2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: *(i.e. 01M001):* 02M131

School Name: M.S. 131

Principal: BENJAMIN GEBALLE
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

<table>
<thead>
<tr>
<th>School Name: Dr. Sun Yat Sen Middle School</th>
<th>School Number (DBN): 02M131</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN): 02M131</td>
<td></td>
</tr>
<tr>
<td>BEDS Code: 3102000010131</td>
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</tr>
<tr>
<td>Grades Served: 6, 7, 8</td>
<td></td>
</tr>
<tr>
<td>School Address: 100 Hester Street Manhattan NY 10002</td>
<td></td>
</tr>
<tr>
<td>Phone Number: 212-219-1204</td>
<td>Fax: 212-925-6386</td>
</tr>
<tr>
<td>School Contact Person: Hilda Abadia</td>
<td>Email Address: <a href="mailto:habadia@schools.nyc.gov">habadia@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal: Ben Geballe</td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader: Leslie Starke</td>
<td></td>
</tr>
<tr>
<td>Parents' Association President: Jane Cheung</td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson: Hilda Abadia</td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson): Sunny Pang</td>
<td></td>
</tr>
<tr>
<td>Student Representative(s): N/A</td>
<td></td>
</tr>
<tr>
<td>CBO Representative: n/a</td>
<td></td>
</tr>
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District Information

<table>
<thead>
<tr>
<th>Geographical District: p2</th>
<th>Superintendent: Bonnie Laboy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address: 333 7th Avenue Room 713, New York, New York 10017</td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address: <a href="mailto:Blaboy@schools.nyc.gov">Blaboy@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Phone Number: 212-356-3739</td>
<td>Fax: 212-356-7514</td>
</tr>
</tbody>
</table>

Field Support Center (FSC)

FSC: Manhattan Executive Director: Yuet Chu

2018-19 CEP
Executive Director’s Office Address: 333 7th Avenue Manhattan NY 10001

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

Phone Number: 917-705-5856 9173391765

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>Ben Geballe</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Leslie Starke</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Jane Cheung</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Sunny Pang</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Li Ping Chen</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>ChihLanLu</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Ming WeiZhang</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Hilda Abadía</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Joseph Dado</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Winnie Zhu</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
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<td></td>
<td>Member/</td>
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<td></td>
<td>Member/</td>
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</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

School Quality Guide

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

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

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

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

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

**Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

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

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our mission is to prepare students to reach their highest potential through a rigorous and authentic curriculum. Our school inspires students through academics, arts, and technology, to explore, create and achieve. Staff, students and parents are part of a larger community whose responsibility is to provide a safe and supportive environment for all to succeed. MS 131 offers a unique learning environment with a distinct philosophy to develop their critical thinking and problem solving skills in three habits:</td>
</tr>
</tbody>
</table>
Explore: Be curious. Be imaginative. To explore is to delve deeper into what you are curious about in order to create new thinking and connections.

Create: Be inventive. Be innovative. To create is to make an ingenious product that illustrates and reflects your new thinking and connections.

Achieve: Be accomplished. Be attained. To achieve is to carry out your effort, despite difficulty, in a way that you are proud of what you have created.

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.

At Dr. Sun Yat Sen Middle School 131, we are dedicated to serve all students in a whole child approach. We learn about each student’s academic and socio-emotional needs and guide them in their crucial middle school journey by providing a warm and nurturing learning environment with high support of social emotions to reach their potentials. As a result, they will emerge to be curious life-long learners and independent thinkers motivated by the pursuit of academic excellence and social responsibilities.

Other than the core content area classes, students will be also exposed with art, music, dance, foreign language and enrichment classes. Students are required to perform at least 20 hours of community services each year. Partnerships are formed with the intention of connecting the learning with the world of work and community services. They include Urban Advantage Middle School Science Initiative, Third Street Music, Urban Arts Partnership, Hester Street Collaborative, NYC Parks Department, YMCA, Big Brothers and Sisters, and other local community based organizations.

As a school, we believe the saying of “It takes a village to raise a child.” Our success can only be obtained if all the stakeholders (students, parents, community members, staff, teachers, and administrators) work together to achieve the goal of educating our future generations.

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

To support our diverse learners, MS 131 offers innovative courses that provide high academic challenges so that all students, including 32% of English Language Learners and 26% of Students with IEPs, will be held responsible to make connections through meaningful rigorous course work. In addition to the language supports of our ELLs, some have varying levels of schooling and often need additional support in content areas as well.

