2018-19
**COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

DBN: *(i.e. 01M001):* 04M057

School Name: JAMES WELDON JOHNSON

Principal: YAIRA JIMENEZ
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: James Weldon Johnson Leadership Academy
School Number (DBN): 04M057

BEDS Code: 3104000100010057
Grades Served: 3K-8
School Address: 176 East 115th Street New York, New York 10029

Phone Number: 212 876-5522 Fax: 212 860-6072
School Contact Person: Yair a Jimenez
Email Address: Yjimene@schools.nyc.gov

Principal: Yair a Jimenez
UFT Chapter Leader: Paula Albury
Parents’ Association President: Lucy Christians
SLT Chairperson: Paula Albury
Title I Parent Representative (or Parent Advisory Council Chairperson): Wendy Diaz
Student Representative(s): NA
CBO Representative: NA

District Information

Geographical District: 04 Superintendent: Alexandra Estrella
Superintendent’s Office Address: 160 East 120th Street New York, NY 10035
Superintendent’s Email Address: AEstrel3@schools.nyc.gov
Phone Number: 212 348-2873 Fax: 212 348-4107

Field Support Center (FSC)
Manhattan

Executive Director: Yuet Chu

333 7th Avenue, 8th Floor 10001

YChu@schools.nyc.gov

(646) 470-0721

(917) 339-1765

Fax:
### Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yairajimenez</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Joann Simpson</td>
<td>*UFT Chapter Leader or Designee</td>
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</tr>
<tr>
<td>Lucy Christians</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
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<tr>
<td>Barbara Harris</td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>Wendy Diaz</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<tr>
<td>NA</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>NA</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>NA</td>
<td>CBO Representative, if applicable</td>
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<tr>
<td>Janine Reynolds</td>
<td>Member/Parent</td>
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<tr>
<td>MagdalenyCaba</td>
<td>Member/Parent</td>
<td></td>
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<tr>
<td>Jennifer Quinones</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
<td>Carmen Rivera</td>
<td>Member/Parent</td>
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<td>Janet Tsveer</td>
<td>Member/Staff</td>
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<td>Cynthia Hudson</td>
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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

2018-19 CEP
the first five elements of the Framework for Great Schools (listed below). The sixth element, Trust, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

| 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. |
| Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |
| 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. |
| 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. |
| Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. |
| Trust: 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. |

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>
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**VISION AND MISSION STATEMENT**
The vision of the P.S. / M.S. 57 Educational Community is to enable the children we serve to achieve the highest levels of their intellectual, emotional and social capabilities so that they can become life-long learners, problem solvers and productive members of society.

The P.S. / M.S. 57 School community seeks to provide an environment that strives through educational excellence, to enable all students to expand their horizons and build toward achieving their dreams. Students, parents, staff and community working collaboratively, will develop a child-centered, enriched instructional program that supports high standards and expectations for all students.

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.

James Weldon Johnson Leadership Academy is located in East Harlem and enjoys the strong presence of Latino cultural heritage and background. The ethnic distribution of our school is as follows: 561 students Hispanic; 11 students American Indian or Alaskan; 30 students Asian; 5 students Native Hawaiian or Other Pacific Islander; 197 students Black; 11 students White; 3 students Multi-racial. We serve 823 students in Three-K and Pre-K to Grade 8 (including 15 students in full day 3-K (3 year olds) and 17 students in full day Pre-K (4 year olds). The gender distribution is 408 girls and 415 boys. The number of students eligible for free meals (HRA) is 640; the number of students eligible for free meals (form) is 52; the number of students eligible for full price meals (no form) is 131. 100% of the students in the school are classified as Economically Disadvantaged. Our annual attendance rate for 2017-2018 was 91%. Partnerships and collaborations that the school implements include the following:

City Year Program – A multifaceted academic & recreational support system of well-trained young adults who provide students with tutoring and mentoring for varied skills development in the areas of literacy, physical education and the arts.

92 nd Street Y Program – an arts enrichment program for students that includes musical appreciation and cultural awareness and prepares students for public performances in singing, xylophones and woodwinds)

‘Y’ Program – A recreational program for kindergarten - 5 th grade students which provides time for after-school activities and homework help.

Saturday Academy – Focused 3 – 4 hour sessions designed for English Language Arts and Math remediation and enrichment skills building and enhancement in preparation for the citywide tests.

Extended-day Programs – After-school academic tutorials and enrichment opportunities for targeted students’ support in reading, math and science

English Language Learners Extended-Day Program – An after-school language development initiative for targeted English Language Learners designed to support reading fluency and comprehension

Academic Improvement Services (AIS) – One-on-one and small group instruction provided to 1 st – 8 th grade students during the day via a push-out/pull-out model

Reading Rescue - An early childhood literacy program delivered via daily 30-minute, one-on-one sessions for targeted kindergarten and first grade students needing remedial support.

Tiger Athletics– Varsity Basketball, Mighty Milers, Cheer leading, Flag Corps, Step Team, Track & Field (grades K – 8), Karate, Swimming, Soccer and Asphalt Green Recreation Program

·Roads to Success – NYC mayoral initiative for middle school students accentuating recreation & arts, homework help, social development activities, and college & career readiness activities
Community Service – A positive behavior and social development program for middle school students.

Horticultural Society – Students in grades 3-6 investigate science concepts via hands-on botanical activities that emphasize gardening activities and observations.

Voices of 57 – Choral group of K-7th grades students who sing weekly in preparation for vocal performances. Rehearsals integrate the development of vocal ability, music appreciation & social and listening skills.

Winter Festival of Lights – Celebration of the December holidays accentuating cultural diversity and celebrating the joys of the season.

Spirit Day & Pajama Day – Whole-school social events that are designed as test-prep, stress-reduction activities for students and staff including music, competitions, prizes and ‘hat’ project displays.

Ballroom Dancing – Professional dance instruction for students in grades 5 & 8 to develop their dance expression, social skills and cultural awareness.

Soccer - A program that grades K-3 attend at Randall's Island to learn about teamwork, sportsmanship and playing soccer.

Eating Well Program (Buen Provecho) A grant-sponsored nutrition program that is provided to families and children in pre-kindergarten through first grades. This program teaches families about healthy living lifestyles.

Swimming - A second grade weekly swimming program provided by Asphalt Green teaches students the importance of water safety and provides swimming instruction.

Hunter Learning Lab - One-on-one instruction provided by certified teachers completing their Special Education Practicum. This program is designed for students who have Individual Educational Plans.

Reading Education Assistance Dogs - An academic intervention program provided to targeted English Language Learners to strengthen their language fluency and comprehension skills.

8th Grade Tutoring Program- Eighth grade students provide literacy support to kindergarten and first grade students via one on one tutoring as a means for academic intervention support.

- Cool Culture – An organization that insures families can seize the limitless learning opportunities in New York City's arts and cultural institutions through fun, enriching experiences for young children and their families.

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

The special student populations that the school serves are students with disabilities, English language learners, and students in temporary housing. There are 216 students with IEPs, of which 18 are served through SETSS; 14 served in ICT settings; 10 who receive both ICT and SETSS services; 56 students are served in 1:2:1:1 settings; 2 students are served with both Self-Contained and SETSS services; 15 students receive only related services, including speech services, occupational therapy, and counseling.

There are 90 English language learners (10.94%) students. There are 2 students at the Entering level; 12 students at the Emerging level; 26 students at the Transitioning level; 43 students at the Expanding level.

There are 6 Dual Language classes, in the following grades: 3K, Pre-K, 1-4 (1 day "on and 1 day off" Model).
ELL students receive ENL instruction from 3 ENL teachers who provide services through push-in model and pull-out model.

There are 210 students in temporary housing status who require guidance support, as well as instructional intervention to address academic deficits. Of these 210 students, 139 students are "doubled up," 1 student is in permanent housing, 65 students are in shelters, and 5 students are in other temporary living situations.

<table>
<thead>
<tr>
<th>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.</th>
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</thead>
<tbody>
<tr>
<td>During the 2017-2018 school year our school made the greatest gains in the areas of Collaborative Teachers, Strong Family Community Ties and Trust as evident by Learning Partners opportunities, Grade Level Planning &amp; Peer Visitations, School Wide Focus Teams and Community Interactions &amp; Partnerships.</td>
</tr>
<tr>
<td>For the 2018-2019 our school key areas of focus will be to enhance and strengthen Rigorous Instruction and Supportive Environment via our Instructional Focus of engaging instructional leaders &amp; staff in Professional Learning Opportunities related to increasing effective vocabulary use through student led discussions and writing.</td>
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## School Demographics and Accountability Snapshot for 04M057

### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
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<tbody>
<tr>
<td>PK,OK,01,02,03,04,05,06,07,08</td>
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### Special Education Programs/Number of Students (2015-16)

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<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
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<tbody>
<tr>
<td>67</td>
<td>31</td>
<td>133</td>
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### Types and Number of Special Classes (2018-19)

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Dance</th>
<th># CTE</th>
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<tr>
<td>11</td>
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### School Performance for Elementary and Middle Schools (2017-18)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
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<tbody>
<tr>
<td>31.3%</td>
<td>18.7%</td>
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### Science Performance at levels 3 & 4 (4th Grade) (2016-17)

| 83% | 43% |

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

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
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### Overall NYSED Accountability Status (2018-19)

| N/A |

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

#### Elementary/Middle School

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<thead>
<tr>
<th>American Indian or Alaska Native</th>
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<th>Hispanic or Latino</th>
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<tr>
<td>YES</td>
<td>N/A</td>
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<tr>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
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<tr>
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<table>
<thead>
<tr>
<th>Economically Disadvantaged</th>
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#### High School

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

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

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<table>
<thead>
<tr>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
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<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Economically Disadvantaged</th>
<th>ALL STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
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</table>

<table>
<thead>
<tr>
<th>Hispanic or Latino</th>
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<tbody>
<tr>
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<tr>
<th>Students with Disabilities</th>
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<tr>
<td>NO</td>
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<table>
<thead>
<tr>
<th>Economically Disadvantaged</th>
<th>ALL STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>N/A</td>
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</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>According to the 2017-2018 School Quality Guide, in the area of Rigorous Instruction, the Survey element score is 2.91, which reflects a decrease from last year’s score of 3.64.</th>
</tr>
</thead>
<tbody>
<tr>
<td>According to the 2017-2018 School Quality Guide, in the area of Rigorous Instruction, the NYC School Survey Measures score for Academic Press was 2.00 with 64% positive responses. This score is 4% below the district average and 7% below the city average.</td>
</tr>
<tr>
<td>According to the 2017-2018 School Quality Guide, in the area of Rigorous Instruction, relating to the prompt on Quality of Student Discussion, 41% of teachers say that students build on each other’s ideas during class discussions. (Q19a) This response is 21% below the district average and 27% below the city average.</td>
</tr>
<tr>
<td>The results of the 2017-2018 New York State exam (English Language Arts) reflect school-wide 81% &quot;Met.&quot; There was a slight decrease in percentage of students achieving levels 3 and 4, compared to last year (31.8% in 2016-2017 and 31.3% in 2017-2018)</td>
</tr>
<tr>
<td>The results from the June 2018 Living Environment Regents exam reflect 4 students out of 29 students (13%) who took exam passed.</td>
</tr>
<tr>
<td>The results from the June 2018 US History and Government Regents reflect 13 students out of 29 students (45%) who took exam passed.</td>
</tr>
<tr>
<td>The results from the 2017-2018 grade 8 New York State Science Exam reflect that out of the 54 students who took the exam, there were 14 students at level 1; 21 students at level 2; 32 students at level 3; and 15 student at level 4.</td>
</tr>
<tr>
<td>The results from the 2017-2018 grade 4 New York State Science Exam reflect that out of the 54 students who took the exam, there were 2 students at level 1; 5 students at level 2; 18 students at level 3; and 1 student at level 4.</td>
</tr>
<tr>
<td>According to the June 2018 Instructional Report in ELA, grade 3, the standard that reflects the greatest gap between the school’s percentage score and the city’s percentage score is RL.3.3 (CR,4), at 14% below (school-27%; city-41%).</td>
</tr>
</tbody>
</table>
According to the June 2018 Instructional Report in ELA, grade 4, the standard that reflects the greatest gap between the school's percentage score and the city’s percentage score is RL.4.2 (CR,2), at 20% below (school-42%; city-62%).

According to the June 2018 Instructional Report in ELA, grade 5, the standards that reflects the greatest gap between the school's percentage score and the city's percentage score is RI 5.2 (MC,4), at 13% below (school-47%; city-60%) and RI 5.3 (CR,4), at 13% below (school-38%; city-51%).

According to the June 2018 Instructional Report in ELA, grade 6, the standard that reflects the greatest gap between the school's percentage score and the city's percentage score is RI 6.3 (CR,2), at 20% below (school-40%; city-60%).

