices. Initiatives include the Learning Partners Program (LPP) and the Apple Grant.
- Leadership PD/opportunities exist through LPP participation and teachers receive specific and ongoing PD on how to develop their leadership skills in order to support their colleagues’ professional growth.

### Need:

Although we have made improvements in pedagogy, our 2016-17 QR & PPO Feedback, as well as findings recorded in ADVANCE, indicate that the school must continue to focus on pedagogy – particularly the ways in which we use assessments and data to inform instruction and support student learning.
Therefore, we will customize our professional learning plan to support this need and strengthen this area through targeted professional development opportunities, ongoing observations, and by providing clear and actionable feedback.

**Part 2 – Annual Goal**

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

By June 2019, 100% of teachers will have participated in at least 3 cycles of professional learning focused on using formative assessment to support student learning which will result in 90% of all teachers achieving a minimum rating of “Effective” dimension 3D – Using Assessment in Instruction on the Danielson framework.
### 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>All teachers</td>
<td>September 2018 &amp; June 2019</td>
<td>Administrators</td>
</tr>
</tbody>
</table>

All teachers will engage in beginning of the year and end of the year conversations with supervisors to discuss goals and areas of improvement.

All teachers will participate in observation cycles with their supervisors a minimum of 4-6 times per year and receive specific feedback aligned to individual needs and the Harold O. Levy 52 professional learning focus.

**Formative Assessment PD:**

Teachers will engage in three, tiered cycles of PD focused on using formative assessments to support student learning. Cycle 1 will focus on checks for understanding & verbal feedback, Cycle 2 will focus on using data to inform planning & providing clear feedback to students, and Cycle 3 will focus on building independence through peer and self-assessment practices. Teachers needing additional support will engage in extended cycles before moving on.

<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>All teachers</td>
<td>Cycle 1: 09/25/18 - 11/05/18</td>
<td>School Leaders, Coaches &amp; Mr. Sabogal, Data Specialist</td>
</tr>
<tr>
<td></td>
<td>Cycle 2: 11/13/18 - 12/18/18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cycle 3: TBD</td>
<td></td>
</tr>
</tbody>
</table>

**Utilize Looking at Student Work Protocol:** Provide the teams tools to understand data, identify trends, and consider instructional implications and curriculum interventions using the Rounds Protocol or ATLAS protocol.

<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>All Teachers</td>
<td>Monthly cycles during content PLCs</td>
<td>Coaches &amp; Teacher Leaders</td>
</tr>
</tbody>
</table>

| n/a                                 | n/a                                      | n/a                                                                                 |

### 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.

Teachers will offer workshops to share with parents how they use assessments to determine student strengths and areas for improvement and design lessons to meet their needs. They will also share resources available to parents that will help them regularly monitor their child’s progress. Finally, they will share resources available to parents and students, as well as how parents can support their children at home to better prepare them for daily class activities and annual state exams.

Workshop dates are:

September 25, 2018
November 27, 2018
January 22, 2019
February 19, 2019
May 21, 2019

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.


Title I SWP monies will be used for any per session planning.

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

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

Part 5 – Progress Monitoring

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

- By the end of February 2019, all teachers will have had at least 3 observations, received feedback on each observation and will have engaged in at least 2 cycles of professional learning focused on using formative assessment to support student learning.

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

- MOTP Report - ADVANCE
- Teacher Professional Learning Reflections

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.

Strengths

As evidenced by our most recent QR feedback, parents reported that the school has an open door policy and that they receive a lot of communication regarding their children’s progress and expectations for the grade, through monthly meetings with the principal and ongoing meetings with teachers. In addition, parents shared that the principal has facilitated workshops for them on the Common Core Learning Standards and the new state assessments, and provided them with a syllabus and handbook that further communicate the school’s high expectations for their children.

In addition:

- Teachers send home progress reports at the mid-way point of each marking period to keep parents informed of their child’s performance and progress in each subject.
- Teachers use Tuesday afternoons to conduct parent outreach, such as phone calls, emails, letters, one-to-one meetings, etc. to share pertinent information with parents.
- Teachers use the month of September to administer and analyze diagnostic assessments in each subject area. They look at this data against summative test data and share the information with colleagues in PLC meetings. This data helps to create a more clear picture about each child and helps teachers create student groups for class work and informs instruction.
- Parent Coordinator conducts monthly workshops to inform parents of current units of study in each grade and subject areas, upcoming exams, and ways to support students at home.
- Teachers, the Advisor & the Guidance Counselor hold parent workshops covering a range of topics to provide information on and address concerns over both academic and social-emotional issues. They also share resources available to parents and students outside of the school.

NEED:

The priority need is to see increased parent attendance at conferences and workshops.

Part 2 – Annual Goal

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

| By June 2019, the Harold O Levy School will increase the parent response rate on the NYC School Survey from 79% in 2018 to 85% in 2019. |
### Part 3a – Action Plan

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
</tbody>
</table>

Parent-Teacher conferences will be held 4x per year so that parents/guardians can meet with all staff members and discuss their child's progress.

Workshops will be available to parents during afternoon and evening sessions.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td></td>
<td>Parent Coordinator &amp; School Leaders</td>
</tr>
</tbody>
</table>

|  |
| --- | --- | --- |
| 09/26/18 | 11/30/18 |
| 03/07/19 | 05/09/19 |

Parent Engagement Workshops:

Parents will be invited to participate in a variety of hands-on workshops covering topics that address both the academic and social-emotional needs of students.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td></td>
<td>Teachers, Adviser, Guidance Counselor</td>
</tr>
</tbody>
</table>

|  |
| --- | --- | --- |
| 10/17/18 | 12/19/18 | 01/22/19 |
| 02/13/19 | 04/17/19 |

Parent Meetings: Parents will be invited to attend monthly workshops that will provide them with the information and training needed to effectively become involved in planning and decision-making in support of the education of their children.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td></td>
<td>Parent Coordinator &amp; Guidance Counselor</td>
</tr>
</tbody>
</table>

|  |
| --- | --- | --- |
| monthly | | |

### 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.

Inwood Community Services

### 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 time, logs, school messenger, building access during after school hours/weekends, progress reports. Engrade, an electronic grading system, was purchased through tax levy monies.

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

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

**Part 5 – Progress Monitoring**

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

- By the end of February 2019, parental involvement will increase by 5% as evidenced by attendance at school activities such as Parent Engagement workshops and conferences.

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

- Attendance at monthly Parent Engagement;
- Attendance at Parent-Teacher Conferences;
- Parent Feedback/Survey Participation

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

**Required for All Schools**

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive wrtings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>ELA teachers will provide additional services for students who are not making adequate progress (determined by formative assessments) and / or have academic deficiencies.</td>
<td>Teachers support students by addressing academic barriers that will lead to improved student performance. More specifically, teachers support students through guided reading activities and provide opportunities to demonstrate their understanding through writing. Teachers also support students in improving their ability to cite textual evidence in their writing.</td>
<td>Small Group</td>
<td>During the school day and/or after school</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Mathematics teachers will provide additional services for students who are not making adequate progress (determined by formative assessments) and / or have academic deficiencies.</td>
<td>Teachers support students by addressing academic barriers that will lead to improved student performance. More specifically, teachers work with students on improving their ability to understand key academic vocabulary, as well as providing practice problems and building</td>
<td>Small Group</td>
<td>During the school day and/or after school</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Students are referred by their teacher / teachers for at risk counseling services that may include: Conflict resolution, Academic planning and counseling, Interpersonal skill development, Parent-Outreach, Study Skills, Referrals to Preventive Service Agencies and / or Individual and group counseling.</td>
<td>AIS is provided for referred students in need of additional support. Type of support is dependent upon student needs but may include academic and/or social/emotional support.</td>
<td>Small Group and one to one instruction</td>
<td>During the school day</td>
</tr>
</tbody>
</table>


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

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

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


<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>39</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
</tbody>
</table>

We purchase backpacks for our STH population and fill them with school supplies they will need for the year, such as pens, pencils, colored pencils, graph paper, notebooks, and binders. We also purchase gym uniforms for these students, as well.