4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.
In reference to the Framework for Great Schools, we, at MS 131, invest a great deal of effort in creating a supportive, safe and nurturing learning environment where students can focus on their learning and continue grow as individuals. Such supportive environment is built through the strong collaboration among teachers and school staff. The teaching staff is committed to providing the high quality of instruction to our diverse student population by tailoring their instruction to meet the different learning needs of our community. Teachers and staff value the professional learning opportunities and use each other as resources. As a result, trust is developed by all the stakeholders as we work toward the shared goal of improving student outcomes, preparing them for success in school and beyond. Respect is built among students, school staff, parents and administrators that we value each other.

We will continue to challenge our students with rigorous instruction. In this school year, the focus of designing tiered tasks with assessment in mind will guide the active learning in the classrooms. Students will engage and interact with meaningful tasks as a way to deepen their understanding.
### School Demographics and Accountability Snapshot for 02M131

<table>
<thead>
<tr>
<th>School Configuration (2018-19)</th>
<th>06.07.08</th>
<th>Total Enrollment (2017-18)</th>
<th>436</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>English Language Learner Programs (2018-19)</td>
<td>YES</td>
<td>Dual Language</td>
<td>YES</td>
<td>Self-Contained English as a Second Language</td>
<td>N/A</td>
</tr>
<tr>
<td>Special Education Programs/Number of Students (2015-16)</td>
<td># Special Classes (ELA) 36</td>
<td># SETSS (ELA) 35</td>
<td># Integrated Collaborative Teaching (ELA) 56</td>
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<tr>
<td></td>
<td># Special Classes (Math) 38</td>
<td># SETSS (Math) 28</td>
<td># Integrated Collaborative Teaching (Math) 55</td>
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<tr>
<td></td>
<td># Visual Arts 7</td>
<td># Music 6</td>
<td># Drama 7</td>
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<tr>
<td></td>
<td># Foreign Language 9</td>
<td># CTE 2</td>
<td></td>
<td></td>
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<tr>
<td>School Composition (2017-18)</td>
<td>% Title I Population 90.0%</td>
<td>Attendance Rate 97.8%</td>
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<tr>
<td></td>
<td>% Free Lunch 87.6%</td>
<td>% Reduced Lunch 5.7%</td>
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<tr>
<td></td>
<td>% Limited English Proficient 32.6%</td>
<td>% Students with Disabilities 25.7%</td>
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<tr>
<td>Racial/Ethnic Origin (2017-18)</td>
<td>% American Indian or Alaska Native 0.2%</td>
<td>% Black or African American 6.0%</td>
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<td></td>
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<tr>
<td></td>
<td>% Hispanic or Latino 10.8%</td>
<td>% Asian or Native Hawaiian/Pacific Islander 87.4%</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>% White 1.8%</td>
<td>% Multi-Racial 0.2%</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Personnel (2015-16)</td>
<td>Years Principal Assigned to School (2018-19) 0.1</td>
<td># of Assistant Principals (2016-17) 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of Teachers with No Valid Teaching Certificate 0%</td>
<td>% Teaching Out of Certification 20%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% Teaching with Fewer Than 3 Years of Experience 9%</td>
<td>Average Teacher Absences (2014-15) 5</td>
<td></td>
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<tr>
<td></td>
<td>Student Performance for Elementary and Middle Schools (2017-18)</td>
<td>ELA Performance at levels 3 &amp; 4 42.9%</td>
<td>Mathematics Performance at levels 3 &amp; 4 66.7%</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17) N/A</td>
<td>Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17) 71%</td>
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<tr>
<td>Overall NYSED Accountability Status (2018-19)</td>
<td>Reward N/A</td>
<td>Recognition N/A</td>
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<tr>
<td></td>
<td>In Good Standing Yes</td>
<td>Local Assistance Plan N/A</td>
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<tr>
<td></td>
<td>Focus District Yes</td>
<td>Focus School Identified by a Focus District No</td>
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<td></td>
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</tr>
<tr>
<td>Priority School No</td>
<td>Focus Subgroups N/A</td>
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</table>