According to the June 2018 Instructional Report in ELA, grade 7, the standard that reflects the greatest gap between the school's percentage score and the city's percentage score is RL.7.3 (CR,1), at 8% below (school-58%; city-66%).

According to the June 2018 Instructional Report in ELA, grade 8, the standard that reflects the greatest gap between the school's percentage score and the city's percentage score is RL.8.4 (MC,1), at 30% below (school-48%; city-78%) and RI 8.6 (CR,2) at 24% below (school-34%; city-58%)

The 2017-2018 NYSESLAT exam results, as per the ATS 201-2018 RLAT Report, reflect the following:

Only 63 students, out of 90 ELLs, had scores to compare from last year.

17 students improved in language proficiency level

11 students declined in language proficiency level

35 students remained in the same language proficiency level

Part 2 – Annual Goal

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

By June 2019, as a result of all teachers in grades 3-8 planning for and implementing at least 2 higher-order divergent questions and effective discussion techniques, and related CCLS-based writing assignments in all unit and daily lessons in ELA and content areas, at least 30% of students in grades 3-8 will achieve level 3 or 4 literacy proficiency, as measured by the spring 2019 state ELA exam.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | | | |
| The principal and assistant principals will create and implement systems and structures for teacher inter-visitations, based on the needs and strengths of teachers in the area of writing. | Classroom Teachers, Paraprofessionals, Literacy Coaches, Consultants, Grade Level Teacher Leaders, All | Sept. 2018-May 2019, on a weekly basis | Principal, Assistant Principals, Literacy Coaches, |
| Supervisors will use Advance/ Danielson Framework for Teaching (components 1a, 1e, 3b, 3c, 3d) to evaluate and support the teachers’ planning and implementation of the Common Core standards. | | | |
| Professional development will be provided in the areas of the components of the 3b (Questioning and Discussion Techniques) to serve as a bridge for students to share their thinking before writing assignments, with particular attention to the learning needs of ELL students and students with disabilities to build language skills and vocabulary acquisition through amplified conversations. | Pedagogical Staff | Sept. 2018-May 2019, weekly | Principal, Assistant Principals |
| Teachers will examine student work in collaborative teams to score, norm, assess, analyze, and plan next instructional steps (including providing quality feedback to students) to help students improve their writing (particularly for subgroup populations). | | Sept. b018-May 2019, weekly | |
| Teachers will plan for and incorporate at least 2 divergent questions in their daily lessons and incorporate discussion opportunities to strengthen student engagement. These classroom activities will serve as a bridge to help students | Pedagogical Staff | Sept. 2018-June 2019, | School Leaders, Consultant, Coach |
with disabilities and English language learners to amplify their language and deepen their conceptual understanding in order to strengthen their writing, as concrete evidence of their thinking.

School leaders will create a basic student self-assessment to track their own participation in classroom discussions, at least 3x/week. Teachers will track, monitor, and assess students' participation in student to student discussions.

ENL teachers and Special Education teachers will provide in-house professional development to all teachers around the following topics: conversational techniques for accountable talk, Making Thinking Visible routines, with attention to learning needs of diverse student populations.

By November 2018, as a result of all teachers (K-8) planning for and implementing daily CCLS-aligned writing assignments, at least 50% of all students will improve in at least 1 rubrics-based criteria on an on-demand writing performance assessment.

By February 2019, as a result of all teachers (K-8) in teacher teams collaborating to focus on students' improved volume and quality of writing in all classes, 50% of students will increase their volume and quality of writing in ELA and across content areas, as measured by an improvement in at least 2 criteria of an CCLS-aligned rubrics and mid-year MOSL writing performance assessment, compared to a baseline MOSL writing performance assessment.

By March 2019, as a result of all teachers (K-8) planning for and implementing daily CCLS-aligned writing assignments, at least 75% of all students will improve in at least 2 rubrics-based criteria on an on-demand writing performance assessment.

The instrument of measure that will be used to assess progress towards meeting the benchmarks above will be:

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Frequency</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 2018-June 2019, on a monthly basis</td>
<td>Educational Consultants, Selected Teachers</td>
<td></td>
</tr>
<tr>
<td>September 2018-June 2019, on a daily basis</td>
<td>School Leaders, Coach, Consultant</td>
<td></td>
</tr>
<tr>
<td>Sept. 2018-June 2019, at least 3x/week</td>
<td>Educational Consultants, Selected Teachers</td>
<td></td>
</tr>
<tr>
<td>Ongoing, daily</td>
<td>Pedagogical Staff</td>
<td>Educational Consultants, Selected Teachers</td>
</tr>
</tbody>
</table>
Mid-year MOSL writing performance assessment, with CCLS-aligned rubrics

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.

Beginning in October 2018 and continuing on a monthly basis, through June 2019, the parent coordinator, in collaboration with school leaders and teachers, will be responsible for planning and facilitating parent workshops, to demonstrate effective questioning techniques, with divergent, higher-order thinking questions. Interactive read alouds will be conducted with families to model higher order thinking questions and discussion techniques. These workshops will be conducted in English and in Spanish. Book of the Month selections will be shared with teachers and families with higher-order thinking prompts and questions to build community around literacy and culturally relevant texts. School leaders will be responsible for oversight.

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.

Schedule adjustments will be needed to support teacher meetings.

Consultant services will be provided.

Per session will be provided, as needed for teachers and for supervisors.

OTPS will be needed for professional texts, student resources, and instructional materials.

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>
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<tbody>
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<td>[]</td>
<td>C4E</td>
<td>[]</td>
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<td>[]</td>
<td>SIG</td>
<td>[]</td>
<td>PTA Funded</td>
<td>X</td>
<td>In Kind</td>
<td>X</td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February 2019, as a result of all teachers in grades 3-8 planning for and implementing at least 2 higher-order divergent questions and effective discussion techniques, and related CCLS-based writing assignments in all unit and daily lessons in ELA and content areas, at least 30% of students in grades 3-8 will achieve at least a level 3 or 4 literacy proficiency, as measured by the midyear 2019 IReady ELA exam.
A review of the February 2019 mid year IReady ELA assessment reflects the following data:

In grade K, students scored 21% on the mid year IReady exam, reflecting an increase from 7% on beginning of year IReady exam.

In grade 1, students scored 18% on the mid year IReady exam, reflecting an increase from 9% on beginning of year IReady exam.

In grade 2, students scored 26% on the mid year IReady exam, reflecting an increase from 15% on beginning of year IReady exam.

In grade 3, students scored 33% on the mid year IReady exam, reflecting an increase from 7% on beginning of year IReady exam.

In grade 4, students scored 13% on the mid year IReady exam, reflecting an increase from 7% on beginning of year IReady exam.

In grade 5, students scored 14% on the mid year IReady exam, reflecting an increase from 5% on beginning of year IReady exam.

In grade 6, students scored 13% on the mid year IReady exam, reflecting an increase from 9% on beginning of year IReady exam.

In grade 7, students scored 5% on the mid year IReady exam, reflecting an increase from 0% on beginning of year IReady exam.

In grade 8, students scored 0% on the mid year IReady exam, but there was no original data entered for the beginning of year IReady exam. Therefore there is no base data for comparison.

The overall average percentage of students in grades K-8 who achieved Tier 1, on grade level, as measured by the ELA mid year IReady exam, was 15.8%.

The overall average percentage of students in grades 3-8 who achieved Tier 1, on grade level, as measured by the ELA mid year IReady exam, was 11.3%.

We have not met our February progress monitoring goal of at least 30% of students in grades 3-8 who will achieve at least a level 3 or 4 literacy proficiency.

Our next CEP action steps will include the following:

Schedule all middle school students in grades 3-8 at least 2-3 times per week for IReady literacy instruction.

Supervisors will monitor and collect for analysis the students' IReady time on task and literacy progress.

Supervisors and teachers will consult every two weeks to track the students' literacy progress in ELA IReady.
<table>
<thead>
<tr>
<th>Part 5b.</th>
<th>Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>IReady ELA exam</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 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>
<tbody>
<tr>
<td>1. <strong>What are the school’s strengths relative to this Framework element?</strong> Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. <strong>What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</strong> Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. <strong>What policies, practices, and structures are in place to ensure you are supporting the whole child?</strong></td>
</tr>
</tbody>
</table>

According to the 2017-2018 School Quality Guide, in the area of Supportive Environment, the Survey element score is 2.80, which reflects a decrease from last year's score of 3.29.

According to the 2017-2018 School Quality Guide, in the area of Supportive Environment, the NYC School Survey Measures score for Classroom Behavior was 3.06 with 53% positive responses. This score is 6% below the district average and 6% below the city average.

According to the 2017-2018 School Quality Guide, in the area of Supportive Environment, related to Personal Attention and Support, "61% of students say that teachers notice if they have trouble learning something." (Q3b) This response is 4% below the district average and 7% below the city average.

According to the 2017-2018 School Quality Guide, in the area of Supportive Environment, related to Safety, "86% of students say that they feel safe in their classes." (Q7d) This response is 3% below the district average and 4% below the city average.

According to the 2017-2018 School Quality Guide, in the area of Supportive Environment, the NYC School Survey Measures score for Preventing Bullying was 1.92 with 50% positive responses. This score is 10% below the district average and 13% below the city average.

According to the 2017-2018 School Quality Review Report for the Quality Review visit on February 7, 2018-February 8, 2018, Quality Review Indicators for School Culture 1.4 and 3.4 were rated proficient.

According to the 2017-2018 OORS report (3 Year Level 1-5 Incidents and Suspension) data, there were 109 incidents and suspensions, compared to the previous year's OORS report data, in which there were 37 incidents and suspensions.

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>
<tbody>
<tr>
<td>By June 2019, as a result of 100% of students participating in and benefiting from social-emotional supportive school-wide programs and activities, there will be at least a 10% decrease in the number of suspensions/incidents, as</td>
</tr>
</tbody>
</table>
measured by June 2019 OORS reports, compared to the number of suspensions/incidents in OORS reports during 2017-2018.
### 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>
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</thead>
<tbody>
<tr>
<td>Students identified as at risk.</td>
</tr>
<tr>
<td>Staff from CBOs, as well as school staff.</td>
</tr>
<tr>
<td>All school personnel, including teachers, paraprofessional, supervisors, support staff, children, and parents participate in PBIS strategies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timeline</th>
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<tbody>
<tr>
<td>Sept.2018-June 2019, ongoing basis</td>
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</table>

<table>
<thead>
<tr>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators, Parent Coordinator, Teachers, Social Workers &amp; Guidance Counselor</td>
</tr>
</tbody>
</table>

All school stakeholders will participate in the development of systems, structures and partnerships that sustain and support the social and emotional developmental health of students.

The school PBIS Interventionist, Social Workers and Parent Coordinator meet regularly with students and families, throughout the year to track, monitor, and proactively support students’ social and emotional growth.

The Ruler Principles will serve to create common language around social-emotional learning throughout the school in the implementation of Restorative practices through all grades.
<table>
<thead>
<tr>
<th>Teachers and school leaders will participate in professional development training around the RULER principles.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers, school leaders</td>
</tr>
<tr>
<td>September 2018-June 2019, as per the PD schedule throughout the year</td>
</tr>
<tr>
<td>School Leaders</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The school utilizes PBIS, Peer Mediation and the Mindfulness Program to ensure a safe, orderly, respectful school community and address the needs of our population.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students identified as at risk.</td>
</tr>
<tr>
<td>October 2018-June 2019, daily interactions between school personnel, students, and families with communication occurring frequently and on an ongoing, as needed basis.</td>
</tr>
<tr>
<td>Principal, Assistant Principals, Social Workers, Parent Coordinator and Community Based Organization personnel, all staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Community-Based Organizations, such as City Year and YMCA, provide services to children and families and collaborate with school personnel, including but not limited to, the principal, assistant principal, and teachers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
</tr>
<tr>
<td>September 2018 -June 2019, ongoing on a daily basis</td>
</tr>
<tr>
<td>Principal, Assistant Principals, Community-Based Organizations Personnel</td>
</tr>
</tbody>
</table>
School leaders will implement the Advance system of evaluation and support to monitor the effectiveness of social emotional supports for students, through the Danielson Framework for Teaching, components 2a and 2d.

All teachers in grades K-8 will plan for an implement students' exposure and experience in a school-wide culture to promote college and career readiness, preparing them for middle school and high school choice and acceptance.

<table>
<thead>
<tr>
<th>3b – Parent and Family Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>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.</strong></td>
</tr>
</tbody>
</table>

Beginning in September 2018 and ending in June, 2019, School Leadership Team meets monthly, with subcommittee meetings, as needed throughout the year.