After-school tutoring is available in the specific content areas in which students need support. Tutoring is conducted in small groups (6-8 students) to provide individualized support and focused instruction in the student’s areas for improvement.

In addition, students are closely followed by counselors and are offered a wide range of support, ranging from individual and/or group counseling services, support for families, and a connection to outside social agencies, where necessary.

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

| N/A |  |
Section 8: Title I Program Information

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

Part 1: Title I Status

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.

Teacher recruitment is conducted based on the needs of the school. In order to find qualified candidates, we attend job fairs and reach out to the Teaching Fellows program. Teacher assignments are determined by student needs and teacher license area(s). Further, our school is currently working with the New York City Teaching Academy (NYCTA), a program that allows us to host student teachers and Teaching Fellows.

Approximately 90% of our staff are highly qualified teachers (HQT). In addition, we also have a high rate of retention of highly qualified teachers. However, teachers not considered highly qualified are supported in meeting this distinction by making available to them Title I funds to earn the additional education credits necessary to become highly qualified. We also offer them support to become National Board Certified teachers.

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).

Our high retention rate of highly qualified teachers can be attributed to the ongoing, differentiated PD opportunities provided to all our teachers specific to their content areas. We first lay the foundation for the year through training on the overall mission and vision of our school, annual goals, citywide instructional expectations, the CCLS, staff manual revisions, and various procedures & protocols that must be followed, including formal and informal observations, visitations, and teacher-team expectations. We then provide differentiated PD to teachers that focus on their specific areas for improvement. All topics are aligned to our instructional focus, **Formative Assessment to Support Student Learning**, and they include: Utilizing Checks for Understanding, Supporting ELL students, and Data-Driven Instruction. These topics were selected as areas for improvement based on observations, inter-class visitation feedback, and teacher reflections. Teacher leaders also receive professional development through the District Charter Collaborative (DCC) to improve their facilitation & leadership skills.
Paraprofessionals attend the same in-school professional development as teachers, particularly when it is focused on topics related to the Instructional Core (e.g., understanding and planning for Common Core Standards, engaging students in learning, differentiating tasks to meet student needs, etc.). Further, our IEP Teacher provides ongoing PD to paraprofessionals on understanding IEPs: how to access SESIS, understanding the PLOP, and staying focused on IEP goals and the social-emotional and academic needs of students in classrooms.

The principal and assistant principals attend monthly district-wide PD in role-alike groups led by the Superintendent and his team. PD is focused on improving the instructional practices of our teachers through conducting regular classroom observations, providing timely feedback (both written and verbal) with specific next steps & follow-up support, and differentiating PD to meet teacher needs.

The district also organizes principals into learning pods - teams of principals that regularly visit one another’s schools to see best practices in action and problem-solve around common needs.

Further, our administrative team meets regularly to discuss our school’s strengths and areas for improvement and to engage in book club-style discussions focused around articles & books on topics specific to our needs.

Finally, our participation in the Learning Partners Program provides an additional layer of support for school leaders. Administrators and teacher leaders work with other schools within the LPP Quad to share best practices and problem-solve around common needs.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

NA

**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).

NA
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.).

NA

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.

Teams of teachers collaborated to revise performance tasks within each grade level and subject area and to plan necessary scaffolds for various subgroups of students. Teachers were supported in this work through ongoing PD with our consultant, Assessment Matters. Further, a small group of literacy teachers worked together to create a set of school-wide rubrics to assess student writing across grades and content areas. Teachers provided PD to their colleagues on using the rubric to effectively provide feedback to students so that they may improve their own writing and the rubrics have been revised using teacher feedback over time. Assessment Matters team also provided additional PD on how to provide effective feedback to students. Finally, teachers have been working together to design baseline assessments within each grade and content area. They will be revised throughout the school year.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Refer to Galaxy for school allocation amounts)</th>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$218,976</td>
<td>X</td>
<td>Section 5A, 5B, 5C, 5D, 5E, 7 and 8</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$17,487</td>
<td>X</td>
<td>Section 5A</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$240,758</td>
<td>X</td>
<td>Section 5B and 5E</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 Program pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:
- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding**: Support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A**: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A**: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:
- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent...
representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

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

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

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

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

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

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Harold O. Levy School 52, in compliance with the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harold O. Levy School 52 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;
- Monthly Parent Workshops will be provided for all parents to develop knowledge of instructional program, assessments for city and state standards, Chancellor’s Promotional Policy, and student Code of Behavior.
- Parents will be notified through a monthly calendar, newsletters, flyers, E-mail, telephone call as to the date and time of meetings and workshops to address the implementation of instructional programs.
- Responses to parent written comments will be done through phone contact or written communication to contact appropriate supervisors.
- Encouraging and training parents to volunteer and assist in classrooms, school library, distribute copies, cafeteria, security, trips, help in the main office.
- Provide a parent room in which parents will feel welcome and can coordinate activities for parent involvement.
- Send representatives to the Council of Parents Association meeting, CEC meeting, Parents Support Office training and DOE training.
- Distributing notices in the languages spoken by the parents.

### Parental Involvement and School Quality

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right
to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act (ESSA); 
• schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions; 
• translate all critical school documents and provide interpretation during meetings and events as needed; 
• conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help; 

**Encouraging School-Level Parental Involvement**

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

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

**School-Parent Compact (SPC)**

Harold O. Levy School 52, in compliance with the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

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

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

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

Support home-school relationships and improve communication by:

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

## I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

## I. School Responsibilities: Providing General Support to Parents
Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child.

III. Student Responsibilities

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

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

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

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

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

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

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

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School: ______</th>
<th>DBN: ______</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td>☒conceptually consolidated (skip part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>Before school</th>
<th>After school</th>
<th>☒Saturday academy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of ELLs to be served: ______</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades to be served by this program (check all that apply):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐K</td>
<td>☐1</td>
<td>☐2</td>
</tr>
<tr>
<td>☒6</td>
<td>☒7</td>
<td>☒8</td>
</tr>
<tr>
<td>Total # of teachers in this program: ______</td>
<td></td>
<td></td>
</tr>
<tr>
<td># of certified ESL/Bilingual teachers: ______</td>
<td></td>
<td></td>
</tr>
<tr>
<td># of content area teachers: ______</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

**Begin description here:**

The Harold O. Levy School 52 (IS 52) is a middle school in New York City that provides students with opportunities in many areas, including the arts and sciences. It has approximately 260 students enrolled from grades 6 through 8. The student population comprises 93% Hispanic, 4% African American, and 2% Caucasian, and 1.2% other groups of students. The student body includes 122 - 47% English language learners, which is a higher proportion of students than is usual in similar schools. The Harold O. Levy School 52 serves all types of students, from native English speakers, to special education students, to English Language Learners who are recent immigrants or newcomers. Although the school has a diverse environment, a large amount of the school population belongs to students who come from a Latino/Hispanic background.