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

**Elementary/Middle School**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>NO</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>YSH</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>YSH</td>
<td>Limited English Proficient</td>
<td>NO</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>YES</td>
<td>ALL STUDENTS</td>
<td>YES</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>NO</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>YES</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>NO</td>
<td>Limited English Proficient</td>
<td>YES</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>YES</td>
<td>ALL STUDENTS</td>
<td>YES</td>
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**Met Adequate Yearly Progress (AYP) in Science (2016-17)**

<table>
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<td>Hispanic or Latino</td>
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<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
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<td>Limited English Proficient</td>
<td>YES</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
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**High School**

**Met Adequate Yearly Progress (AYP) in ELA (2016-17)**

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<tr>
<td>Students with Disabilities</td>
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<td>Limited English Proficient</td>
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<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
<td>ALL STUDENTS</td>
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**Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**

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<tr>
<td>Students with Disabilities</td>
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<td>Limited English Proficient</td>
<td>N/A</td>
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<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
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**Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**

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<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
<td>ALL STUDENTS</td>
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</table>
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.

Principal Performance Review feedback revealed evidence that teaching practices are informed by the Danielson Framework and students are engaged in some level of meaningfully rigorous tasks that seek for high level of thinking. This is a strength, as it reveals that teachers understand the expectations of them, and they are in turn able

1. We need to further refine teaching practices in providing effective multiple points of entry, support and extensions, and in questioning and discussion techniques so that all learners, including 32% of English Language Learners and 26% of Students with Disabilities, are meaningfully engaged in rigorous tasks and high level discussions.

2. To further support our students in increasing their achievement outcomes, we need to strengthen assessment practices particularly in teachers providing actionable next steps to accelerate learning, ongoing checks for understanding throughout lessons and the units of study, and student self-assessment that lead to effective lesson adjustments as well as higher student achievement.

On the ELA NYS Assessment in 2016-2017, the percentage of students achieving Level 1 was 26.2%, a 8.5% decrease (improvement) from 2016. In the June 2017 Instructional Report, the Common Core Learning Standards (CCLS) analysis of the ELA state assessment indicated that our students scored at least 5% below the citywide average in the areas of Key Ideas and Details and Craft and Structure with Informational Texts.

Our priorities for this school year include:

- Increasing teacher pedagogical knowledge in multiple points of entry, support and extensions, and questioning and discussions, especially around developing strong mastery around keys ideas and details, and craft and structure of informational texts.
- Increasing students’ mastery to engage in high level texts and discussions that foster higher level of student thinking and work products.
- Increasing students’ ownership of learning by self-assessing their learning and setting their own learning goals and actionable next steps, with the assistance of their teachers, in all content area classes.

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.

Teachers will implement various instructional strategies so that students can engage in high level texts and student led discussions that foster a higher level of thinking. Through their increased fluency and analytical abilities, the percentage of students receiving Levels 3 & 4 will increase between 3 to 5% as measured by the results of the Spring 2019 New York State ELA Test.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional Learning: Inquiry cycles with lesson study on effective pedagogy of providing multiple points of entry, support and extensions, questioning and discussion techniques</td>
<td>All teachers</td>
<td>January-March 2019</td>
<td>Instructional Coach, AP, Principal, Department Facilitators</td>
</tr>
<tr>
<td>1. Professional Learning: Study on effective assessment practices particularly in student led discussion, and formative assessment.</td>
<td>All teachers</td>
<td>September 2018 to December 2018</td>
<td>Instructional Coach, AP, Principal, Department Facilitators</td>
</tr>
<tr>
<td>1. Common Planning Time: Collaborative Teacher Teams will examine and analyze student work with structured protocols to assess trends among students in key ideas and details as well as craft and structure, and create action plans to increase achievement outcomes to address the specific needs of students with disabilities and English Language Learners.</td>
<td>All teachers</td>
<td>September 2018 to December 2018</td>
<td>Instructional Coach, AP, Principal, Department Facilitators</td>
</tr>
<tr>
<td>1. Small Group Instruction: Teachers will meet with students (level 1 and lowest thirds) in small targeted groups to provide strategic support and data-based instruction based data received during baseline, benchmark and end of year assessments.</td>
<td>ELA, ESL and Math Teachers</td>
<td>September 2018 to June 2019</td>
<td>Instructional Coaches, AP, Principal, Department Facilitators</td>
</tr>
<tr>
<td>Two to four Workshops on CCLS and rigorous instruction will be offered to parents. In addition, strategies and ways to support their children at home will be shared.</td>
<td>All parents</td>
<td>September 2018 to June 2019</td>
<td>Instructional Coaches, AP, parent coordinator, Principal</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

Through increased communication (website, digital newsletter, wechat group) we will increase by 5% the "Outreach to Parents" question on our school survey. By regularly posting activities at school on our website and building out our
social media presence, parents will have a great understanding of what rigorous instruction looks like, what they can do to support their children, and how 131 is working to build community at school.