- Provide parents with the information and training needed to become effectively involved in planning and decision making in support of the education of their children through workshops and monthly meetings.
- Teachers and Parents participate on School Leadership Team committees and subcommittees to address issues of safety. Equal number of parents and school staff meet in School Leadership Team meetings and participate in subcommittee planning sessions.
- School Leadership Team meetings scheduled in consideration of parents' needs. Providing all relevant school data and information to empower parents to be actively engaged in meaningful ways.
- Providing all relevant school data and information to empower parents to be actively engaged in meaningful ways.
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress through monthly newsletters, parent teacher meetings/phone calls/emails, and Jupiter grading communications.

Beginning in September 2018 and ending in June, 2019, on a monthly basis, parent workshops will be provided.

- Maintaining a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our 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. Conducting 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.
Principal and Assistant Principals will be responsible for oversight.

**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.

Schedule adjustments for grade level student team meetings

Incentives in the form of certificates, movie tickets, medals, etc. will be given to students and classes throughout the 2018-2019 school year to recognize attendance improvement and achievement.

On-going meetings with parents; PBIS team weekly meetings

City Year staff
Monthly School Leadership Team Meetings and Monthly Sub-committee SLT meetings

Per session for teachers and school leaders, as necessary

OTPS Instructional materials for students and professional resources for teachers

**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>
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<td></td>
<td>C4E</td>
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<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

By February 2019, as a result of 100% of students participating in and benefiting from social-emotional supportive school-wide programs and activities, there will be at least a 5% decrease in the number of suspensions/incidents, as measured by OORS reports for the period of September 2018 to February 2019, compared to OORS reports for September 2017 to February 2018.

A review of OORS reports for the period of September 2018 to February 2019, compared to OORS reports for September 2017 to February 2018 reflected the following data:

During the period of of September 2017 to February 2018, there were 56 suspensions and incidents.

During the period of of September 2018 to February 2019, there were 76 suspensions and incidents.

This reflects an increase of 20 suspensions and incidents.

We have not met our February progress monitoring goal of at least a 5% decrease in the number of suspensions/incidents, as measured by OORS reports for the period of September 2018 to February 2019, compared to OORS reports for September 2017 to February 2018 due to our accurate reporting measures to ensure we fairly implement the discipline code and reduce disproportionality.

Our next CEP action steps will include the following:
Guidance personnel and support personnel will continue to monitor students' behavior during periods and in locations where data suggest incidents and behavioral violations leading to suspensions have occurred. Re-deployment of personnel will be reflected in revised supervision/monitoring assignments.

Continue RULER training and implementation strategies to help students better manage emotions.

School-wide spirit activities will continue to be incorporated throughout the year to enhance positive culture of respect for all.

New teachers will participate in professional development related to Restorative Justice practices to strengthen their knowledge and application of effective restorative practices to prevent misbehaviors.

OORS data will be analyzed to determine equity and/or disproportionality of incidents and suspensions, based on gender and ethnicity to more precisely understand and address the circumstances that either alleviate or exacerbate the conditions that lead to such incidents and suspensions.

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

OORS reports

**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.

According to the June 2018 Instructional Report in Math, grade 3, the standard that reflects the greatest gap between the school's percentage score and the city's percentage score is (3.MD.C.7b, CR, 2), at 34% below (school-22%; city-56%).

According to the June 2018 Instructional Report in Math, grade 4, the standard that reflects the greatest gap between the school's percentage score and the city's percentage score is (4.NBT.B.6, CR, 2), at 27% below (school-22%; city-49%).

According to the June 2018 Instructional Report in Math, grade 5, the standard that reflects the greatest gap between the school's percentage score and the city's percentage score is ( 5.OA.A2, MC, 1), at 26% below (school-28%; city-54%) and 5.MD.A.1., CR, 2) at 21% below (school-13%;city 34%).

According to the June 2018 Instructional Report in Math, grade 6, the standard that reflects the greatest gap between the school's percentage score and the city's percentage score is (6.EE.A.1, MC, 1), at 41% below (school-20%; city-61%).

According to the June 2018 Instructional Report in Math, grade 7, the standard that reflects the greatest gap between the school's percentage score and the city's percentage score is (7.NS.A.1d, MC, 1), at 50% below (school-20%; city-70%).

According to the June 2018 Instructional Report in Math, grade 8, the standard that reflects the greatest gap between the school's percentage score and the city's percentage score is (8.EE.C.7, MC, 1), at 19% below (school-37%; city-56%).

The results of the 2017-2018 New York State exam (mathematics) reflect school-wide 79% "Met." There was a significant decrease in percentage of students achieving levels 3 and 4, compared to the previous year (26.2% in 2016-2017 and 18.7% in 2017-2018)

The results from the spring 2018 Algebra Regents reflect 19 students out of 29 students (66%) who took exam passed
According to the 2017-2018 School Quality Guide, in the area of Collaborative Teachers, the Survey element score is 3.48, which reflects an increase from last year's score of 3.24.

According to the 2017-2018 School Quality Guide, in the area of Collaborative Teachers, the NYC School Survey Measures score for Cultural Awareness and Inclusive Classroom Instruction, was 3.57, with 91% positive responses. This score is 1% above the district average and 1% above the city average.

According to the 2017-2018 School Quality Guide, in the area of Collaborative Teachers, "83% of students say that their teachers use examples of different cultures, backgrounds, and families in their lessons to make learning more meaningful." (Q1f) This response is 3% above the district average and 2% above the city average.

According to the 2017-2018 School Quality Guide, in the area of Collaborative Teachers, "93% of students say that their teachers respect their culture or background." (Q1i) This response is 1% below the district average and 1% below the city average.

According to the 2017-2018 School Quality Guide, in the area of Collaborative Teachers, "83% of students say that their teachers make the lessons relevant to their everyday life experiences." (Q1j) This response is 1% above the district average and equal to the city average.

According to the 2017-2018 School Quality Guide, in the area of Collaborative Teachers, "90% of students say that their teachers present positive images of people from a variety of races, ethnicities, cultures, and backgrounds." (Q1k) This response is 1% below the district average and 2% below the city average.

According to the 2017-2018 School Quality Guide, in the area of Collaborative Teachers, "100% of teachers say that they use their students' prior knowledge to make their lessons relevant to their everyday life." (Q2b) This response is 5% above the district average and 4% above the city average.

According to the 2017-2018 School Quality Guide, in the area of Collaborative Teachers, "64% of teachers say that teachers are eager to try new ideas." (Q1d) This response is 7% below the district average and 10% below the city average.

According to the 2017-2018 School Quality Guide, in the area of Collaborative Teachers, the NYC School Survey Measures score for the Quality of Professional Development was 3.88, with 84% positive responses. (Q10a) This score is 10% above the district average and 7% above the city average.

According to the 2017-2018 School Quality Guide, in the area of Collaborative Teachers, "91% of teachers say that their professional development experiences this year have included enough time to think carefully about, try, and evaluate new ideas." (Q10b) This score is 14% above the district average and 12% above the city average.

According to the 2017-2018 School Quality Guide, in the area of Collaborative Teachers, "97% of teachers say that they had opportunities to work productively with colleagues at their school on professional development." (Q10c) This score is 15% above the district average and 12% above the city average.

According to the 2017-2018 School Quality Review Report for the Quality Review visit on February 7, 2018-February 8, 2018, Quality Review Indicator 4.2 was rated proficient, as an area of celebration.

According to the PPO conducted by the Principal Leadership Facilitator, on March 28, 2018, QR 4.2 was cited with the following recommendation: "The faculty continues to engage in team meetings across the grades, but the focus of these sessions remains with a need to be grounded in data or student work...Although most teachers meet in professional collaborations on teams, these are loosely connected to school wide goals and the use of the inquiry
approach is developing across teams. There is a lack of documentation of these meetings, such that protocols, student work, data analysis, and next steps are left to individual's memory."

According to the PPO conducted by the Principal Leadership Facilitator, on March 28, 2018, QR 4.2 was cited with the following next steps: "Support staff in selecting and implementing a couple of data analysis protocols for assessments and student work reviews to ensure that teams maintain dialog to inform instruction and pedagogy, to provide students with the scaffolds, multiple entry points to access the curricula, and opportunities for student discussion. Continue to support teachers in consistently analyzing student work and data, so teachers track students' responses and determine next instructional steps to support improved teacher practice and progress toward goals for groups of students. Additionally, support teachers in determining a method and transparent platform for memorialization of their team meetings notes, agendas, data and student work analysis, and next steps to adjust and refine curricula and pedagogy for future use and to inform student achievement. This memorialization will demonstrate the full cycle of teaching including the re-plan, re-teach, and re-assess components."

The school has developed its problem of practice for 2018-2019, as follows: " Based on the 2017-2018 Advance data, review of lesson plans, and post-observation meetings, teachers have acclimated students to low level thinking and work, as defined by Bloom's Taxonomy and Webb's Depth of Knowledge. As a result of low level instructional practices, students' academic performance levels are not reaching our school wide expectations or the expectations of the New York City Department of Education and New York State Education Department."

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, as a result of all teacher teams in grades 3-8 collaboratively planning for and implementing rigorous, CCLS-aligned unit and daily lessons in mathematics, incorporating academic and domain-specific vocabulary acquisition and utilization, at least 30% of students in grades 3-8 will achieve at least levels 3 and 4 mathematical proficiency, as measured by the spring 2019 state math exam.
### 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, SIF, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers will participate in Professional Development workshops that focus on best practices of using assessments in instruction and providing effective feedback to students, using Common Core Learning Standards RUBRICS (Danielson Framework For Teaching components 3b).</td>
<td>All Teachers Literacy Coach, Consultants</td>
<td>Sept. 2018-June 2019, weekly</td>
<td>Principals, Assistant Principals</td>
</tr>
<tr>
<td>Grade-level and school wide instructional planning, looking at student work, modeling with exemplars and refining lesson plans to include strategies based on assessments and benchmarks</td>
<td>All Teachers Literacy Coach, Consultants</td>
<td>Sept. 2018-June 2019, weekly</td>
<td>Principals, Assistant Principals</td>
</tr>
<tr>
<td>Teachers will provide explicit/direct instruction, task modeling and opportunities to learn via differentiation &amp; multiple intelligences (linguistic, visual, interpersonal, etc.) Teachers and support staff will provide specified after-school enrichment activities to improve students’ language proficiency in the use and expression of accurate vocabulary and spelling, enhanced reading comprehension, improved speaking facility and active listening skills.</td>
<td>All Teachers Literacy Coach, Consultants</td>
<td>Sept. 2018-June 2019, daily</td>
<td>Principals, Assistant Principals</td>
</tr>
<tr>
<td>All Teacher Teams (Grades and Content Areas) will evaluate student work/assessments weekly, using a prescribed protocol to analyze student work and standards aligned rubrics and meet to share best instructional practices.</td>
<td>All Teachers Literacy Coach, Consultants</td>
<td>Sept. 2018-June 2019, weekly</td>
<td>Principals, Assistant Principals</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

**From September 2018 to June 2019, the school will engage parents and families to support their understanding of the mathematical work and practices of Collaborative Teachers through Tuesday afternoon meetings and contact with teachers, where teachers share classroom activities, students' performance and progress through students' math work products.**
On a monthly basis, the parent coordinator will plan for and facilitate parent workshops on the topics related to the math instructional program and the CCLS mathematical standards and mathematical practices.

On a monthly basis, collaborative teacher teams will prepare materials, suggestions, and resources for families to implement to support their children at home in mathematical thinking, terminology, and academic vocabulary.

School leaders will provide oversight of these activities.

**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.

- Schedule adjustments to support grade level and vertical level team meetings
- Per session for teachers and school leaders, as necessary
- OTPS for professional texts and instruction materials
- Consultant fees for professional development for teachers

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

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

**Part 5 – Progress Monitoring**

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

By February 2019, as a result of all teacher teams in grades 3-8 collaboratively planning for and implementing rigorous, CCLS-aligned unit and daily lessons in mathematics, incorporating academic and domain-specific vocabulary acquisition and utilization, at least 30% of students in grades 3-8 will achieve at least levels 3 and 4 mathematical proficiency, as measured by the midyear 2019 IReady math exam.

A review of the February 2019 mid year IReady math assessment reflects the following data:

In grade K, students scored 3% on the mid year IReady exam, reflecting an increase from 2% on beginning of year IReady exam.

In grade 1, students scored 6% on the mid year IReady exam, reflecting an increase from 2% on beginning of year IReady exam.

In grade 2, students scored 10% on the mid year IReady exam, reflecting an increase from 2% on beginning of year IReady exam.

In grade 3, students scored 8% on the mid year IReady exam, reflecting an increase from 0% on beginning of year IReady exam.

In grade 4, students scored 22% on the mid year IReady exam, reflecting an increase from 6% on beginning of year IReady exam.
In grade 5, students scored 22% on the mid year IReady exam, reflecting an increase from 11% on beginning of year IReady exam.