The Title III program is a bilingual program designed to increase ELLs, particularly current ELLs at the entering, emerging, and transitioning level, English proficiency and academic achievement in the core subject areas of Math and Science. The core subject areas will be provided in their Home Language. The Saturday Academy lessons will reflect curriculum materials and approaches that are designed to provide ELL students acquisition of listening, speaking, reading, and writing skills in the second language. This includes non-fiction texts, audio and visual texts and materials, hand-on experiences, and the use of manipulative in math/science. Therefore, materials used for the program are of no cost to Title III program. The purpose of this plan is to create a situation where there is reason, opportunity and purpose for using language. This includes but is not limited to: the development of vocabulary, language development skills in the four modalities as well as fractions, number theory, interpretation of charts and graphs, using measurement, solving algebraic equations / expressions and problem solving activities.

As we analyze the ELLs data we came to the conclusion that there are considerable challenges for English language learners in the English language as well as in math. In math, we found that our ELLs use different processes to arrive at answers and that they struggle decoding word problems. Problem solving is not just language, but a thought process as well. On the other hand, in the English language ELLs struggle with vocabulary and understanding written academic language. According to the 2017-2018 State Tests Scores, most of our current ELLs did not make progress in the Math and ELA State Test, and although there was growth in the NYSESLAT, the growth was noted within the same language proficiency levels, not up from one level to the other. Based on the NYSESLAT/NYSITELL data, we have 122 current ELLs across grades; 28 are at the entering level, 11 are at the emerging level, 30 at the transitioning level, and 53 in the expanding level. There is a total of 30 students that moved up a level of language proficiency, 5 students that moved up two levels, and 27 that made growth within that same level. However, there are approximately 28 students that went down within the same level. Based on the 2017-18 NYS ELA Exam data, out of 94 ELL students that were tested, 76% of our ELL students are at a level 1 and 19% at a level 2. For the NYS math exam, out of 106 ELL students that were tested, 75% of our ELL students are at a level 1 and 22% at a level 2. After analyzing the data from the NYSESLAT as well as from the ELA and math exams, the rationale for the Title III program is to give extra support to students in grades 6-8 in math in their native language / English according to their proficiency level and English language acquisition.

In the Saturday Academy Title III program, there will be approximately 40 targeted current ELL students expected to participate. The grade levels that will be attending are 6th, 7th, and 8th grade. We will measure increases in English proficiency and core academic content knowledge of limited English proficient children with the NYSESLAT and NYS Math and science tests. The English language proficiency levels will be
Part B: Direct Instruction Supplemental Program Information

entering, emerging, transitional and expanding according to latest NYSESLAT scores. As mentioned above, the program is designed to support and enhance students' academically in the areas of literacy (language development) and Math/Science.

The classes will total 3 hrs. on Saturdays from 9:00 am – 12:00 pm. There will be equal time for math and ENL (15 sessions are planned). There are a total four groups - with approximately 15:1 ratio in each group. Students will be divided into 4 groups: 6th and 7th grade Beginners, 6th and 7th Intermediate, 8th grade beginners, and 8th grade intermediate. The certified TESOL / bilingual teachers will take one group each and alternate then switch with the content teachers after 1.5 hours. This will allow for all students attending the program to benefit from an additional exposure to ENL methodologies and grade level mathematics/science.

Number of teachers participating: Four teachers will provide instruction to students and one supervisor. SAM # 53 clearly states that Title III teachers should have a bilingual extension or TESOL license. Every attempt will be made and positions will be posted to fill them according to the regulations. The program supervisor will be Mr. Luis Tejada. There are no other programs that have a supervisor during those times. However, the PD hours will be conducted on Wednesdays and Thursdays from 2:20 pm – 3:20 pm since the supervisor’s hours are 7:30 am – 3:20 pm, Monday thru Friday, hence no funds will be necessary from Title III to pay him. All postings will be done as per the UFT contract. Title III activities will start on October 13, 2018 to March 9, 2019.

Materials used are as follows:

The support staff (supervisor) that will be working with the program will have a number of duties. They will be responsible for the maintenance and updating of attendance logs. They also have the responsibility to make phone calls to the families of students who are not attending, are absent, or cutting.

Part C: Professional Development

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

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

Begin description here: 

Teachers will be provided with professional development that will serve as extra support in the area of math remediation and ENL strategies for ELL students in all levels. The topics that will be included in the professional development are not limited to math and English instruction, but also how to disaggregated the NYSESLAT data and use it to help guide instruction along with approaches and strategies to academically support our ELLs language development and the importance of building background knowledge.

Staff development dates:
Date: October 10, 2018 from 2:20 pm – 3:20 pm and October 11, 2018 from 2:20 pm to 3:20 pm.
Title of Workshop: NYSESLAT data analysis
Presenter: Vanessa Gil
Participants: Luis Tejada, Maximo Cabral, Maria Rojas and Neurys Fernandez
Part C: Professional Development

Date: October 17-18, 2018 from 2:20 pm – 3:20 pm
Title of workshop: Using ENL approaches and strategies in the content areas
Presenter: Vanessa Gil
Participants: Maria Rojas, Luis Tejada, Maximo Cabral and Neurys Fernandez

Our high-quality professional development activities are aligned to the instructional program being delivered under the Title III program. Ms. Vanessa Gil will facilitate the aforementioned PD sessions. Mr. Tejada, the assistant principal, will support the teachers in the area of data management: gathering, analyzing & interpreting data. Teachers will learn to evaluate students through various formative assessments, to use the data gained to inform their instruction, and to monitor students throughout the duration of the Title III program.

Professional development will also include cutting edge professional articles approaches and strategies in teaching ELLs. These articles will provide the teachers with an opportunity to further their knowledge of current practices, and discussing, analyzing and applying new insights into classroom practices. The participants will share this information with the entire staff in our continuing efforts to incorporate language development into all the content areas. It is expected that this will have a positive impact on our ELL population which is almost 2/3 of our student body population.