### Part 4 – Budget and Resource Alignment

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

1. **Professional Learning: Teaching Literacy**
   - a. Weekly 45 minutes of content area planning time
   - b. Weekly Monday Professional Learning Time

2. **Professional Learning: Assessment**
   - a. Weekly 45 minutes of content area planning time
   - b. Weekly Monday Professional Learning Time

3. **Common Planning Time:**
   - a. Weekly 45 minutes of content area planning time
   - b. Weekly 45 minutes of grade level planning time

4. **Small Group Instruction:**
   - a. Weekly 45 minutes classes for targeted small group instruction.

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

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

### Part 5 – Progress Monitoring

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

- a. Daily lesson plans
- b. Teacher observations
- c. Actionable Steps implementing as a result of the Instructional Triad
- d. Analysis of student work - teachers in content area teams will analyze student work at least 6 times a year. The results of the analysis will be used to adjust instruction.
- e. Baseline Assessment administered in fall 2018
- f. Mid-year assessment administered in January 2019
g. End of year Assessment administered in Spring 2019

h. Results of NYS ELA and NYSESLAT Assessments administered in April 2019

<table>
<thead>
<tr>
<th>Part 5b. 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>Baseline Assessment administered in fall 2018</td>
</tr>
<tr>
<td>Mid-year assessment administered in January 2019</td>
</tr>
<tr>
<td>End of year Assessment administered in Spring 2019</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 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

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

Principal Performance Review feedback revealed positive evidence that our community has fostered an inclusive and supportive culture as well as the improvement in students’ personal behaviors where discipline is embedded in coordinated social emotional learning, attendance and youth development opportunities for academic and social success.

MS 131 will continue to improve its school culture and learning environment. Emphasis will be placed on improving identifying students in needs when they are in distress and providing them with appropriate guidance and support. Analyzing referral and MS 131 warning data, we will target students for support who show patterns of negative behavior.

Part 2 – Annual Goal

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

By June, the percentage of student responses indicating that they feel safe and supported by their teachers when they are in distress will increase to at least 80% as measured by the results of the 2019 School Environment Survey.
### 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target Group:</strong> All students</td>
<td><strong>September, 2018 to June 2019</strong></td>
<td>All advisory teachers, Coordinator of Student Affairs, Counselors, AP and Principal</td>
</tr>
</tbody>
</table>

**Advisory**

a. Curriculum with a particular focus on students working with difficulty emotions and how to express to school personnel when at distress will be implemented to increase student self-advocacy.

b. Each student will be assigned to an adviser who they will meet every week.

**Professional Learning**

The counseling team will lead professional learning sessions 6 times this school year in order to train teachers how to successfully identifying with students with emotional needs (in particular with ELLs and Students with Disabilities) and ways to work with them at the time of difficulty.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target Group:</strong> All advisory teachers</td>
<td><strong>4 sessions by January, 2 after January</strong></td>
<td>All advisory teachers, Coordinator of Student Affairs, Counselors, AP and Principal</td>
</tr>
</tbody>
</table>

**Student Support Team**

The team consisted of Coordinator of Student Affairs, Guidance Counselors, Parent Coordinator, AP and Principal will identify students with emotional needs (in particular with ELLs and Students with Disabilities), communicate with families and teachers to best support the students. This team will seek resources from community based organization to best support students and families.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target Group:</strong> All students (in particular with ELLs and Students w. Disabilities), families, and teachers</td>
<td><strong>9/18 to 6/19</strong></td>
<td>All advisory teachers, Coordinator of Student Affairs, parent coordinator, Counselors, AP and Principal</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.
It is the intent of the school to visit guest speakers from various CBOs and organizations such as NYPD, Charles B. Wang Health Clinic in various times during the monthly Parent Association Meeting to discuss with parents the different aspects of safety such as bullying, social media forum, adolescent development.

**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.

1. Advisory – weekly advisory meetings every Friday (6th/7th grades) and Monday (8th grade)

2. Professional learning
   a. Six professional learning sessions facilitated by the counseling team
   b. Per session planning for the facilitators

3. Student Support Team – weekly meeting with principal to identify students in need of support, develop actionable next steps with teacher teams.