In grade 6, students scored 0% on the mid year IReady exam, reflecting no change from 0% on beginning of year IReady exam.

In grade 7, students scored 0% on the mid year IReady exam, reflecting no change from 0% on beginning of year IReady exam.

In grade 8, students scored 12% on the mid year IReady exam, reflecting an increase from 0% on beginning of year IReady exam.

The overall average percentage of students in grades K-8 who achieved Tier 1, on grade level, as measured by the math mid year IReady exam, was 9.2%.

The overall average percentage of students in grades 3-8 who achieved Tier 1, on grade level, as measured by the math mid year IReady exam, was 10.7%.

We have not met our February progress monitoring goal of at least 30% of students in grades 3-8 who will achieve at least a level 3 or 4 math proficiency.

Our next CEP action steps will include the following:

Schedule all middle school students in grades 3-8 at least 2-3 times per week for IReady math instruction.

Supervisors will monitor and collect for analysis the students' IReady time on task and math progress.

Supervisors and teachers will consult every two weeks to track the students' literacy progress in math IReady.

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

IReady math exam

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>Question</th>
<th>Data Trends, Source and Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>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</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>action plan for this Framework element?</td>
<td></td>
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</tbody>
</table>

According to the 2017-2018 School Quality Guide, in the area of Effective School Leadership, the Survey element score is 2.80, which reflects a decrease from last year’s score of 3.47.

According to the 2017-2018 School Quality Guide, in the area of Effective School Leadership, the NYC School Survey Measures score for Inclusive Leadership was 3.40 with 92% positive responses. This score is equal to the district average and 1% below the city average.

According to the 2017-2018 School Quality Guide, in the area of Effective School Leadership, the NYC School Survey Measures score for Instructional Leadership was 1.75 with 71% positive responses. This score is 12% below the district average and 15% below the city average.

According to the 2017-2018 School Quality Guide, in the area of Effective School Leadership, "75% of teachers say that the principal makes clear to the staff his or her expectations for meeting instructional goals." (Q11a) This response reflects 10% below the district average and 14% below the city average.

According to the 2017-2018 School Quality Guide, in the area of Effective School Leadership, "75% of teachers say that the principal sets clear expectations for teachers about implementing what they have learned in professional development." (Q11e) This response reflects 6% below the district average and 9% below the city average.

According to the 2017-2018 School Quality Guide, in the area of Effective School Leadership, "75% of teachers say that the principal carefully tracks student academic progress." (Q11f) This response reflects 14% below the district average and 15% below the city average.

According to the 2017-2018 School Quality Guide, in the area of Effective School Leadership, "56% of teachers say that the principal knows what's going on in their classrooms." (Q11g) This response reflects 23% below the district average and 24% below the city average.

A review of the 2017-2018 Advance end of year MOTP teacher ratings reflects the following:

Out of 58 Advance-eligible teachers, no teacher received a rating of Ineffective in Domain 3, Components 3b, 3c, or 3d.

Out of 58 Advance-eligible teachers, 20 teachers received a rating of Developing in Domain 3, Components 3b; 13 teachers received a rating of Developing in Domain 3, Components 3c; and 16 teachers received a rating of Developing in Domain 3, Components 3d.
Out of 58 Advance-eligible teachers, 38 teachers received a rating of Effective in Domain 3, Components 3b; 42 teachers received a rating of Effective in Domain 3, Components 3c; and 42 teachers received a rating of Effective in Domain 3, Components 3d.

Out of 58 Advance-eligible teachers, no teachers received a rating of Highly Effective in Domain 3, Components 3b; 3 teachers received a rating of Highly Effective in Domain 3, Components 3c; and no teachers received a rating of Highly Effective in Domain 3, Components 3d.

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, as a result of school leaders’ effective implementation of Advance observations, feedback to teachers, and professional development, at least 90% of teachers will receive Effective and/or Highly Effective ratings in 3 of 3 of the following components: 3b (Questioning and Discussion Techniques); component 3c (Student Engagement); and component 3d (Using Assessment in Instruction), as measured by spring 2019 end of year Advance MOTP ratings.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</strong></td>
<td><strong>Beginning in September, 2018 (after IPCs) and continuing weekly until May 2019</strong></td>
<td><strong>Consultant, District Personnel will work with Principal and Assistant Principals on effective classroom observations and feedback</strong></td>
</tr>
<tr>
<td><strong>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).</strong></td>
<td><strong>Beginning in September, 2018 (after IPCs) and continuing weekly until May 2019</strong></td>
<td><strong>Consultant, District Personnel will work with Principal and Assistant Principals on effective classroom observations and feedback</strong></td>
</tr>
</tbody>
</table>

**A minimum number of frequent classroom observations, using Charlotte Danielson’s Framework for Teaching and adhering to the guidelines of Advance Evaluation System, including teacher selected options 1, 2, 3, or 4 with oral/written feedback provided to all teachers within 48 hours.**

**Professional Development opportunities will be provided to all staff, based on the differentiated professional needs of teachers and paraprofessionals to support and strengthen professional practices.**

**Principal and Assistant Principals will implement cycles of observations and feedback to hold Principal, AP’s and teachers accountable for continuous improvement, using student data, feedback, and professional development opportunities.**

**All teachers will develop professional goals and complete a self-reflections on their teaching practices, based on their professional goals, student learning outcomes, and feedback provided by supervisors, mid-year, and end of year.**

### 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.
Beginning in October 2018 and through the year until June 2019, on a monthly basis, teachers will include a parental section in their curriculum planning materials that teachers and school leaders share with families. This will include how the students are being supported and what professional development workshops the teachers will participate in to further their practice and student supports. This will allow the parents to stay informed and give feedback, as needed.

In addition, the parent coordinator will inform parents of any workshops that they will be offered regarding their instructional content, Common Core Learning Standards expectations, College and Career Readiness information, include Access to College for All initiatives and activities, and/or related skills, with strategies to help parents help their children at home. Parents will also be provided with ongoing resources to help them support the learning needs of their children.

Key personnel responsible for implementation and oversight will be the Assistant Principals and Principal.

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### Part 4 – Budget and Resource Alignment

<table>
<thead>
<tr>
<th>Teachers will meet during prep periods. Prep periods; Planning Sessions with Literacy Coach and PD sessions on Danielson built into Teacher Team meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Preps - No cost associated with this activity</td>
</tr>
<tr>
<td>Allowable funds will be used for parental engagement activities.</td>
</tr>
<tr>
<td>Allowable funds will be used for Professional Development services by consultants.</td>
</tr>
</tbody>
</table>

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

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

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

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### Part 5 – Progress Monitoring

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

By February 2019, as a result of school leaders’ effective implementation of Advance observations, feedback to teachers, and professional development, at least 90% of teachers will receive at least 1 Effective and/or Highly Effective rating in at least 2 out of 3 of the following Danielson Framework for Teaching components: 3b (Questioning and Discussion Techniques); component 3c (Student Engagement); and component 3d (Using Assessment in Instruction), as measured by Advance Teacher Level MOTP Detail report for the period of September 2018 to February 2019.

A review of the Advance Teacher Level MOTP Detail report reflects the following data:

Out of 54 teachers, 38 teachers received at least 1 Effective rating and 2 teachers received at least 1 Highly Effective rating in component 3b (74 %) during the period of September 2018 to February 2019.

Out of 54 teachers, 41 teachers received at least 1 Effective rating and 3 teachers received at least 1 Highly Effective rating in component 3c (81 %) during the period of September 2018 to February 2019.

Out of 54 teachers, 38 teachers received at least 1 Effective rating and 1 teacher received at least 1 Highly Effective rating in component 3d (72%) during the period of September 2018 to February 2019.
76% of the teachers received at least 1 rating of Effective or Highly Effective in at least 2 out of the 3 components (3b, 3c, and 3d).

We have not met our February 2019 progress monitoring goal of at least 90% of teachers receiving at least 1 Effective and/or Highly Effective rating in at least 2 out of 3 of the following Danielson Framework for Teaching components: 3b (Questioning and Discussion Techniques); component 3c (Student Engagement); and component 3d (Using Assessment in Instruction), as measured by Advance Teacher Level MOTP Detail report for the period of September 2018 to February 2019 since as a new administrative team we are ensuring that we are calibrated and rating with fidelity. Therefore, ensuring accuracy of ratings and providing developmental feedback to improve practice is at the core of our work.

Our next CEP action steps will include the following:

School leaders will continue to fully implement Advance system of evaluation and support and supplement the official Advance classroom visits, ratings, and feedback with informal and frequent classroom visits and feedback for all teachers.

A calendar and debriefing form for such informal class visits will be developed to ensure effective implementation.

Effective teachers will be recruited to “partner” with new teachers to provide support for meeting school expectations for classroom instruction, based on Danielson’s Framework for Teaching and CCLS.

<table>
<thead>
<tr>
<th>Part 5b</th>
<th>Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advance Teacher Level MOTP Detail report</td>
<td></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 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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

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

According to the 2017-2018 School Quality Guide, in the area of Strong Family-Community Ties, the Survey element score is 2.80, which reflects an increase from last year's score of 2.50.

The 2017-2018 Parent Coordinator Activity Report reflects that there were 11 parent workshops, with attendance of 156. Additionally there were 451 parents who attended Parent-Teacher Conferences across the year.

According to the 2017-2018 School Quality Guide, in the area of Strong Family-Community Ties, the NYC School Survey Measures score for Outreach to Parents was 3.60 with 93% positive responses. This score is 1% above the district average and equal to the city average.

According to the 2017-2018 School Quality Guide, in the area of Strong Family-Community Ties, the NYC School Survey Measures score for Parent Involvement in School was 2.00 with 84% positive responses. This score is 3% below the district average and 5% below the city average.

According to the 2017-2018 School Quality Guide, in the area of Strong Family-Community Ties, "91% of families say that school staff regularly communicates with them about how families can help their child learn." (Q1a) This response reflects 2% above the district average and is equal to the city average.

According to the 2017-2018 School Quality Guide, in the area of Strong Family-Community Ties, "84% of families say that they get opportunities to visit their child's classroom, such as observing instruction or participating in an activity with their child." (Q1b) This response reflects 1% below the district average and 3% below the city average.

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, as a result of all school staff’s efforts to ensure meaningful family engagement, there will be at least a 15% increase in parents’ participation in school-wide events, activities, communication systems, and meetings, as measured by the 2018-2019 Parent Coordinator Activity Report (PCAR), compared to the 2017-2018 Parent Coordinator Activity Report (PCAR).
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</strong></td>
<td>Parents/families of students in 3K-8th grades</td>
<td>Sept. 2018-June 2019, on a monthly basis</td>
<td>Administration, Teachers Instructional Lead Team, Office Staff Paras, Parents &amp; Volunteers</td>
</tr>
<tr>
<td><strong>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).</strong></td>
<td>Parents/families of students in 3K--8th grades</td>
<td>Sept. 2018-June 2019, on a monthly basis</td>
<td>Administration, Staff, Parents, Students, SLT, and Parent Coordinator</td>
</tr>
<tr>
<td>Communication via school calendar, monthly newsletters, outside information board highlights school related information and events, and phone ‘blasts’</td>
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</tr>
<tr>
<td>Parents-as-Partners in classroom events provided opportunities for family/school collaboration using hands-on activities that strengthened the home-based effectiveness, celebrated students’ academic and creative expression and supported student achievement</td>
<td></td>
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</tr>
<tr>
<td>Administration, Staff, Parents, Students, SLT, and Parent Coordinator scheduled, organized, and facilitated the on-going development of family involvement events/activities which included, but not limited to the following:</td>
<td></td>
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<tr>
<td>Administration, Staff, Parents, Students, SLT, and Parent Coordinator scheduled, organized, and facilitated the on-going development of family involvement events.</td>
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</tr>
<tr>
<td>Parent coordinator and PA executive board will meet with administration to collaborate on family events and activities for the year</td>
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<tr>
<td>District parent advocate will provide monthly city-wide parent events, workshop and activities for families</td>
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<tr>
<td>Administration and teachers will provide on-going feedback to parents regarding instruction, student progress, and class/school events</td>
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</tr>
<tr>
<td><strong>Curriculum Day to introduce grade-specific plans and parent support.</strong></td>
<td>Parents/families of students in 3K-8th grades</td>
<td>Sept. 2018-June 2019, on a monthly basis</td>
<td>Administration, Teachers Instructional Lead Team, Office Staff Paras, Volunteers, Parents &amp; District Staff</td>
</tr>
</tbody>
</table>
- Provide calendar of school-wide family events and activities.
- Parent workshops to give support in content areas, such as strategies to help the child.
- Establishing a relationship and communication through letters, web site, phone, and communication logs.
- Parent monthly newsletter to inform families of important school-related curriculum support.
- Jupiter grades reporting system for parents to follow how their child is doing in class.