Part D: Parental Engagement Activities

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

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

Begin description here: ______

Parental involvement holds a radical value and importance to the academic development of children in our schools. Based on our school’s mission parental involvement is considered to be a necessary component in a child’s educational success. An invitation letter will be sent to parents informing them of the program that will be conducted under Title III. Parents will also be asked to attend a workshop during school hours where they will have the opportunity to learn about the program expectations, understand the value of the school and them working together to further the acquisition of the new language and also share their ideas and concerns. The targeted number of parents attending the workshop is 40. The language of service is Spanish. The elements of the curriculum will be explained so they can help their children at home and compliment the work these students do during school hours. This training will help parents to build capacity in order to increase their children’s academic performance. We will also be having workshops on how to use the Internet in helping their children with homework and how to access school information.<!--
{cke_protected}{C}%3C%2D%3Fxml%3Anamespace%20prefix%20%3D%20o%20%20%2F%2D%2D%3E-->

Parent workshop:
Date: October 13, 2018 from 2:20 pm - 3:20pm
Title: Developing English language skills at home
Presenter: Vanessa Gil
Participants: approximately 40 parents of ELLs
Parent Coordinator will have workshops for the parents during the school day. The tentative schedule is as follows: Nov. 2nd, Dec. 7th, Jan. 18th, Feb. 1st, Mar. 22nd and Apr. 5th.
These workshops will support ELL’s achievement by increasing parent awareness of the academic expectations and involvement in the development of their children’s education. No extra funding is needed for this activity.
### Part E: Budget

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

**Allocation Amount: $_____**

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
</table>
| Professional salaries (schools must account for fringe benefits)  
  - Per session  
  - Per diem                                               | 10,986          | 15 Saturday sessions                                                                             |
| Purchased services  
  - High quality staff and curriculum development contracts. |                 |                                                   |
| Supplies and materials  
  - Must be supplemental.  
  - Additional curricula, instructional materials.  
  - Must be clearly listed.                            | 1,439.63        | Budgeted amount to purchase informational text for independent reading.                        |
| Educational Software (Object Code 199)                |                 |                                                   |
| Travel                                               |                 |                                                   |
| Other                                                | 778.72          | Budgeted amount for professional development for teachers                                         |
| **TOTAL**                                            |                 |                                                   |
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>06</td>
<td>Manhattan</td>
<td>052</td>
<td>The Harold O. Levy School 52</td>
</tr>
</tbody>
</table>

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Ms. Lupe Leon</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Mr. Luis Tejada</td>
</tr>
<tr>
<td>Coach</td>
<td>type here</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Ms. Vanessa Gil</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Mrs. Maria Mendez</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Ms. Vanessa Gil</td>
</tr>
<tr>
<td>Parent</td>
<td>type here</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Ms. Karina Herrman</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>Mrs. Licette Vasquez</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Mr. Ramirez</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>Mr. Brandon Sabogal Data Speci</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>2</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>2</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>3</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>1</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>3</td>
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</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Description</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students in school (excluding pre-K)</td>
<td>279</td>
</tr>
<tr>
<td>Total number of ELLs</td>
<td>120</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>43.01%</td>
</tr>
</tbody>
</table>

2018-19 CEP 58
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>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
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</thead>
<tbody>
<tr>
<td>TBE</td>
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<tr>
<td>Freestanding ENL</td>
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</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
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<th>4</th>
<th>5</th>
<th>6</th>
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<th>10</th>
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<th>Tot #</th>
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<tbody>
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<tr>
<td>TBE</td>
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<td></td>
<td>0</td>
</tr>
<tr>
<td>Freestanding ENL</td>
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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?

At The Harold O. Levy School 52, teachers use a variety of formative assessments and curriculum-embedded assessments to guide instructional planning for all of our students. Students are assessed throughout the school year using a combination of previously released New York State English Language Arts testing materials, Baseline Assessments also known as the Performance Series, teacher-created writing diagnostics, and curriculum-embedded assessments: particularly performance and summative tasks. Formative assessments are typically supplemented by teacher-developed evidence graphic organizers and scaffolding activities used to prepare ELLs for the aforementioned performance and summative tasks. The writing diagnostics were developed by a team of teachers to assess the degree to which students mastered the previous grades’ Common Core Reading and Writing standards as well as student readiness to engage in current grade-level work. In addition, the writing diagnostics were created to align to topics related to the first units in each grade. All ELLs are assessed using a common form of diagnostics given to every other student. Teachers also informally monitor speaking and listening skills via whole class, small group, and pair discussions by using a conference log. Furthermore, for our ELLs in particular, we use the
2. What structures do you have in place to support this effort?

To support the instructional planning for the ELLs, our ENL and bilingual teachers meet regularly and work collaboratively during Monday afternoon professional development time and three-weekly PLC (Professional Learning Community) Meetings and grade level meetings. During these allotted times of collaboration, teachers review ELL data and collaboratively plan instruction for their students. Part of this collaboration involves closely exploring our common units and creating and adapting lessons from them to address the needs of our ELLs, in response to their proficiency levels. Likewise, teachers work together to plan instruction that is appropriately scaffolded and differentiated for their ELLs and helps them to bridge their home language knowledge and skills with the new language across content areas. ENL and bilingual teachers visit other content area teachers to offer them contextualization, bridging, scaffolding, and differentiation strategies to better support the needs and proficiency levels of their ELLs along with sharing a breadth of physical and digital resources to use in their own classrooms.

In September, and subsequently updated in October, the Data Specialist provides all teachers with NYSESLAT and NYS exam scores so that teachers can determine the strengths and instructional needs of our ELLs. In these meetings, we use RLAT data aggregated by class for teachers to closely examine the aforementioned data. This data is collaboratively analyzed, and each teacher retains a copy of it for their data binders. Teachers examine whether or not there is an increase in overall proficiency for each student, and in cases where there is not, teachers examine modality scores to determine where students did and did not make progress. After disseminating the data, teachers plan instruction from the common units to engage ELLs in frequent opportunities to express their language ability and understanding in all modalities to fit their students’ needs. Teachers further collaborate to plan and examine student writing to look for patterns and trends in performance and apply it to their further planning and instruction. Also, during these meetings, teachers engage in the planning and reflection of teacher interclass visitations, and look at student work to determine writing strengths and needs, and plan intervention strategies. This year, as part of our professional development plan, teachers will work in problem-of-practice teams to research instructional issues, plan instruction to address the needs, engage in classroom visits to monitor progress, reflect upon their practice and revise strategies. All of this in-house professional learning is aligned to Danielson 3b and 3c.

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?

At The Harold O. Levy School 52, we use a variety of summative and benchmark assessments to identify baseline, progress and the areas of need of our students. As a benchmark, teachers use the Performance Series assessment for both English Language Arts and Math three times throughout the school year to track the progress of our students. As a baseline, teachers use the previous years NYS ELA and Math tests to assess students progress and academic growth throughout the school year. ENL and Bilingual teachers use the previous year’s NYSESLAT modality scores and the NYSITELL scores as a tool to identify strengths and areas of need and are also used as a summative assessment at the end of year to track and compare students’ progress. We do not use the ELL Periodic Assessments, however we use the Summative Task at the end of each grade’s common units to keep track of ELL student progress. Other summative assessments used are the NYS ELA, Math and the Science Tests which are used to identify progress from previous years and for areas of need for the upcoming year. For Home Language Assessment (HLA), especially for Spanish speakers, teachers use the new Home Language periodic Assessment at the beginning and end-of-year and the Lab-R results to inform themselves of the students’ areas of need in their home language.

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

Once the summative data has been gathered and after analyzing the data and identifying the students’ areas of need, support and growth, we provide one-to-one cycle of tutoring to these students in particular as a form of intervention. Each cycle is six weeks and provides students with the opportunity to work more directly with the teacher to improve in their area/s of weakness. These students are also provided with Enrichment and Title III programs on Saturdays, which focused particularly on literacy skills and math development. Others interventions provided in the classrooms are small groups activities in which students can support each other, glossaries, dictionaries, text in their home language, and word walls that can be used as reference.
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.] Question not applicable. The Harold O. Levy School S2 only serves students from 6th to 8th grade.