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

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

**Part 5 – Progress Monitoring**

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

1. Advisory
   a. Observations of advisory by the Principal and AP to see work students are producing
   b. Mid-year (in February) and summative feedback in the form of surveys completed by students to assess their perception of advisory
   c. 2018-2019 School Survey

2. Professional Learning
   a. Feedback administered at the end of each professional learning session.
   b. Observations of advisory by Principal and AP in order to ensure consistency of instruction in each advisory

3. Student Support Team
   a. Feedback from students
   b. Attendance by Principal or AP to monitor the progress and to ensure the goal of supporting students is fully implemented

4. Referral Data and MS 131 Warning Data
<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></td>
<td>mid year survey</td>
</tr>
</tbody>
</table>

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

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

Part 1 – Needs Assessment

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

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

Principal Performance Review feedback revealed evidence that teaching practices are informed by the Danielson Framework and students are engaged in some level of meaningful rigorous tasks that seek for high level of thinking.

1. To strengthen teaching practices in providing effective multiple points of entry, support and extensions, and in questioning and discussion techniques so that all learners, including 32% of English Language Learners and 26% of Students with Disabilities, are meaningfully engaged in rigorous tasks and high level discussions.

2. To further support our students in increasing their achievement outcomes, we need to strengthen assessment practices particularly in teachers providing actionable next steps to accelerate learning, ongoing checks for understanding throughout lessons and the units of study, and student self-assessment that lead to effective lesson adjustments as well as higher student achievement.

Our priorities for this school year include:

- Working towards more student centered instruction, including the increased practice of student led discussion
- Increasing instructional coherence across grades so more structured collaborations between during common planning time result in enhanced student engagement.
- Increasing utilization of structured protocols to analyze student work, and identify necessary instructional shifts in their practices which can then inform horizontal and vertical alignments of the curriculum, as well as alignment of strategies of individual student goals.

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.

Our focus is on utilizing meaningful tasks, academic vocabulary, quality discussion strategies to promote student-led discussions and increase deep learning in all content area classes. By December, all students will have engaged in student led discussion in at least 3 content area classes for a duration of 10 minutes or more. By June, all students will have engaged in student led discussion in all content areas for a duration of 10 minutes or more.
## 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 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>

1. **Common Planning Time**: Teachers in grade level and content area teams will meet and utilize structured protocols to analyze student work and identify necessary instructional shifts in their practices which can then inform horizontal and vertical alignments of the curriculum, as well as alignment of strategies of individual student goals.

   - **Target Group(s)**: All Teachers
   - **Timeline**: September, 2018 to December
   - **Key Personnel**: Instructional Coaches, AP and Principal

1. **Common Planning Time**: Teachers in grade level teams will develop grade level curriculum maps where interdisciplinary connections among content areas will be identified and best practice shared for student led discussion.

   - **Target Group(s)**: All Teachers
   - **Timeline**: September, 2018 to June 2019
   - **Key Personnel**: Instructional Coaches, AP and Principal

1. **Small Group Instruction**: ELA, ELL and Math teachers will provide targeted small group instruction to students with disabilities, and lowest thirds who are not making progress on the commonly identified reading, writing and mathematics standards.

   - **Target Group(s)**: All Teachers
   - **Timeline**: September, 2018 to June 2019
   - **Key Personnel**: Instructional Coaches, AP and Principal

## 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.

Between September 2018 and May 2019, each ELL family will be scheduled for individualized meetings to discuss academic progress and ways to further support learning at home.

Parents are informed of the weekly team planning time in which they can schedule meetings with the core content area teachers.

## 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.

1. Common Planning Time: Looking at Student Work
   a. Weekly 45 minutes of grade level planning time
   b. Monday professional Learning time

2. Common Planning Time: Interdisciplinary Connections
   a. Weekly 45 minutes of grade level planning time
   b. Monthly 35 minutes of Tuesday other professional work time

3. Small Group Instruction - Weekly 45 minutes classes for targeted small group instruction.

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

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<td></td>
<td>In Kind</td>
<td>X</td>
<td>Other</td>
<td></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.