Collect data via sign in sheets which we expect will reflect an increase in parental involvement based on all of the opportunities provided parents throughout the year. As well, additional family workshops/activities will be implemented to strengthen the home/school connection and student achievement.

Attendance will be taken and reflection forms given at parent/family events in order to evaluate increased participation from previous years, determine which events were most attended, and to analyze the success of each event.

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.

The 57 Learning Community receives support from the following Community Based Organizations:

1. City Year
2. Roads To Success
3. Family Health Institute
4. Boys Stout
5. Migdol Foundation
6. Asphalt Green

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.

Schedule adjustments, as necessary to implement meetings and events for Community Based Organizations, Parent Association and School Leadership Team

Per session for teachers and school leaders, as necessary

Instructional materials and supplies
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>
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<tr>
<td></td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
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<td>Other</td>
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</table>

Part 5 – Progress Monitoring

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

By February 2019, as a result of all school staff’s efforts to ensure meaningful family engagement, there will be at least a 7.5% increase in parents’ participation in school-wide events, activities, communication systems, and meetings, as measured by the Parent Coordinator Activity Report (PCAR) for the period of September 2018-February 2019, compared to the Parent Coordinator Activity Report (PCAR) for September 2017-February 2018.

A review of the Parent Coordinator Activity Report (PCAR) for the period of September 2018-end of January 2019, compared to the Parent Coordinator Activity Report (PCAR) for September 2017-the end of January 2018 reflects the following:

During the period of September 2017-February 2018, there were 1,558 parents recorded as participating in school-wide events, activities, communication systems, and meetings, as measured by the Parent Coordinator Activity Report (PCAR).

During the period of September 2018-end of January 2019, there were 1,085 parents recorded as participating in school-wide events, activities, communication systems, and meetings, as measured by the Parent Coordinator Activity Report (PCAR).

This data reflects a significant decrease (473 parents) in the number of parents recorded as participating in school-wide events, activities, communication systems, and meetings.

We did not meet our February 2019 progress monitoring goal of at least a 7.5% increase in parents’ participation in school-wide events, activities, communication systems, and meetings, as measured by the Parent Coordinator Activity Report (PCAR).

Our next CEP action steps will include the following:

Supervisors will closely monitor, on a weekly basis, the PCAR entries recording parents' participation in school-wide events, activities, and communication systems to ensure accurate recording.

Supervisors will meet with the parent coordinator, on a weekly basis, to plan and reflect on the parent engagement activities that are implemented.

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

Parent Coordinator Activity Report (PCAR)

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 writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Benchmark results/assessment</td>
<td>AIS Reading Program, Shared Reading, Response to Literature, Independent Reading, Guided Reading, Reading and Writing conferencing,</td>
<td>Small group instruction &amp; one-on-one</td>
<td>During school, after school &amp; Saturday Academy</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Benchmark results/assessments</td>
<td>Interactive math, Number Talk, Mentor Math</td>
<td>Small group, one-on-one &amp; tutoring</td>
<td>During school, after school &amp; Saturday Academy</td>
</tr>
<tr>
<td>Science</td>
<td>Benchmark results/assessments</td>
<td>Science Labs, Inquiry Approach</td>
<td>Small group instruction</td>
<td>During school &amp; after school</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Benchmark results/assessments</td>
<td>Research, Using Data</td>
<td>Small group instruction</td>
<td>During school &amp; after school</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>PBIS Data</td>
<td>Self Esteem, Bullying, Cutting, Grieving, Peer Pressure Self Esteem, Bullying, Cutting, Grieving, Peer Pressure</td>
<td>Small group, one-on-one</td>
<td>During School</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

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

Supporting Students in Temporary Housing (STH)

### Part A: FOR TITLE I SCHOOLS

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

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

<table>
<thead>
<tr>
<th>Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uniforms and school supplies</td>
</tr>
<tr>
<td>Home school connection opportunities</td>
</tr>
<tr>
<td>Metro cards are given to students</td>
</tr>
<tr>
<td>Support outreach services by social worker and mental health clinic</td>
</tr>
<tr>
<td>Student/Family Counseling</td>
</tr>
</tbody>
</table>

**210 Students are in Temporary Housing**

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

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

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

**NA- Title 1 school**

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

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Recruitment via:
- Open Market interview perspective highly qualified teachers
- Effective teachers’ referrals, submitted resumes & letters of interest
- Principal cohort referrals & University partners referrals
- Teachers’ interviews & observed lesson demonstrations

Retention via:
- Distributive leadership opportunities & PD opportunities to learn enhanced pedagogical techniques to support student performances
- Team building events & activities, peer mentoring & reflective practice to contribute to the school wide mission
- Excellence in education teacher recognitions & celebrations acknowledging exemplary participation with staff/peers and highlighting stellar teaching performance throughout the year
- Preference consideration based on interests, experience, pedagogical successes & student needs

Assignments via:
- Preference consideration based on surveys that identify personal strengths, expressed interests & experience
- Evidence of effective past completed extra-curricular projects & successful initiatives
- Professional development qualifications, active participation, & proactive responses that insure school wide projects' success and contributes to the achievement of past school wide goals & initiatives

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).
• All teachers are encouraged to attend DOE professional development opportunities supporting curriculum and instruction

• All teachers and paraprofessionals participate in weekly differentiated professional development opportunities based on identified area of need, school goals, professional goals, etc..

• Administration attends professional development sessions offered by District Superintendent and DOE initiatives

Administration will provide collaborative instructional conversations with teachers aligned to the Danielson Framework for Teaching and Learning

Individualized support will be provided for administrators, teachers and paraprofessionals by consultants in the areas of rigor, Common Core State Standards

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**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

NA ~ Not a TA Program School

---

**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 ~ Not a TA Program school

---

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**
Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Open houses will be provided for staff and parents of preschool children to share curriculum, CCLS and school wide expectations. Time will be scheduled for student/parent transitions that support good new year beginnings. parent & students will have opportunities to meet essential staff, new families, parent association members and officers to gain a better understanding of the school culture and overall expectations.

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.

- Lead teachers are identified on each grade to serve on the vertical instructional lead team to meet biweekly with the administration for school-wide instructional planning, protocols and curriculum development. This information is turn-keyed to each grade to insure curriculum alignment, common language use and process fidelity. Grade-specific teams meet weekly to discuss/plan assessments, plan projects, modify curriculum, look at students work, prepare instructional models/exemplars & analyze data to plan for future instruction & activities. Assessments are used, developed, selected and modified to measure specific desired outcomes.

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<sup>1</sup>. 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<sup>2</sup>. On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$521,594.00</td>
<td>X</td>
<td>§5A, 5B, 5C, 5D, 5E</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$114,103.00</td>
<td>X</td>
<td>§5A, 5B, 5C, 5D, 5E</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$13,288.00</td>
<td>X</td>
<td>§5A, 5B, 5C, 5D, 5E</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>$5,059,414.00</td>
<td>X</td>
<td>§5A, 5B, 5C, 5D, 5E</td>
</tr>
</tbody>
</table>

<sup>1</sup>Explanation/Background:
Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

2The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding**: Support implementation of school improvement plans that 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>
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<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 our school. Therefore, James Weldon Johnson Leadership Academy PS/MS 57, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our 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>
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<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Weldon Johnson Leadership Academy PS/MS 57 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 our school community;

Parental Involvement and School Quality

Our 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. Our 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 our 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.

Encouraging School-Level Parental Involvement

Parents/Families are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community.

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, our 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 Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;

• disseminate a Parent/Family Handbook which includes Faculty & Staff names and support structures, helpful websites, school wide policies & procedures

• engage parents/families in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools 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 our 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 our school and will work to ensure that our 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/family 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/families to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report; and School Quality Snap Shot;

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

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

• translate all critical school documents and provide interpretation during meetings and events as needed;
• conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our 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;
• hosting events to support, men asserting leadership in education for their children, parents/guardians, grandparents and foster 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)**

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

1. using academic learning time efficiently;
2. respecting cultural, racial and ethnic differences;
3. implementing a curriculum aligned to the Common Core State Learning Standards;
4. offering high quality instruction in all content areas;

**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

• 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:

• 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 requirement programs.

II. Parent/Guardian Responsibilities

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;
• check Jupiter Grades on a regular basis
• make appointment with teachers
• 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;
- encourage Tiger Pride (PBIS)

III. Student Responsibilities

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- check Jupiter grades on a regular basis
- ask teachers for extra help
- be a part of community service opportunities
- 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.
- Follow Tiger Pride (PBIS)
**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>
<tr>
<td></td>
<td>NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before school</td>
</tr>
</tbody>
</table>

| Total # of ELLs to be served: | |
| Grades to be served by this program (check all that apply): |
| K | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |

| Total # of teachers in this program: | |
| # of certified ESL/Bilingual teachers: | |
| # of content area teachers: | |

2018-19 CEP 57
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: ____

Rationale:

P.S./M.S. 057M, James Weldon Johnson Leadership Academy is a 3K-8th grade elementary and middle school located in East Harlem. The staff at P.S./M.S. 057M includes 2 certified ESL teachers and 4 certified bilingual teachers. The total student population is 784 students. Of the 786 students at P.S./M.S.057M, 124 are English Language Learners (ELLs), including former ELLs. ELLs comprise 15.8% of the total student population. The home languages of the ELLs at P.S./M.S. 57 include Arabic, Bengali, Haitian-Creole, Portuguese and Spanish.

After analyzing the 2018 NYSESLAT scores and the ELA results, the data shows that ELLs at P.S./M.S. 057M, including our long-term ELLs, need additional instruction in their reading and writing as well as continued work in speaking. The programs were carefully selected to target the needs of our ELLs to enhance their English language skills.

The anticipated dates of the program will be from November 10, 2018 through May 3, 2019, on Wednesdays and Thursdays for 1.5 hours from 2:30-4:00 PM. There will be 4 teachers implementing instruction for classes of heterogeneous level groupings of ELLs, who will work for 3 hours weekly for 15 weeks total amount being 30 sections. Two of the 4 teachers have an ENL license and the two others have a Bilingual Common Branch License.

The target population of our Title III programming will be our population of long-term ELLs or students at risk of being long term ELL’s (12 incoming 6th, 7th and 8th graders for the 2018-2019 school year), as well as the ELLs who received 1-2s on the ELA 2017-2018 exam (almost 100% of the school’s ELL population in 3rd grade through 8th grade), including long term ELLs and students who did not score above the cut score in writing in the expanding level.

The program will support student development in all of the four language modalities - reading, writing, listening and speaking. We will focus on all four modalities with an emphasis on the writing modality due to the 2017-2018 NYSESLAT scores. Current Ells in the program will engage in creating several newsletters with topics based on students’ interest according grade level and academic English proficiency based on 2017-2018 data. Teachers’ will build the students’ academic discourse and writing skills through drafting, revising, editing, and publishing. Lower proficiency Ells will use their own illustrations to create picture stories and to use the illustration as a guide to write a story. Culminating activity will be students presentation of a written story based on the original picture. The higher level proficiency Ells will interview other immigrants or themselves to document their experience in a new country. Students will become familiar with the process of producing formal written documents, such as a newsletter.

In order to address these needs, the Title III after school program will implement the following: 3rd through 5th grade students will participate in an interactive After school program with teacher created materials. The supported curricula will be aligned to the common core learning standards targeting the reading, writing, listening and speaking modalities. The after school program will mainly reinforce students reading and writing skills. Teachers will also build literacy skills using multiple strategies that best support ELLs by allowing them to practice their modalities through collaborative conversations while discussing high order thinking questions.
**Part B: Direct Instruction Supplemental Program Information**

The standard base instruction enables students to develop academic language through writing. Students will work on a writing piece based on the reading component presented.

Middle school ELLs (6th through 8th grade) will publish a monthly school newspaper in print and digital form. Students will report on news across various themes, such as sports, current events, and the arts. Newspaper content will be informational, argumentative, and narrative. For example, in addition to traditional reporting, students might choose to write an editorial opinion piece or a sustained story with chapters published periodically. Students may choose photography or other visual representations, such as cartoons, to accompany their writing. An instructional focus will be building grade-level Tier II and Tier III vocabulary and practicing academic language structures in written form. As a conceptually consolidated school please note that other costs will be paid for please note that other costs will be paid for through additional school funding sources.

<table>
<thead>
<tr>
<th><strong>Part C: Professional Development</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>• rationale</strong></td>
</tr>
<tr>
<td><strong>• teachers to receive training</strong></td>
</tr>
<tr>
<td><strong>• schedule and duration</strong></td>
</tr>
<tr>
<td><strong>• topics to be covered</strong></td>
</tr>
<tr>
<td><strong>• name of provider</strong></td>
</tr>
<tr>
<td>Begin description here: _____</td>
</tr>
</tbody>
</table>

The professional development opportunities offered to the teachers involved in the Title III program include any workshops or training given by the Manhattan Field Support Center's ELL team and other opportunities that are presented to the PS 57 ELL team involving ENL instruction. Schedule: On-going, throughout the school year.