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].)
To evaluate and inform our ELL programs we use a variety of assessment data such as the NYSESLAT, NYS ELA and Math tests, the Algebra Regents, the Science State test, and student portfolios, including the performance and summative tasks developed throughout the year from each unit that accumulate over the course of their time at school S2. The result is a body of work that demonstrates their growth and achievement of both content understanding and language proficiency. We also use the ELL Data Analysis Tool, which helps determine the ELLs in the school and gives ideas of the strengths and weaknesses of the students. This tool also helps form the basis of the Title III Program. Also, teachers’ observation notes and conference sheets throughout the school year helps evaluate and inform our ELL programs.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
To disseminate the findings to make adjustments to our programs we meet with the school data specialist during the PLCs to discuss students’ data, groupings and classes. ENL and Bilingual teachers also meet during these meetings as a team to discuss the data and information gathered and revealed from the assessments.

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**Part IV: ELL Programming**

**Programming and Scheduling Information**

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
      Our standalone ENL program consists of one class per grade. Each standalone ENL class is heterogeneously grouped and blocked, so the students mostly travel together. The only periods that they might not travel together for are their talent classes. We include our recently tested out ELLs (former ELLs) in the standalone ENL classes to ensure that the receive the appropriate support as per CR Part 154.2. Students in our standalone ENL program are taught using same common units as their general education peers. Some standalone ENL program students also receive integrated ENL support in their content classes.
   b. TBE program. If applicable.
      Our transitional bilingual program consists of one class per grade. Each TBE class is heterogeneously grouped and blocked, so the students mostly travel together. The only periods that they might not travel together for are their talent classes. Students in our TBE program are taught using same rigorous common units as the rest of their peers. This year in order to meet the needs of our ELLs, especially the newcomers, we have purchased the Language Power, Building Language Proficiency series to provide language support and skills development. We are aiming to continue a TBE leveled bridge class in 2018-2019 to help build foundational academic English and develop language skills. For the first unit to develop language skills and foundation, we will be using the Language Power Level A and B, Building Language Proficiency Series for the Beginners bridge class.
   c. DL program. If applicable.
      At this moment, The Harold O. Levy School S2 does not offer a Dual Language Program.

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)?

In our TBE program as well as in our Freestanding ENL program, students receive 10 periods per week (45 minutes each) of standalone ENL/ELA. In the TBE program, students are taught math, science, and social studies in their home language (Spanish), which shifts to more instruction in English as students gain English proficiency. In the standalone ENL program, students are taught in English, but they are provided with appropriate home language supports including translated materials to communicate with parents, translated versions of texts covered in our common units (ex. "To Kill a Mockingbird", "Animal Farm", and "When I Was Puerto Rican"), access to bilingual dictionaries and glossaries, and ongoing opportunities to engage with peers in their home language and in English while completing in-class activities.

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.

In both our TBE and standalone ENL programs, teachers focus on building content knowledge and academic language within our common units of study across content areas and grades. All students engage in the same school-developed common units (for each grade and subject), and as such, all students must be able to access grade-appropriate complex texts and actively participate in daily lessons. Literacy coaches, ENL and bilingual teachers work with ELA and social studies teachers to help them scaffold their instruction for ELLs by focusing on building academic vocabulary related to unit concepts, integrating the use of new terms into class discussions, and requiring students to use terminology on graphic organizers, and in performance tasks. In addition, teachers develop PowerPoint presentations with key content, concepts, text-based quotes and visual representations to ensure students are able to collaboratively engage in close reading activities, math talks, science inquiry, and learn new academic vocabulary that is applicable across content areas. ENL, bilingual, science and social studies teachers also support ELLs at all proficiency levels by exposing them to a variety of writing experiences. Students are supported through the use of graphic organizers, templates, and sentence starters at the beginning level, and move to developing extended writing pieces in both content and style as they advance. ELLs are also supported via teacher modeling, shared writing experiences, and opportunities to engage in self- and peer-assessment using our school-developed common rubrics.

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

Students in our TBE program take the new Home Language Periodic Assessment at the beginning and at the end of the school year, as do students in the standalone ENL program whose home language is Spanish. The results of the ELE assessment help our school to identify students who need extra support in Spanish language arts, and to place students in the appropriate level of Spanish native language arts instruction. Furthermore, TBE teachers administer assessments in students’ native language as part of their regular practice. To support students’ native language development, the majority of formative assessments in TBE classrooms occur in our students' native language (Spanish). TBE teachers of math, science and social studies informally assess students' home language growth and needs through classroom discussions and one-on-one conversations, and more formally through content-based tests in Spanish. ENL teachers encourage entering and emerging students to engage in discussions in both Spanish and English, and complete shared writing in Spanish and English. These assessments can be formally or informally completed, such as having students explain an activity or a task in their native language, also through the use of glossaries and dictionaries in both languages.

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

   a. For our SIFE students, we focus on connecting students’ prior knowledge to their current learning. Also, our teachers plan multiple entry points for their lessons, often including video clips and PowerPoint slides to build background and contextualize concepts and texts. Teachers choose engaging topics and texts that appeal to a wide range of student interests and needs, and make connections between disciplines to enhance understanding and to further promote academic language. In addition, our
teachers provide a variety of learning experiences to develop students’ critical thinking, collaboration skills, and learner autonomy. SIFE students need to feel some amount of control over their learning to feel valued and be motivated. b. For our Newcomers, we focus on “survival” skills and on connecting students’ learning to the content areas of social studies, math, science and language arts. Students’ English language development is supported through the purposeful use of scaffolding and differentiation strategies as teachers engage Newcomers in our common units of study. In 2018-2019, we will continue offering a foundation class including all three (6th, 7th, and 8th) grades level for newcomer students to help them build necessary academic language while also building content knowledge. For the first unit, we will use the Language Power Level A and B, Building Language Proficiency series for this foundation class. In addition, Newcomers participate in our Saturday Title III program to further build their English language skills. c. For students receiving 4 to 6 years of ENL services, or developing ELLs, we know that it is important to analyze their data in order to identify patterns and trends, set SMART goals, and identify interim benchmarks of progress, so our teachers meet regularly to discuss student data. Teachers use findings from student data to plan opportunities for re-teaching concepts and skills that need further attention, and to revise curricula as per student learning needs. We find that developing ELLs often need support with organizing and developing their ideas in writing, so we provide graphic organizers and outlines to support them. We also find that some struggle with grammar and conventions, so we work with them individually on any issues. We also engage students in self- and peer-reflection in order to teach them how to set their own achievement goals and work toward achieving them. These students are also generally placed in monolingual classes (as per parent choice) so that they will receive their content in English. Further, these students are invited to participate in our tutoring cycles, Saturday Enrichment program, and after school homework helper program. d. For our long term ELLs, we mostly follow the same plan as our developing ELLs. We pay attention to data and plan instruction accordingly. Where our students are not advancing in reading or writing, we plan instruction to target their needs. To support reading needs, we pair long term ELLs with proficient peers to engage in classroom activities. Long term ELLs work alongside proficient peers to complete close reading activities, text excerpt analyses, and quote interpretation. To support writing needs, teachers confer with students one-one-one multiple times during the writing process to offer formative feedback on language, content, and organization needs. We work with students to improve their writing through the multiple draft process. We also pair them with proficient peers to provide additional feedback. ENL teachers also support content teachers to help long term ELLs reach standards by integrating self-regulation strategies into their instruction. ENL teachers recommend that content teachers help long term ELLs build academic language skills by having students keep interactive notebooks, journals, and personal vocabulary lists. e. For our former ELLs, the ENL Coordinator in charge of Instruction regularly collaborates with teachers of former ELLs during teacher team meetings to offer support. The ENL Coordinator conducts classroom visits on teacher request. During classroom visits, the ENL Coordinator examines how the teacher interacts with former ELLs, how ELLs interact with classmates and with the content, and thinks about how to scaffold and differentiate instruction for the former ELLs. The ENL Coordinator meets with teachers to offer feedback and suggestions for how to support the needs of former ELLs. Common suggestions include purposeful student pairings and groupings, use of video clips to build background and provide context, student-generated vocabulary dictionaries and regular AIS instruction to provide one-on-one or small group support.