1. Collaborative Teacher Teams minutes and agenda

2. Analysis of student work protocols

3. Teacher Observations

4. Baseline Assessment administered in Fall 2018

5. Mid-year assessment administered in Spring 2019

6. End of Year Assessment administered in Spring 2019

NYS ELA and Math Assessments administered in April 2019

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

Basement Assessment administered in fall 2018

Mid-year assessment administered in January 2019

End of year Assessment administered in Spring 2019

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

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

Part 1 – Needs Assessment

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

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
   Principal Performance Review feedback revealed evidence that teaching practices are informed by the Danielson Framework and students are engaged in some level of meaningful rigorous tasks that seek for high level of thinking, which is an area of growth.

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.

To further support our students in increasing their achievement outcomes, we need to strengthen assessment practices particularly in teachers providing actionable next steps to accelerate learning, ongoing checks for understanding throughout lessons and the units of study, and student self-assessment that lead to effective lesson adjustments as well as higher student achievement.

Our priorities for this school year include:

● Increasing students’ ownership of learning by self-assessing their learning and setting their own learning goals and actionable next steps, with the assistance of their teachers, in all content area classes.

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, the instructional team will create and implement a professional learning plan that builds teacher’s capacity to use various formative assessment strategies and techniques resulting in a 10% increase in teachers improving one performance level reflected in component 3D: Assessment in Instruction in Advance.
**Part 3a – Action Plan**

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

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

<table>
<thead>
<tr>
<th><strong>Target Group(s)</strong></th>
<th><strong>Timeline</strong></th>
<th><strong>Key Personnel</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
<tr>
<td>All Teachers</td>
<td>September, 2018 to June 2019</td>
<td>Instructional Coaches, AP and Principal</td>
</tr>
</tbody>
</table>

**Professional Learning:** By September 2018, the school’s instructional team will develop and create a professional time where teachers will utilize the Monday Professional Time to deepen their content knowledge around assessment practices, including one to one conferences, creating goals and actionable steps with students and student self-assessment strategies.

| **1. Common Planning Time:** Collaborative Teacher Teams will examine and analyze student work with structured protocols to assess trends among students with disabilities and lowest thirds in key ideas and details as well as craft and structure, and create action plans to increase achievement outcomes |
| **2. Professional Learning:** Study on effective assessment practices particularly in teachers providing actionable next steps to students, ongoing checks for understanding, and student self-assessment |
| **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.

In September, Principal will work closely with SLT to identify areas and strategies to strengthen communication between school and home.

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
1. Professional Learning: Summer Planning with Instructional Coaches
   a. Per session of 45 hours of planning time for coaches
   b. Per session of 15 hours of planning time for AP

2. Professional Learning: Lesson Study
   a. Weekly Common Planning Time
   b. Weekly Monday Professional Learning Time
   c. Per Diem Substitutes for coverage

3. Common Planning Time:
   a. Weekly 45 minutes of common planning time and Monthly 35 minutes of Other Professional Work time

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

<table>
<thead>
<tr>
<th>Fund Source(s)</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>Tax Levy</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C4E</td>
<td></td>
<td></td>
<td>21st Century Grant</td>
<td>PTA Funded</td>
<td></td>
</tr>
<tr>
<td>21st Century Grant</td>
<td>SIG</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In Kind</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Other</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></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.

1. Professional learning Plan
2. Collaborative Teacher Teams minutes and agenda
3. Analysis of student work protocols
4. Lesson Study Lesson Plans and Planning Notes
5. Teacher Observations
6. Baseline Assessment administered in Fall 2016
7. Mid-year ELA and Math assessment administered in Spring 2017
8. End of Year ELA and Math Assessment administered in Spring 2017
9. NYS ELA and Math Assessments administered in April 2017

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

- Basement Assessment administered in fall 2018
- Mid-year assessment administered in January 2019
- End of year Assessment administered in Spring 2019
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**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</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>
</tr>
</tbody>
</table>

During 2017-2018 school year, our school held a number of events for our community which was open to all the parents, guidance and families. Events included: Curriculum Night, three parent teacher conferences, High School Articulation Process, High School Fair, personalized high school application process conferences, Holiday musical concert, family trip to the Hall of Science in Queens (in partnership with Urban Advantage), our annual Arts Week Celebration, monthly Parent Association general meetings and monthly school leadership team meetings.

We are proud of the events held for our parents during the 2017-2018 school year. According to the recently published school survey, our parents expressed a desire to hear more from teachers on a more consistent basis. Parents want to learn more about curriculum, instruction and learning in our classrooms.