An ELL study group comprised of the four teachers in the Title III program will meet every Monday during the school’s allotted professional development time, from 3:00pm-3:40 p.m. The study group will focus on the following goals:

- Integrating ENL strategies into the content areas (using the Meet the Masters curriculum).
- Topics to be covered are: 1. ENL strategies for reading, writing, listening, and speaking 2. Modifying lessons to incorporate ENL strategies 3. Content-specific ENL strategies 4. Content-specific vocabulary for ELLs 5. Integrating Tier 2 vocabulary into the content area 6. Scaffolding activities for ELLs 7. Writing language objectives for ELLs in the content classroom

- Increasing the quality and quantity of vocabulary and academic language use with English language learners (using the English 3D curriculum). Topics to be covered are: 1. Modeling proper use of academic language for ELLs 2. Using Tier 2 vocabulary in the classroom 3. Assessing ELLs' vocabulary knowledge 4. Integrating oral language scaffolds 5. Academic vocabulary across the content areas 6. Strategies to improve ELLs' listening skills 7. Elevating academic discourse in the ENL classroom

These two separate study groups will be held twice a month (alternating each week) from the beginning of October to the end of April. The study group participants will use the two separate curricula for the program as the starting focus for the study. Teachers will be asked to bring specific materials that may be useful for that week's topic of study. Strategy implementation will be discussed and assessed. Reflections on student and teacher learning will be an additional part of the process with data being collected at the beginning, middle and the end of the program.
# Part D: Parental Engagement Activities

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

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

Begin description here: 

**Rationale:**

At P.S./M.S. 057M, we believe that parental involvement creates a stronger community of learners and we strive to incorporate parents into all parts of our students' learning. Parents will be invited to the school prior to the onset of the Title III program for an orientation to the program. They will learn what their students will do in the Title III program, as well as strategies they can use to help their child's English language development including helpful hints such as television shows, such as jeopardy, wheel of fortune for family engagement. They will also be given information on the ENL programs available for parents throughout the city, including ENL for adults and programs hosted by the NYCDOE. Interpretation and translation will be provided to parents as needed. In June 2018, towards the end of the program, parents will be invited to celebrate the work of the students in the elementary and middle school programs. For example, the students will host a gallery walk to showcase their work throughout the year. Students will present to their families and staff.

**Schedule and Duration:**

Parent will be invited to workshops at the school once a month for 1.5 hours.

**Topics to be covered:**

- Title III Parent Orientation
- Activities to Promote Literacy at Home
- Understanding the NYSESLAT Scores
- Supporting Students with Extended Learning at Home
- Stages of Language Acquisitions with Activities to Promote Language Development

**Name of Provider:**

Annette Berrios, Assistant Principal
Lizbeth Rivera, Parent Coordinator

**How Parents Will be Notified of these Activities:**

- Flyers
- Remind App
- Phone Blast
## Part E: Budget

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

Allocation Amount: $_____

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

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Manhattan</td>
<td>57</td>
</tr>
</tbody>
</table>

School Name: James Weldon Johnson

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lorraine Hasty</td>
<td>Claudia Moore Hamilton</td>
<td>type here</td>
<td></td>
</tr>
<tr>
<td>Coach</td>
<td></td>
<td>Claudia Moore Hamilton</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrea Dell'Olio</td>
<td>Bridget McElroy, ENL Teacher</td>
<td>Diana Cardenas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Related-Service Provider</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher/Subject Area</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Superintendent</th>
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</thead>
<tbody>
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<td>type here</td>
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</tbody>
</table>

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

D. Student Demographics
### Part II: ELL Demographics

#### A. ELL Programs

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

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

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<th>12</th>
<th>Tot #</th>
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</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
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<tr>
<td>Dual language program (DL)</td>
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<tr>
<td>Freestanding ENL</td>
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</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.

### 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?

   Early literacy skills are assessed with Fountas and Pinnell. This assessment tool examines reading behaviors and ascertains the accuracy, fluency, and comprehension levels of students when reading a leveled text. Entering level ELLs are assessed on letter recognition, reading high frequency words, phonological awareness and other early literacy behaviors using additional assessments from the Fountas and Pinnell program. The data provides an insight into which ELLs are above-level, on-level and below-level. The overall trend across the grades shows that ELLs are either on-level or below-level in terms of reading.

   The data from the third grade ELLs highlights some of these trends. Students in the third grade should be reading book levels M-N at this point in the year. The results from the Fountas and Pinnell assessment show that, out of eleven third grade ELLs,
two ELLs are reading on-level and nine are below-level. It should be noted, however, that six of the nine that are reading below-level are only one reading level behind and that two of the seven that are below-level are newcomer ELLs.

Furthermore, the data from this assessment is used to homogeneously group students for intensive instruction to increase their reading levels. The reading behaviors gathered from Fountas and Pinnell assessment help the classroom, bilingual, ENL, and special education teachers to hone in on language features that are hindering a student’s understanding when reading a text.

2. What structures do you have in place to support this effort?
Students are benchmarked three times a year using Fountas and Pinnell. The Fountas and Pinnell program is also used as our school’s Measure of Student Learning end of year assessment.

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?
We examine the success of our programs for ELLs not only by examining the test results from the NYSESLAT, New York State ELA, Math, Science (grades 4 and 8 only) and predictive and interim exams, but also by communicating with the students, parents, and teachers of the ELLs to track their improvement. In evaluating the success of our programs for ELLs, our school decided to hire a third ENL teacher for the 2017-2018 school year. As well as open up a Dual Language program for grades K-2, with the intention of adding an additional Dual Language class in grades 3-8 each subsequent school year. These changes have strengthened our programs and led to higher numbers of ELLs becoming proficient in English. In addition, in line with new CR Part 154.2 mandates, even after ELLs exit the program, we continue to monitor the progress of the former ELLs by providing a minimum of 90 minutes of instruction per week for each student to follow their continued language and overall academic development.

4. What structures do you have in place to address interventions once the summative data has been gathered?
We have a separate team that focuses solely on RTI for ELLs, which is made up of two ENL teachers and two special education teachers, and that meets biweekly to discuss ELLs who are struggling academically and to develop intervention plans for those students. The summative data and teacher progress reports are used to help develop the intervention plans.

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.]
Our school has a team of teachers responsible for streamlining Response to Intervention (RTI) protocols in the school. The team consists of an Assistant Principal, a Special Education Teacher Support Services (SETSS), an IEP teacher, a Literacy Specialist, a School Psychologist, a Bilingual Speech Teacher, a Bilingual School Social Worker, and two ENL teachers. Although the RTI team manages the process, the protocols set in place are a school-wide initiative. The students are initially assessed in September in reading, writing, and math by the classroom teacher. The data is analyzed to identify at-risk students. These students are grouped based on targeted areas of need and instruction is differentiated in the classrooms to meet the needs of all learners.

When high quality Tier 1 instruction does not seem to be working for some students, the teacher identifies the area of need and the student is pulled into a small group of students. The small group of students, which requires Tier 2 instruction then receives a letter home informing parents of this next phase of instruction as well as Tier 2 instruction for a six week cycle. If the student continues to struggle, the classroom teacher will request a meeting and discuss the case. At weekly meetings, the RTI team discusses cases that are of concern to classroom teachers and offers advice and suggestions to those teachers on strategies they can use to further target instruction. When Tier 1 and Tier 2 instruction do not work for a student, the student is pulled out for instruction in a group of 1-3 students. In Tier 3, the intervention provider will administer additional assessments to identify specific areas of need to target intervention. If Tier 3 instruction proves to be unsuccessful, the RTI reconvenes the case and discusses the next steps to be taken for the student to ensure his/her learning needs are being met and his/her future success.
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].

The NYSITELL was administered to all newly enrolled students whose language on the HLIS was determined to be one other than English and who exhibited potential English as a Second Language acquisition needs during an informal interview. There are 15 students who were identified as ELLs based on the NYSITELL assessment. In this group, 11 students are in kindergarten. Based on the NYSITELL, the majority of the students identified as ELLs in Kindergarten are at the transitioning/expanding level, the two 1st grade ELLs, the one 2nd grade student and the one fourth-grade student also scored at the Entering level.

The data from the 2016 NYSESLAT exam show that the majority of our ELL students are testing at the Transitioning or Expanding levels. About 15% of our ELL population has reached proficiency, or "tested out", as per the NYSESLAT exam, each year for the past two years. The data from the NYSESLAT, State ELA and Math exams is used when we program students and decide how to group them, in Title III program planning and in developing or implementing other special programs for ELLs at our school.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? We disseminate the information to our administration on a biweekly basis at the beginning of the year, when that information is more transient and subject to change, and then as appropriate throughout the rest of the year. We meet with teachers once to twice a month at their grade meetings to disseminate the information as well, since we have ELLs and Former ELLs in every grade. Adjustments to programs are made at the end and at the beginning of the year in order to ensure students are programmed properly and in accordance with state mandates.

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.

      Instruction for ELLs in the Freestanding ENL program is delivered through integrated and standalone ENL classes. Students who have scored in the Entering level are provided with 180 minutes of standalone ENL and 180 minutes of integrated ENL/ELA, students who scored at the Emerging level are provided with 90 minutes of standalone ENL, students who have scored at the Transitioning level are provided with 90 minutes of integrated ENL and 90 minutes of standalone or integrated ENL, students who scored at the Expanding level receive 180 minutes of integrated ENL and students who scored at the Commanding level have 90 minutes of integrated ENL. In standalone ENL classes students are grouped heterogeneously and with not more than two contiguous grades in one class. In the integrated ENL classes, students are grouped based on the class they are in and the ENL teacher collaborates with the classroom teacher(s) to plan ELA lessons that incorporate the needs of ELLs and former ELLs as well as other students. In the integrated model, the ENL teacher and the classroom teacher co-teach the lesson planned, by differentiating instruction, working together to deliver the mini-lesson incorporating ENL strategies and then pulling a small group of ELLs and FELLs to work with the ENL teacher, or pulling the small group of ELLs initially and delivering the same mini lesson to them as is given to the whole class.

   b. TBE program. If applicable.

      Our school does not have a TBE program at this time.

   c. DL program. If applicable.

      ENL Instruction in the Dual Language program is provided by a teacher certified in Bilingual Education. Students are grouped according to the teacher's discretion in various ways including heterogeneous and
homogeneous groupings. The Bilingual certified teacher in each class provides integrated or standalone ENL services to students according to their levels and corresponding CR Part 154.2 mandates.

Bilingual teachers also provide the Home Language Arts classes as well as content area classes in Spanish. Students who scored at Entering or Emerging levels receive two bilingual content area subjects while students who scored at Transitioning or Expanding levels receive one bilingual content area subject.

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)?

Administration ensures the mandated number of instructional minutes is provided according to proficiency levels in the Dual Language program. Administration has worked closely with the Dual Language class teachers to determine the structure of the program, including when Home Language Arts and ENL is provided as well as how ENL is provided based on different proficiency levels within the class. The decisions for how the program is structured and how instructional units of study are provided are based on the new CR Part 154.2 mandates. Similarly, administration works with the ENL teachers to ensure that all students are receiving the instructional minutes they require based on CR Part 154.2 mandates. In the ENL program, ELL students are grouped into the least number of classes possible for the grade they are in, and in most cases, they are grouped into not more than two classes. This enables the ENL teachers to provide all students with the number of instructional minutes they need according to their proficiency levels.

Grouping English Language Learners into two or less classes per grade in the Freestanding ENL model enables ENL teachers to provide 180 minutes of standalone ENL and 180 minutes of integrated ENL to any students at the Entering level, 90 minutes of standalone or integrated ENL and 180 minutes of integrated ENL to any students at the Emerging level, 90 minutes of integrated ENL and 90 minutes of either integrated ENL or standalone ENL to any students at the Transitioning level, 180 minutes of integrated ENL to students at the Expanding level, and 90 minutes of integrated ENL to students who have tested at the Commanding level. This grouping also facilitates the co-planning and co-teaching necessary amongst ENL teachers and classroom teachers to effectively service ELL students.