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?

In working with our ELL-SWDs, instruction is prescribed in a manner that accommodates the student’s exceptionality. With the exception of the inclusion program, ELL-SWDs have access to the same common units of instruction as their general education peers. Instruction is provided within a relevant cultural context so that the students can understand expectations. Our ENL teachers with ELL-SWDs carefully scaffold instruction and follow IEPs of their students to ensure their learning needs are being met. Teachers provide scaffolds such as visuals, modeling, and final products based on the student’s need and provide opportunities for the student to succeed in class. Our bilingual special education teachers develop lessons and materials appropriate to student needs, modify unit lessons and materials, evaluate student progress, and develop individual plans and materials as needed. English language learners whose parents “opt out” of the bilingual program, or students who test out of the bilingual program, continue to receive support services, including standalone ENL instruction, from licensed ENL teachers daily, depending on their level of English language proficiency.

7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
Our ELL-SWD have individualized education plans (IEPs) and receive services through the school’s special education program, which provides students with the least restrictive environment consistent with their individual needs. An IEP teacher monitors the implementation of each student’s plan. Inclusion, mainstreaming, and special education teacher support services (SETSS) are instrumental in achieving our goals. The inclusion program places ELL-SWDs in general education classes full time, while maintaining a student-teacher ratio of 12:1 (two teachers are assigned to each inclusion class). Students are placed in the inclusion program through IEPs, teacher input, and review by special education staff. The inclusion program allows ELL-SWDs to receive content instruction from licensed specialists in each subject, and also to interact fully with their peers. As per our ELL-SWDs students’ needs and IEP recommendations, we offer one ICT (integrated co-teaching) class in each grade, and several self-contained classes, mixed grades. In ICT classes, special educators are paired with content teachers to provide support as mandated by students’ IEPs, and two ENL teachers provide push-in services to self-contained ELL-SWDs. By providing students with the instructional program recommended within their IEPs, students are ensured instruction in the least restrictive environment that also supports their English language development. ICT classes follow the same common units as all general education, ENL and bilingual classes. Self-contained classes, whenever appropriate, use common units as well, supplemented with texts and materials that meet ELL-SWD needs.

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.

To meet the intervention needs of our ELLs, we offer integrated ENL support, tutoring cycles, after-school and enrichment programs. As part of the CR Part 154.2 regulations, ENL teachers work with content classes teachers to offer Integrated ENL for up to 5 periods per week. Our tutoring cycles are designed for students who are at risk of academic failure, as well as SIFE students or those students performing at Level 1 on NYS English or mathematics exams. Teachers use their own class materials to provide individualized instruction to the targeted population. The tutoring cycles are also offered to ELLs, where an ENL teacher works with students approximately for six weeks to offer targeted academic language instruction and complete any missing work. Our after-school program is offered through an extended school-day program designed to service Level 1 students, both ELLs and SWD-ELLS. The program provides extra support to our students in the areas of reading comprehension, vocabulary, grammar, word analysis, and math skills. It also provides our students with test preparation. All programs are provided in English, however, these programs may include instruction in Spanish, as per ELL students’ needs and proficiency levels.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
Based on previous data and trends, in 2018-2019, we will continue grouping our ELL students performing at a lower level, by level to help our ELLs, especially our newcomers, build necessary academic language and content to succeed in the new language and in their classes. ELLs at the entering level class will be using the Language Power Level A and B, Building Language Proficiency series for the first unit, as they continue to acquire language skills they will use common developed units. As per the other groups, over the course, ENL teachers have developed units for ELL students that give them the opportunity to participate in the same rigorous and engaging curriculum as their peers but at the same time using their personal experiences and background knowledge as guide of developing academic language skills in the new language. The units have been designed to be used throughout grades based on the student’s language proficiency level. The ENL teacher will adjust the scope and sequence and daily lessons to meet the needs of the students in this class. We are providing these services because we want to help all ELLs acquire the language and skills needed to be active participants in their other courses as quickly as possible, and integrating them in our regular TBE and Standalone ENL classes has proven not to be enough support for students just beginning to learn English. We are also offering integrated ENL services to help our ELLs and FELLs that are in monolingual classes build necessary academic language and content to succeed in their other classes, as well.

10. If you had a bilingual program, what was the reason you closed it?
This question is not applicable to our school. We will continue to provide programs and services as per ELL population, parent choice, and student needs.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Our ELLs and ELL-SWDs are given first priority in our after school and supplemental service programs. They are all invited to participate and regularly attend Title III, tutoring cycles, Saturday and after school enrichment program, and homework help after school sessions.

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.

Two years ago, The Harold O. Levy School 52, was outfitted with new Apple technology to enhance our capacity to provide technology-rich and enriching instruction for all of our students. Each classroom is equipped with an Apple TV for the teacher to project lesson content and interact with students. Each student have access to an iPad to engage in lesson activities and hone research skills. All teachers use projectors and computers in their classrooms, and some classrooms are equipped with laptops for student use. For developing and long term ELLs, we offer grammar instruction student workbooks to supplement ELA/ENL instruction, and for our Newcomers, they will use the Language Power, Building Language Proficiency series. In addition we have purchased Scholastic Picture Dictionaries with vocabulary building workbooks for our Newcomer ELLs, especially our non-Spanish speakers for whom we do not have as many home language support materials.

Last year we also piloted a program called iLit ELLs which is research-based, digital intervention used to enhanced with explicit, point-of-use scaffolding, ELL strategies and content to support English language development so English learners, including long-term English learners, can build academic language through word study, develop prosody with the English language, engage in academic discourse by improving English language production, and become independent readers who reach classification and are successful working at grade level. ENL teachers integrated this foundation program along with their curriculum to accommodate and facilitate language acquisition for all learners. All TBE classes across grades had the opportunity to engaged through their iPads and use this program as support for their ELL students.

This year we also piloted an assessment program called Assessment Matters which is use to identify and implement common assessments and refine instruction based on analysis of data. This program was used and will keep being used to track students progress throughout the school year in all content areas.

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

In the TBE program, students are taught math, science and social studies in their home language, while they are taught standalone ENL in English with home language support, including bilingual dictionaries, texts translated into Spanish, and peer translation as needed. In the ENL program, students are taught in all content areas in English, with home language support including access to bilingual dictionaries, translated materials, and peer translation when needed.