**Part 2 – Annual Goal**

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

By June 2019, the school will increase the number and variety of parent engagement events offered to our community to include more events focused on student learning and instruction as measured by the parent sign up forms and the actual attendance taken at the events.
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). | | | |

**Parent Engagement Time:** Grade level teams will utilize and implement resources expected to be shared by Department of Education (DOE) on how best to use Tuesday Engagement Time

| Grade Level Teams | September, 2018 to June 2019 | Grade level team leaders, AP and Principal |

**Parent Engagement Time:** Grade level teams will create outreach structure to parents informing them of curriculum, assessments, event and instructional highlights.

| Grade Level Teams | September, 2018 to June 2019 | Grade level team leaders, AP and principal |

**Communication:** All school related communications will be sent to school-based email accounts, posted on school website, automated phone calls, and letters/monthly Parent Bulletin mailing home

| All teachers, staff and administrators | September, 2018 to June 2019 | Parent Coordinator, School Leadership Team, Parent Association Executive Board, Grade Level Team Leaders, AP and principal |

**Outreach to Parents:** Targeted outreach to families who are not attending school events. These families will be determined after an assessment of attendance records.

| Parents and families | September, 2018 to June 2019 | Parent Coordinator, AP and principal |

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.

YMCA and Family Support Center

Charles B. Wang Health Clinic

New York University

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.

1. Weekly 45 minutes of grade level meetings
2. Tuesday parent engagement time
3. Purchase of annual subscription of School Messengers for automated phone calls
4. Postage stamps for mailing letters and notices home

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

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

Part 5 – Progress Monitoring

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

1. Attendance Data for each school event will be recorded using Google Document. In January 2019, we will evaluate the data and adjust our plans of the type of parent events necessary to meet our goal.

2. Parent Coordinator Monthly Activity Report Data will be reviewed in January to ensure an overall increase of 10% for parent engagement activity.

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

- attendance data using google document

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>
</table>
| **English Language Arts (ELA)**           | Performing below grade level on the NYS ELA assessment  
Baseline Assessment administered in Fall 2018                                             | Guided Reading Instruction taught by ELA/ESL teachers  
Explicit skills based instruction from ELA/ESL teachers  
Homework Help will be assigned to students who fail to submit assignments regularly | Guided Reading Instruction – small group instruction  
Explicit Skills based instruction – small group instruction  
Homework Help – tutoring | Guided Reading instruction and explicit skills based instruction will be held during small group instructional time in the school day.  
Homework help – after school on Wednesdays, Thursdays and Fridays. |
| **Mathematics**                           | Performing below grade level on the NYS Math assessment  
Baseline Assessment administered in Fall 2018                                             | Explicit skills based instruction from Math teachers  
Pre-teaching and re-teaching of concepts taught by Math Teachers  
Homework Help will be assigned to students who fail to submit assignments regularly | Explicit skills and Pre-teaching and re-teaching of concepts – small group instruction  
Homework help – tutoring | Pre-teaching and re-teaching of concepts and explicit skills based instruction will be held during small group instructional time in the school day.  
Homework help – after school on Wednesdays, Thursdays and Fridays. |
| **Science**                               | Performing below grade level on the NYS ELA assessment  
Baseline Assessment administered in Fall 2016                                             | Guided Reading Instruction taught by ELA/ESL teachers  
Explicit skills based instruction from ELA/ESL teachers | Guided Reading Instruction – small group instruction  
Explicit Skills based instruction – small group instruction | Guided Reading instruction and explicit skills based instruction will be held during small group instructional time in the school day. |
<table>
<thead>
<tr>
<th>Social Studies</th>
<th>Homework Help will be assigned to students who fail to submit assignments regularly</th>
<th>Homework Help – tutoring</th>
<th>time in the school day. Homework help – after school on Wednesdays, Thursdays and Fridays.</th>
</tr>
</thead>
<tbody>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Performing below grade level on the NYS ELA assessment Baseline Assessment administered in Fall 2018</td>
<td>Guided Reading Instruction taught by ELA/ESL teachers Explicit skills based instruction from ELA/ESL teachers</td>
<td>Guided Reading instruction and explicit skills based instruction will be held during small group instructional time in the school day. Homework help – after school on Wednesdays, Thursdays and Fridays.</td>
</tr>
<tr>
<td></td>
<td>Evidence of poor or distracting behavior including prevalence of principal’s and superintendent’s suspensions Poor academic performance as measured by report card grades Performing below grade level as evidenced by scores of baseline, mid-year assessments, and analysis of student work</td>
<td>Counselor will provide at-risk guidance support to students who are failing classes. Counselors and teachers will meet with parents of students failing one or more classes. Mandatory tutoring will be provided to students who are failing ELA and/or Math. Student Referral Team (school leaders, Counselors, teachers and Coordinator of Student Affairs) will review student cases based on referrals made by teachers. Instructional strategies will be</td>
<td>At Risk Counseling – one to one or small group Parent Meetings – group meetings involving all teachers Mandatory tutoring – tutoring program Student referral team – classroom based interventions led by teachers</td>
</tr>
</tbody>
</table>