ENL Instruction in the Dual Language program is provided by the Bilingual teacher. Bilingual teachers also provide the Home Language Arts classes as well as content area classes in Spanish. In the Dual Language program, students receive 180 minutes of standalone ENL and 180 minutes of integrated ENL to any students at the Entering level, 90 minutes of standalone or integrated ENL and 180 minutes of integrated ENL to any students at the Emerging level, 90 minutes of integrated ENL and 90 minutes of either integrated ENL or standalone ENL to any students at the Transitioning level, 180 minutes of integrated ENL to students at the Expanding level, and 90 minutes of integrated ENL to students who have tested at the Commanding level. Students who scored at Entering or Emerging levels receive two bilingual content area subjects while students who scored at Transitioning or Expanding levels receive one bilingual content area subject.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Core content is delivered in every class possible for ELLs, regardless of whether they have been placed in Freestanding ENL classes or Dual Language classes. The ability to make core content comprehensible to ELLs and providing equal access to all content to all students is of paramount importance to our school community. As differentiated instruction has been our instructional focus for the past two years, all of our teachers have dedicated countless professional development hours and planning time to providing high quality differentiated instruction to all students, including English Language Learners. In ENL classes, core content is made to be comprehensible to ELLs through a variety of ENL strategies such as using native language supports, activating prior knowledge, TPR, repetition, front-loading vocabulary, modeling, scaffolding, using visuals and graphic
organizers, student grouping, and by differentiating instruction, among others. Collaboration with classroom teachers is also vital to ensuring all ELLs have access to the same content as their peers. In the Dual Language classes, teachers use similar strategies to foster language development while meeting the demands of the Common Core Learning Standards. However, Dual Language teachers also use home language supports when appropriate. In addition, the availability of Home Language Arts as well as content area subjects in their native language for students in the Dual Language program emphasizes the importance of their first language in a cultural sense as well as in an academic sense. This enables students to have a strong language base upon which they can more easily build their second language skills.

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

   ELLs are in the Dual Language classes are informally evaluated in their home languages at various points throughout the year by the Dual Language teachers via teacher observations, questioning, discussion, exit slips, quizzes and tests, graphic organizers during Home Language Arts. Dual Language Teachers formally evaluate their students’ home language development by giving them program tests, or teacher-made tests, several times a year, and comparing students’ language development with that of their peers. In the Freestanding ENL program, Entering and Emerging ELLs are formally assessed in their home languages using teacher-made language exams once at the beginning of the year and once at the end of the year. More advanced ELLs are tested informally twice a year in their home language, using observations, questioning, and writing tasks, though less frequently, and at the discretion of the ENL or classroom teacher.

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.** We currently have one SIFE student at this time. Instruction is differentiated to include many visuals, language prompts and sentence starters, graphic organizers, audio books if necessary. We also provide a supportive environment that responds to the immediate social, cultural and linguistic needs of this SIFE student that lowers the affective filter so that students feel more comfortable participating in all academic activities. Our teaching staff has on-going training in cross-cultural communication and instructional methods designed to improve the academic achievement of SIFE students. We have created a collaborative instructional model that reinforces student learning and accelerates the academic progress of our SIFE student.

   **b.** Newcomer ELLs are grouped together for standalone ENL classes with an ENL teacher. Instruction is differentiated after analyzing students' scores in Reading, Writing, Listening and Speaking on the NYSESLAT exam and modifying activities so that students learn what is comprehensible to them at their respective level. Instruction is differentiated by providing various scaffolding techniques to ensure students are able to participate in any lesson regardless of their language level. Techniques include using visuals, gesturing and using Total Physical Response, graphic organizers, sentence starters, teacher modeled expectations, group work, increasing comprehensible input and sheltered instruction, and providing intensive literacy and language instruction, and teaching students specific language based learning strategies that they can apply throughout their academic career.

   **c./d./e.** Developing, Long Term ELLs, and Former ELLs are grouped heterogeneously and are provided with integrated ENL services whenever possible. Some of the heterogenous grouping occurs within the Dual Language program classes. Instruction is differentiated using various scaffolding techniques, such as those mentioned above, along with providing them with a print-rich environment, activating prior knowledge, fostering the development of students academic vocabulary and academic oral language, and providing opportunities for group work whenever possible.
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

ELL-SWDs are provided with the same grade-level materials as their peers, although the materials may be modified at times to be more comprehensible for the student. Instructional strategies used to enhance the comprehension of ELL-SWDs are activating prior knowledge, modeling, repetition, using visuals whenever possible, writing out directions, chunking text, front-loading vocabulary, using graphic organizers, and pulling small groups of students for direct instruction. In grades 3-8, Expeditionary Learning and Go Math are used for all students in grades 3-8. In grades K-2, Fundations, Journeys and Go Math are used. In addition, ENL, general and special education teachers determine language goals for each student and work to strengthen language skills within content area teaching. Technology is also used to support ELLs, such as Smartboards, laptops and iPads.

In addition to the regular curriculum for ELA, our school also uses two other programs which were written specifically for ELLs by Dr. Kate Kinsella-- The Academic Vocabulary Toolkit and English 3D. Both of these programs were designed to accelerate the English language development for English Language Learners.

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

Our school enables ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment by modifying the content of the curriculum when necessary, aligning language goals to IEP goals whenever possible, working collaboratively with administration, school social workers, psychologists, general and special education teachers to determine student progress, and being flexible in changing goals to reflect the student's current needs.

In addition, the ENL teachers are members of the SIT/RTI team and are involved with advocating for the needs of ELL-SWDs to ensure that all teachers working with them are aware of their second language needs and how to differentiate these needs from their learning disability. It is also a priority goal of this team to ensure that ELLs are properly identified as SWDs and are not put in more restrictive settings than necessary due to their second language acquisition needs. This is done through different academic interventions are tried because ELLs may have different learning styles and may access the curriculum through different means.

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.

In the Dual Language program (Grades K-2) the bilingual instructors often include native language vocabulary into their content lessons to assist in the students’ comprehension of the specialized English content vocabulary. This is done so that the students’ L1 vocabulary skills transfer to their L2. This is done not only for ELA, but in math, science, and social studies as well. For Grades 4-8, the ELLs also receive specialized academic vocabulary instruction prior to moving on to the next unit in Math, Social Studies, ELA, and Science. The vocabulary is front-loaded and glossaries are given to assist students in better being able to grasp their content subjects as the school year progresses. Content vocabulary is taught in Math prior to math units. This fall, the middle school math teachers and ENL teacher are attending a PD on the topic of: supporting ELLs in math instruction. For intervention in science, vocabulary is also front-loaded from the Academic Vocabulary Toolkit. The middle school science teacher and middle school ENL teacher are also attending a PD on the topic of: supporting ELLs in the science classroom. The ENL teacher also works with classroom teachers to give language tools (vocabulary lists, modified texts, modified assignments) to help students achieve the standards in all content subjects. During ENL instruction in both elementary and middle school, the students work with the Academic Vocabulary Toolkit to focus on specialized academic vocabulary for each subject individually - math, history, science, and ELA/writing. This toolkit has provided a wonderful way for older ELLs to "own" content vocabulary that is shared across all subject areas. With the exception of the Dual Language program, in which vocabulary and grammar is taught in both English and Spanish, all instruction is monolingual (English).

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
PS 57 has introduced a Positive Behavioral & Intervention Support (PBIS) model school-wide. PBIS is a program that encourages and rewards positive behavior. The model also provides a way of monitoring and addressing the behaviors of students who need guidance in following the rules set forth by the school community. This program will be improved upon and expanded in the coming 2017-2018 school year.

PS 57 is also continuing with their participation in the R.E.A.D. program (Reading Educational Assistance Dogs). The mission of R.E.A.D. is to improve the literacy skills of children through the assistance of registered therapy teams as literacy mentors. The Reading Education Assistance Dogs program improves children's reading and communication skills by employing a powerful method: reading to an animal. R.E.A.D. companions are registered therapy animals who volunteer with their owner/handlers as a team, going to schools, libraries and many other settings as reading companions for children. R.E.A.D. is the first and foremost program that utilizes therapy animals to help kids improve their reading and communication skills and also teaches them to love books and reading. This year we will be enrolling the 3rd grade bilingual class in this program, giving them a chance to participate bi-weekly in this program.

Furthermore, PS 57 is working to expand co-teaching models and strengthen the collaboration between classroom teachers and the ENL teachers who conduct stand-alone and integrated instruction. This collaboration strengthens instruction and allows students to get additional support in the content areas. A PD cycle will be offered to general education teachers with ELLs in their classrooms to learn more about ELL strategies in order to enable them to better support ELLs when an ENL teacher is not present.

10. If you had a bilingual program, what was the reason you closed it?
PS 57 continues to provide programs and services to all populations at the school, including English Language Learners. This past year (2016-2017) we opened a Spanish-English Dual Language program at our school which replaced our Transitional Bilingual Education program.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
PS 57 offers a plethora of after-school enrichment and remediation activities. PS 57 offers an ELL Enrichment Academy for elementary and middle school students. The ELL Enrichment Academy for 3rd-5th grade students will begin in November and will run through May. The classes will meet two days a week after school. One bilingual teacher and two ENL teachers will work with small groups of students to develop language skills through word games, leveled readings, literature, and vocabulary building skills. The ELL Enrichment program is targeted toward Expanding ELLs to increase their academic language proficiency through a variety of texts. They will learn test preparation skills to help them pass the NYSESLAT and succeed in their academic classes.

Other programs include YMCA, basketball, track and field, drumline, cheerleading, the Voices of 57 choir, Hunter Learning Lab, and the Roads to Success program, many of which ELLs are enrolled in as any non-ELL student would be.

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.
PS 57 follows the balanced literacy model as the core curriculum in grades Kindergarten through 8th grade in Expeditionary Learning. Kindergarten to Grade Two follows the Olivia Wahl’s units of study based on the reading and writing workshop model. In grades Kindergarten through Grade Five, Go Math! is used as the math core curriculum. Our science curriculum stresses both the content area literacy as well as hands-on experience in the science lab. In social studies, students learn about relevant topics in small groups supported by their teacher to maximize the learning experience.

ENL curriculum materials include the Language Power curriculum, Practice Exercises in Basic English, Phonics for Reading, the Academic Vocabulary Toolkit and English 3D. These resources are leveled by grade range and language proficiency. Students are assessed to correctly match the materials by proficiency or grade to the appropriate levels.

Technology is used in the classroom to enhance instruction whenever possible. There are laptops carts available to both the elementary and middle school ELLs, and most classrooms have Smartboards. Grades 6-8 have one “Technology” period a week in which they are able to use laptops to perform activities related to Social Studies or ELA. Some teachers also have access to document readers and iPads, which are often used for small group instruction with ELLs.
13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

Native language instruction and support is provided for our ELLs. In the Dual Language program, offered in Grades K-2 bilingual teachers deliver the instruction in all subjects in both English and Spanish. Native language literacy (Spanish) is taught and emphasized in conjunction with their ELA unit. In the ENL program, we provide native language support and instruction in the school community whenever possible since we recognize the importance of the transfer effect from the first language to second language, as well as the cultural connection to the students. In addition, we offer the foreign language classes in Spanish to the middle school to help students develop and maintain their home language.

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

At PS 57, teachers are aware that lessons must be targeted towards the age and grade of our ELL population. Since we have a Dual Language program for Grades K-2, bilingual teachers are able to incorporate scaffolding, native language support, and emphasis on producing oral language. The curriculum resources we use are grade-level appropriate, and despite the English proficiency of each ELL, the materials they use are the same as the rest of their peers; the instruction for ELLs is heavily scaffolded to help them achieve the same standards as their English monolingual classmates. Teachers assess students so that the materials are matched to students’ language and grade levels. As part of the school’s RtI (Response to Intervention) program, in addition to receiving the appropriate ENL and bilingual services, their classroom teachers also work with struggling students in small groups and one-on-one to help them make progress to close the learning gap and achieve grade standards.

Our school also ensures that all required services/resources support and correspond to ELLs’ ages and grade levels by requiring teachers to include the appropriate Common Core State Standards for students in their lesson plans. Teachers ensure that the activities and resources used in their lessons correspond to the CCSS standards so that all students, including ELLs have access to the curriculum.

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?

PS/MS 57 follows the balanced literacy model as the core curriculum in grades Kindergarten through 8th grade in Expeditionary Learning. This is intentional to make ELA instruction seamless as elementary age students move up to the middle school. Kindergarten to Grade Two follows the Olivia Wahl’s units of study based on the reading and writing workshop model. In grades Kindergarten through Grade Five, Go Math! is used as the math core curriculum. Our science curriculum stresses both the content area literacy as well as hands-on experience in the science lab. In social studies, students learn about relevant topics in small groups supported by their teacher to maximize the learning experience.

ENL curriculum materials include the Language Power curriculum, Meet the Masters Art History, Phonics for Reading, the Academic Vocabulary Toolkit (Book 1), and English 3D. These resources are leveled by grade range and language proficiency. Students are assessed to correctly match the materials by proficiency or grade to the appropriate levels.

Technology is used in the classroom to enhance instruction whenever possible. There is a computer lab available for both the elementary and middle school ELLs, and many classrooms have smartboards. Grades 6-8 have one “Technology” period a week in which they are able to use laptops to perform activities related to Social Studies or ELA. Some teachers also have access to document readers and iPads, which are often used for small group instruction with ELLs.