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

All ELLs are programmed appropriately according to their age and previous school records indicating the correct grade level for them to be placed in. Since ELLs are carefully programmed to be at the correct grade level, and in a class aligned with parent program selection, we rarely encounter incorrect services and placements. In the rare event that this occurs, teachers and parents meet with intake personnel to reprogram the student appropriately, and when needed, offer alternatives to meet the child's needs.

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?

To ensure that all school resources are available to all of our students, we meet up with the other two schools in the building to schedule specific times for the use of the following facilities: gym, cafeteria, library, and auditorium. All times are arranged prior to the event to ensure that all the students’ needs at The Harold O. Levy School 52 are met.

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).

Prior to the beginning of the school year, newly arrived ELLs get to participate in our Inwood Community Service program, where they become familiar with the school, the community itself, and future classmates. As for ELLs that arrive during throughout school year, the registration team which includes the parent coordinator, welcomes the students and their families to School 52. The student is given a brief tour of the school. A class schedule is given to the student and the child is
shown how to read it, as well as the material list needed for all classes. The student is introduced to the Floor Advisor/Dean. If the student is in eighth grade, the student is introduced to the eighth grade counselor to discuss high school options. They are also given information about additional programs which are in our school such as after-school programs, Title III, enrichment programs, and tutoring cycles for at risk students. The after-school program gives the newly arrived ELLs the opportunity to acclimate to the new school and become familiar with their classmates.

17. What language electives are offered to ELLs?
All students in the eighth grade, including ELLs, are offered either Spanish and French as an elective, depending on the class.

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)?

   This question is not applicable because at this time we do not offer a Dual Language program.

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?

In order to better meet the needs of our English Language Learners, The Harold O. Levy School 52 offers different PDs to support ENL and content-level teachers in exploring student data and implications for instruction, new pedagogical methods such as Collaborative Strategic Reading, and differentiating learning targets and tasks to meet the needs of ELLs. These objectives will be achieved by organizing opportunities for staff to observe and reflect on each other’s practices, developing and facilitating professional development meetings, assessing teacher needs, modeling lessons and engaging in teacher interclass visitations, and turn-keying professional development workshops that the ENL/Bilingual teachers offer to other content area teachers. In addition, ENL teachers will assist content teachers in creating scaffolds for ELLs of various proficiency levels using our common curriculum and in researching and acquiring additional instructional materials that will meet the needs of our ELL students. In our continued efforts to better support our ELLs, we acknowledge the significance of creating a collaborative environment where teachers feel comfortable sharing questions, concerns and ideas, and discussing the structure and content of their lessons and instruction. To that end, all teachers are programmed to attend four PLCs (Professional Learning community weekly, three that are content-based and one that is interdisciplinary by grade. These meetings require teachers to work together to solve classroom issues, plan lessons from common units of study, engage in inquiry, or share a presentation on a specific topic with colleagues. These on-going meetings were designed to enhance collaboration amongst staff, aid teachers in scaffolding their lessons to reach all students, and to help teachers develop confidence, familiarity, and independence within their subject area and grade. These meetings have been instrumental in discussing and planning for our ELLs, and serve as the space where ENL teachers and teacher leaders turn-key professional development received from outside of our school setting.

Teachers of ELLs regularly attend staff-facilitated professional development, and the ENL teachers attend NYC Department of Education and School Support Network-offered professional development and turn-keys it to teachers during Monday after school PD sessions. Teacher-facilitated staff development for teachers of ELLs (and all teachers) has included using assessment data to inform instruction, implementing Socratic Seminar to support students' critical thinking and close reading of texts, effective strategies to teach vocabulary, and effective strategies to teach writing with a focus on organization and transitions. We are in the process of turn-keying professional development on implementing Collaborative Strategic Reading (CSR) across content areas, which supports students with developing close reading skills through ongoing collaboration with peers. This
year, our ENL teachers attended a four day QTEL training, Quality Teaching for English Learners, that supports ELLs and teachers with a unique approach to engage and accelerate students’ academic literacy and content knowledge.

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

This year all teachers participated in professional development to unpack ELL data including NYSESLAT scores and NYS ELA scores to determine patterns and trends, and implications for instruction. These sessions were facilitated by the ENL Coordinator. In addition, ENL and bilingual teachers attended multiple PD sessions offered by our School Support Network specific to English language learners called ELL Specialist Meetings. Topics of the ELL Specialist Meetings included ELL Compliance-related concerns (ATS data, ELL identification and Parent Notification, ELL Compliance Cases and Problem Solving, QTEL (Quality Teaching for English Learners), and NYSESLAT Turnkey training. Other PD offerings attended include Planning for an Implementing Transitional Bilingual Programs, Collaborative Strategic Reading, and Leading Advanced Literacy Instruction to Foster ELLs Achievement in Middle Schools (multiple sessions). Agendas for PDs offered and attended are kept in a binder, as are staff attendance records.

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?

The Harold O. Levy School 52 recognizes the crucial role of parental involvement in students’ academic performance. In order to build a strong and productive partnership between school and home, a full-time Parent Coordinator facilitates two-way communication with parents and coordinates activities among the staff, School Leadership Team, and Parents’ Association. The Parent Coordinator is also involved in the initial orientation sessions, as well as focus groups and training workshops for parents. Our Parent Coordinator speaks Spanish, as do most our parents, and is available during school hours. We also invite the parents of our ELLs to our monthly parent meetings. These are held during a morning session over breakfast in the school, and also within the evening, in order to accommodate our parents’ various schedules. At School 52, we also provide parent engagement meetings for parents every Tuesday by grade on a variety of topics that may be of interest for parents such as social media responsibility, adolescent development, High School readiness, promotional and graduation requirements, amongst other topics.

Throughout the school year, the ENL Department will be invited to attend meetings to explain the NYSESLAT exam and will provide ways to help parents help their children at home. The guidance department with the assistant principal in charge of the ELLs, will conduct workshops to inform parents about promotional and graduation requirements, and to help parents enable their children to meet these requirements. The special education department will conduct parent workshops to explain the IEP, and “town meetings” to discuss ways in which parents can help their children succeed academically, improve their attendance, and maintain a healthy parent-child relationships.

Our parents’ needs are heard and addressed through the monthly meetings with our Parent Coordinator. In addition, we also analyze the data from the annual Learning Environment Survey that we ask parents to complete. This gives us information on parents’ opinion of our academic and social programs, the progress of our school, and expertise of our teachers. Also, parents may take an active role in our school by volunteering within the school. Further, our school holds workshops for parents on how to support their children to succeed academically at home, and how to support their children with the Common Core Standards.

In these schools activities where parents are involved, they are accommodated with their preferred oral and written communication either through letters sent home, the automated voice caller and in-school interpretation and translation as needed.

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

At The Harold O. Levy School 52, the parent coordinator, guidance counselor and principal hold monthly parent workshops to address parents’ questions and needs, and promote their involvement in school activities. Periodically, ELL parents meet with the parent coordinator to plan workshops and extracurricular activities such as Field Day, Senior BBQ and breakfast, Talent
Show, amongst other activities and workshops. School 52 offers Zumba and evening English classes for parents, and also the principal periodically meet the parents of ELL to read (in Spanish) the book their child is reading in class, therefore parents can support their child at home.

**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.
Part V: ELL Identification Attestation

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, Lupe León, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Lupe Leon</td>
<td>Principal</td>
<td></td>
<td>6/29/18</td>
</tr>
<tr>
<td>Mr. Luis Tejada</td>
<td>Assistant Principal</td>
<td></td>
<td>6/29/18</td>
</tr>
<tr>
<td>Mrs. Licette Vasquez</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/29/18</td>
</tr>
<tr>
<td>Ms. Vanessa Gil</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>6/29/17</td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Ms. Vanessa Gil</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/29/18</td>
</tr>
<tr>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Mrs. Maria Mendez</td>
<td>School Counselor</td>
<td></td>
<td>6/29/17</td>
</tr>
<tr>
<td>Mr. Ramirez</td>
<td>Superintendent</td>
<td></td>
<td>6/27/17</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td>N/A</td>
<td>1/1/01</td>
</tr>
<tr>
<td>Mr. Brandon Sabogal</td>
<td>Other Data Specialist</td>
<td></td>
<td>6/27/18</td>
</tr>
<tr>
<td></td>
<td>Other N/A</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other N/A</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 06M052  School Name: The Harold O. Levy School S2  Superintendent: Manuel Ramirez

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>Vanessa</td>
<td>Gil</td>
<td>Bilingual Coordinator</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

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

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

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

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

According to our 2018-2019 school demographics 94% of our students are Latino. Administrators, teachers and staff reported that many of our parents are Spanish monolinguals. At various meetings and workshops, parents have indicated their preference for materials to be in Spanish. Also, according to our Parent/Guardian Home Language Identification Survey, the majority of our students speak Spanish most of the time with their parents. According to the ATS Home Language Report- RHLA, our students’ home language is the following: English 17.7%, Arabic 0.3%, American Sign 0.3% and Spanish 81.5%. Our parents’ selection of preferred language of communication is: 19.7% English, 0.03% Arabic, and 80% Spanish. For those few parents who speak Mandinka and Arabic, we use a translator. As a result of these surveys, we have identified the need to ensure that communication is provided to our parents in both English and in Spanish. All parental communication (written and oral, as well as School Messenger) is sent home in both English and in Spanish. All Parent Association meetings are held in English with Spanish translation. All Parent-Teacher Conferences are held in English with Spanish translation available in each classroom for monolingual teachers. Any teacher-parent meetings or administrator-parent meetings has Spanish translation available. Main office personnel are bilingual. Our Parent Coordinator is
bilingual. Staff in both the health and dental clinic are bilingual. General school-based information is typically laid out before the school-year begins in an agreed upon school calendar of events and important information. Therefore, all other required DOE information to parents is provided in both English and Spanish.

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>Mandinka</td>
<td>1</td>
<td>0.3</td>
<td>1</td>
<td>0.3</td>
</tr>
<tr>
<td>English</td>
<td>78</td>
<td>23.35</td>
<td>77</td>
<td>23.05</td>
</tr>
<tr>
<td>Spanish</td>
<td>254</td>
<td>76.05</td>
<td>255</td>
<td>76.35</td>
</tr>
<tr>
<td>American Sign</td>
<td>1</td>
<td>0.3</td>
<td>1</td>
<td>0.3</td>
</tr>
</tbody>
</table>

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

<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>Calendar / Monthly Letters</td>
<td>First Week of Each Month</td>
<td>All calendar items are translated to Spanish. The double sides document is in English on one side and Spanish on the other. Monthly letters are translated to Spanish, and are attached to the school calendar, in both English and Spanish. For families who do not speak or understand Spanish or English as their primary language, When requested we will attempt to translate information to them using an outside interpreter or online translation service.</td>
</tr>
<tr>
<td>Parent Teacher Conference Flyer</td>
<td>Four Times a Year</td>
<td>Flyer is translated into English and Spanish for parents and families. For</td>
</tr>
</tbody>
</table>
families who do not speak or understand Spanish or English as their primary language, When requested we will attempt to translate information to them using an outside interpreter or online translation service.

**Handbook**

Beginning of School Year

We offer time throughout the year to have conversations with parents about the items listed in the handbook. Majority of discussion takes place during first back to school night with parents. For families who do not speak or understand Spanish or English as their primary language, when requested we will attempt to translate information to them using an outside interpreter or online translation service.

**PTA Flyers / Testing Dates / Extracurricular Activities**

Periodically

Parent's Association ensures all items are made available in English and Spanish. Any items regarding extra curricular or testing are translated into Spanish as well. For families who do not speak or understand Spanish or English as their primary language, when requested we will attempt to translate information to them using an outside interpreter or online translation service.

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>Parent teacher conferences</td>
<td>September, November, March, May</td>
<td>Teachers and Support Faculty provide interpretation services. For families who do not speak or understand Spanish or English as their primary language, when requested we will attempt to translate information to them using an outside interpreter or online translation service.</td>
</tr>
<tr>
<td>Event Type</td>
<td>Frequency</td>
<td>Communication Strategy</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>----------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Parent Association Monthly Meetings</td>
<td>Monthly</td>
<td>PTA members are bilingual and provide interpretation services in English and Spanish, if any other is needed translator is requested. For families who do not speak or understand Spanish or English as their primary language. When requested we will attempt to translate information to them using an outside interpreter or online translation service.</td>
</tr>
<tr>
<td>Special Education Meetings</td>
<td>By student Requirement of IEP</td>
<td>Faculty members are bilingual and provide interpretation services in English and Spanish, if any other is needed translator is requested. For families who do not speak or understand Spanish or English as their primary language, when requested we will attempt to translate information to them using an outside interpreter or online translation service.</td>
</tr>
<tr>
<td>Guidance Counselor Meetings for High School Applications</td>
<td>During Application Process for Graduating Class</td>
<td>Guidance Counselors are bilingual and provide interpretation services in English and Spanish, if any other is needed translator is requested. For families who do not speak or understand Spanish or English as their primary language. When requested we will attempt to translate information to them using an outside interpreter or online translation service.</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

All communication in the case of emergency are done in both English and Spanish to ensure all stakeholders get the important information they need during the emergency. This includes, voice message services, letters, alerts, oral communications during the emergency event.

**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.

Monday professional development in the beginning of the school year reviews regulations and policies that are necessary for teachers and faculty to understand. These items are addressed during that period.
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.)

In our parent student handbook, we have listed the parents’ bill of rights. As the visitors sign into the building there is a Language ID Guide on the wall. The majority of posted items are in English and Spanish, especially those concerning upcoming events or opportunities to support students and their families for items such as, academics, nutrition, and extra-curricular. The parent coordinator also provides oral translation services for all information given. In every parent activity there will be oral and written interpretation services provided.

Part E: Monitoring Provision of Language Services

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

We will have a small survey during one of the monthly meetings asking parents if they are satisfied with the quality and availability of translation services. Survey is provided in English and Spanish, however if another language is needed we will request translation services through the city. An oral survey may be conducted using Language Line for languages that may not have a written format or as cost saving measures. Also, for these surveys we will use translated parent surveys available on the Translation and Interpretation Unit’s Intranet page and/or an oral survey may be conducted using Language Line for languages that may not have a written format or as cost saving measures.