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

The administration, parent coordinator, and ENL teachers work together to acclimate newly enrolled ELLs before school begins. The parent coordinator is actively involved in reaching out to these families and inviting them to an “Orientation” meeting in August before school begins. At this meeting, we outline the programs available (ENL or Dual Language) and offer parental choice as to what program they think works best for their child’s needs. For new ELLs who enroll throughout the year, the same orientation meeting is offered on an individual basis, held by the ENL teachers, in which parents are welcomed to the school and taught about the various literacy models offered to students acquiring English as a second language. During Tuesday afternoon teacher professional development time, the ENL and bilingual teachers have designated time to reach out to parents of new ELLs to catch them up on their child’s progress and reach out to them with concerns or questions regarding
their child’s learning. Parents are always encouraged to work at home with their child on their native language so as to prevent L1 language loss as they gain English skills across all modalities.

17. **What language electives are offered to ELLs?**

The middle school students take Spanish as a second language twice a week, as part of the school’s initiative to foster and encourage students to use their native language in an academic school setting as well as in their homes.

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)?

   a. We use the self-contained model and our IEPs and ELLs are integrated 100% of the day.
   
   b. All content areas are taught in English and Spanish.
   
   c. We use the roller coaster model so that English is used in the mornings and Spanish is used in the afternoons on Mondays, Wednesdays and Fridays and Spanish is used in the mornings and English is used in the afternoons on Tuesdays and Thursdays.
   
   d. Currently, emergent literacy is being taught in both languages at the same time.

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### 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?

   ENL teachers and bilingual teachers at PS 57 are provided coverage to attend one all-day professional development provided by the NYC DOE meeting every six weeks, or on an as-needed basis. Teachers are encouraged to attend professional developments geared toward ELL compliance, ELL strategies in the classroom, ENL across content areas, and various other ELL topics.

   In the school year 2017-2018, all staff (guidance counselors, secretaries, and administration) at PS 57 will participate in professional development opportunities to strengthen instruction for the ELL population. These sessions will be facilitated by invited staff developers from Generation Ready, the Academic Vocabulary Toolkit, Muttigrees, the Manhattan Field Support Team (ELL Start-up Committee), Learning Partners Program, RTI/SIT Team Meetings, and ENL/Bilingual teachers) will be invited to participate in these sessions and will then conduct turnkey trainings to share the new information and strategies with the remainder of the staff who teach ELL populations. The ENL teacher will also provide training for classroom teachers during grade meeting planning times which are held on a weekly basis, This will allow us to meet the requirements of 15% PD hours of training. The topics of these trainings will involve Collaborations and Co-Teaching, Implications of the NYSESLAT, Applying the Common Core Standards to ELLs, Long Term ELLs, and ENL Strategies for ELLs.

   In order to help teachers of ELLs support their students as they engage in the Common Core, professional development, the ENL and bilingual teachers will attend a professional development meeting this fall regarding the Bilingual Common Core which they will then turn key to the entire school in a two-part Monday professional development time at the school. Standards and ways to assess ELLs’ progress will be shared with all school staff so they can effectively support ELLs as they engage in rigorous Common Core schoolwork.

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.

Since PS 57 is a K-8 school, ELLs are given continued support by both the ENL teachers as well as the classroom teachers they partner with to give students support as they transition to middle school. At this time, PS 57 assists ELLs transitioning to high school by helping them locate schools with programs that will suit their language needs. The PS 57 guidance counselor attends trainings throughout the city about the process of helping students find the "right" school for them, and act as the main support in the school for students transitioning to middle and high school. For students who are at the Transitioning or Emerging level, we seek to find schools with a heavy bilingual demographic and foreign language classes offered to suit their needs. ENL teachers also pay close attention to the interests and strengths of our 8th grade ELLs and try to help them locate a school with a mission and focus that mirrors their interests to help them succeed. Throughout the school year, the bilingual and ENL teachers at PS 57 attend professional development meetings offered by District 4 and the DELLs office. The goal is for teachers to attend an average of one full-day professional development meeting a month. This gives bilingual and ENL teacher more than a 50% professional development focus on ELL specific instruction. Based on what teachers learn at these professional development meetings, they are offering weekly sessions during the Tuesday mandated professional development time after school to turn key information to classroom teachers of ELLs. During this Tuesday time, various topics throughout the year will include: CR Part 154 regulations, scaffolding for ELLs, academic language and vocabulary, writing for ELLs, how to distinguish language acquisition from learning disability, how to help a beginner ELL in your class, RTI for ELLs, how to assist ELLs with IEPs, etc. Attendance is taken at the weekly ENL Professional Development meetings, and teachers at PS 57 are asked to attend a minimum of 10 sessions to meet the mandated hours for ENL-specific professional development.

### 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?**

   By holding a meeting about the NYSESLAT both at the start of the school year in September and again in March before the exam is given, parents are fully armed with the information they need to understand what their child’s academic language goals are in order to be able to succeed. Additionally, they gain a better idea of the support their student is getting through the bilingual/ENL program at PS 57. Along with the two ENL department meetings, parent-teacher conferences are held twice a year, in November and again in March. Parents of all ELLs are invited to visit with their child’s bilingual/ENL teacher at these meetings to review progress their student have made with their English acquisition, as well as areas in which they are still seeking to improve.

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

   Parents hold an integral part of our school and the ENL/Bilingual program. PS 57 has an active Parent Association that provides a variety of workshops and events for parents. The parent coordinator at the school works closely with the Parent Association to mediate the needs of the school and the needs of the parent, and helps to create a healthy partnership between the school and the home. As someone who speaks both Spanish and English, she acts as a translator at many parent meetings. When a language other than Spanish is spoken, the NYC Translation Interpretation Unit is utilized. The Parent Association hosts weekly ENL classes for parents to learn English. We also organize a Bring Your Father to School Day, a Grandparents Day, and a Women’s Wellness Day dedicated for moms. These events are intended to help parents be more involved with their students’ academic lives and be present in the classroom environment. Parents are also strongly encouraged to volunteer to help with school art projects and various duties. As a community, the parents are welcomed participants on field trips, school shows, and other activities. In the fall, the ENL department hosts a meeting for all parents of ELLs to attend and find out how their child performed on the NYSESLAT the previous spring and what they can do at home to help their child prepare for the next exam. Strategies are shared for exercises they can do at home with their child to help them improve their language skills, which includes native language instruction from the parent when possible. In March, the
ENL department will hold a workshop for parents to help them understand the implications of the NYSESLAT and how they can help their children study and prepare 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.

Paste response here:
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Lorraine Hasty, 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>Lorraine Hasty</td>
<td>Principal</td>
<td></td>
<td>06/19/17</td>
</tr>
<tr>
<td>Claudia Moore-Hamilton</td>
<td>Assistant Principal</td>
<td></td>
<td>06/19/17</td>
</tr>
<tr>
<td>Lizbeth Rivera</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/19/17</td>
</tr>
<tr>
<td>Andrea Dell'Olio</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>06/19/17</td>
</tr>
<tr>
<td>Diana Cardenas</td>
<td>Parent</td>
<td></td>
<td>6/19/17</td>
</tr>
<tr>
<td>Bridget McElroy</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/19/17</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></td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
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<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</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: 04M057  School Name: James W. Johnson  Superintendent: A. Estrella

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>Lizbeth</td>
<td>Rivera</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Bridget</td>
<td>McElroy</td>
<td>ENL Teacher</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Andrea</td>
<td>Dell'Olio</td>
<td>ENL Teacher</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

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

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

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

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

   The language preferences of the parent community for both written and oral communication is identified at the time of registration, when parents fill out a form that specifically asks them the language of which they prefer to receive correspondence from the school. Additionally, parents request oral and written communication preferences on Part III of the Home Language Identification survey, on Student Emergency Contact cards, and on an additional survey kept by the ENL department. This information is contained within the Cumulative Folders in each teacher’s classroom, so there is a record of the preferred home language for each child. The Student Emergency Contact cards also mirror the language preference, and are available in the main office for administration and the secretarial staff to use. At this time at PS 57, communication is sent home in the following preferred languages: English, Spanish, Bengali, and Chinese. Phone communication is also handled in English and Spanish, as well as in-person translation when required.
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>English</td>
<td>611</td>
<td>60.2%</td>
<td>607</td>
<td>59.8%</td>
</tr>
<tr>
<td>Spanish</td>
<td>370</td>
<td>36.45%</td>
<td>375</td>
<td>36.95%</td>
</tr>
<tr>
<td>Bengali</td>
<td>17</td>
<td>1.67%</td>
<td>16</td>
<td>1.58%</td>
</tr>
<tr>
<td>Chinese</td>
<td>3</td>
<td>.3%</td>
<td>3</td>
<td>.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.

   English and Spanish

**Part B: Communications Calendar & Language Services**

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Orientation Letter, Survey &amp; Program Selection Forms, Entitlement Letter, Continued Entitlement Letter, Non-Entitlement Letter, Placement Letter</td>
<td>September (within first 5-10 days of the school year, depending on compliance regulations, per CR Part 154)</td>
<td>Translation will be performed in-house by ENL team and bilingual team at the end of the prior school year to ensure timeliness in dispensing the documents.</td>
</tr>
<tr>
<td>Title III Afterschool Invitation Letters</td>
<td>October</td>
<td>Translation will be performed in-house by ENL team and bilingual team</td>
</tr>
<tr>
<td>Title III Afterschool Celebration Letter</td>
<td>April</td>
<td>Translation will be performed in-house by ENL team and bilingual team at the end of the prior school year to ensure timeliness in dispensing the documents.</td>
</tr>
<tr>
<td>Dual Language Program Invitation Letter</td>
<td>April/June</td>
<td>Translation will be performed in-house by ENL team and bilingual team</td>
</tr>
</tbody>
</table>
2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Program Selection Orientation</td>
<td>September</td>
<td>The Spanish bilingual teachers will be present for active translation both orally and for written documents as needed.</td>
</tr>
<tr>
<td>Curriculum Night</td>
<td>September</td>
<td>Bilingual staff members and parent volunteers will be present in classrooms as needed for verbal language translation.</td>
</tr>
<tr>
<td>Parent-Teacher Conferences</td>
<td>November &amp; March</td>
<td>Bilingual staff members and parent volunteers will be present in classrooms as needed for verbal language translation.</td>
</tr>
<tr>
<td>IEP Meetings</td>
<td>Monthly/Rolling</td>
<td>Bilingual staff members and parent volunteers will be present in classrooms as needed for verbal language translation.</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.

Our school has a team appointed by the Language Access Coordinator whose members carry out different roles in the event of an emergency. The team consists of two ENL teachers, one parent association member, a Special education teacher, a general education teacher and a member of the Main Office staff. Each team member is in charge of one or two languages spoken by parents at our school and has the job of translating the message for the parent as quickly as possible to get the word out about the emergency in a timely fashion. For extreme emergencies which cannot wait a few minutes for a perfectly translated message, the team has compiled various emergency messages in the different languages spoken by the parents explaining the nature of the emergency and asking parents to contact the school for more information.

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

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.
At our staff orientation early in September, our Parent Coordinator/Language Access Coordinator meets with the staff to provide them with information about her role as LAC as well as to provide information about the Chancellor's Regulation A-663. It is at this meeting where she explains the resources available to teachers and other staff members which help to meet compliance mandates. In addition, the school's two ENL teachers are both trained Language Access Coordinators and assist the Parent Coordinator in meeting with teachers at grade meetings throughout the year to further explain compliance rules and the Chancellor's Regulation A-663 goal.

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.)

Our school has all the notification requirements for parents in place. In addition, parents are made aware of the availability of translation and interpretation services at scheduled parent meetings. In the office we have the NYC DOE Welcome Poster hanging with all 10 of the most common languages in New York on display. If communication issues arise due to language differences, parents are allowed to request translation in their home language. When parents request a translated version of written documents in a language other than Spanish, we contact the Translation and Interpretation Services through the DOE. This is unusual, but on the occasion that it does happen we are prepared to do so through our trained Language Access Coordinator.

Any correspondence sent out by our school is sent out in English and Spanish, including phone blasts or text messages, the annual handbook, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, curriculum issues, letters from school leadership, and any other announcements that need to be made. These letters, phone calls, and announcements are distributed to families at various times throughout the year. In the event that translation is needed for any document other than English or Spanish, translation services will be contacted 2-4 weeks in advance to translate documents. When parents request a translated version of written documents in a language other than Spanish, we contact the Translation and Interpretation Services through the DOE.

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?

Our school will take a survey at the end of the year asking parents to provide feedback on the quality and availability of services in order to make provisions if necessary for the 2017-2018 school year.

We are currently collecting feedback from limited-English proficient parents regarding the language services from the 2016-2017 school year, and will review and make adjustments per the survey suggestions.