2018-19 CEP
| recommended to content area teachers before special education services are considered. |  |  |
### Directions:
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

### Supporting Students in Temporary Housing (STH)

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>We currently have 16 students in temporary housing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>16</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>Counseling, school supplies, graduation activity fees</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>h/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>h/a</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: Title I Program Information

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

Part 1: Title I Status

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

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Recruitment

- School leaders are responsible to put vacancies on the New Teacher Finder, and attend job fairs to recruit qualifying candidates.
- School leaders form the personnel committee for recruitment and hiring purposes. The responsibilities of this committee are to screen applications and resumes, interview qualified candidates, observe demonstration lessons and provide feedback to candidates. The final decision on hiring is collaborative in which all members’ input and ideas are considered.

Retention / Assignments

School Leaders assign payroll secretary to ensure that all teachers meet documentation requirements that are kept on file. Payroll secretary works closely with the Network’s Director of Human Resources to ensure that all teachers meet all documentation and assessment deadlines. School leaders regularly check in with teachers to assess their teaching environment, continued passion on working with students and social emotional needs. Depending on the content areas, teachers usually receive assignments within the same grade level.

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).

- School has a structure with different components to support new(er) teachers:
  - Mentors are assigned to support new teachers
  - Two part time instructional coaches provide support for curriculum planning, lesson modeling, assessment and using student data to inform instruction.
  - Content area teams collaboratively plan curriculum and units of study on weekly basis.
● Guidance counselors and social workers provide social and emotional support to all teachers. Professional learning such as workshops, after school small group learning is tailored for different teachers.

Part 3: TA Schools Only

3a. Use of Program Resources

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

Unsure

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).

Unsure

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.).

Not applicable

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.

Teachers at MS 131 work in collaboration in designing and selecting appropriate multiple assessment measures. This includes:

● A committee of eight teachers and principal is formed for the purpose in selecting performance assessments as directed by DOE for teacher evaluation.

● Teachers in content area teams design two to three common formative assessments and grading rubrics that are indicators of student performance and how instruction should be aligned to better meet the learning needs throughout the year.

● Teachers in content area teams will collaboratively plan end of unit projects or assessment.

Teachers at MS 131 participate in professional development in these following ways:
● Teachers complete an online needs assessment for professional development regarding the use of assessment driven instruction.

● Teachers develop their professional goals around assessment driven instruction. Based on these goals, instructional coaches and school leaders will design differentiated professional learning plans to address their needs.

● Teachers will ask to share their feedback via PD evaluation each time.

● Teachers have options on the type of professional development they will receive: one on one coaching, open time session on as needed basis, and peer visits.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$292,513</td>
<td>x</td>
<td>x</td>
<td>reduced class size in ESL classes with two teachers</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$17,870</td>
<td>x</td>
<td>x</td>
<td>after school program to develop speaking and listening standards</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$3,312,703.00</td>
<td>x</td>
<td>x</td>
<td>reduced class size in ESL classes with two teachers</td>
</tr>
</tbody>
</table>

Explanation/Background:
Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State and Local sources, Schoolwide Program schools can allocate resources more efficiently to meet the needs of all students.
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.

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

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

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process**: These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. MS 131, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS 131 will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>● providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Encouraging School-Level Parental Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will further encourage school-level parental involvement by:</td>
</tr>
</tbody>
</table>

- holding an annual Title I Parent Curriculum Conference;

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

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

- supporting or hosting Family Day events;

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

- encouraging more parents to become trained school volunteers;

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

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

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

<table>
<thead>
<tr>
<th>School-Parent Compact (SPC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS 131, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.</td>
</tr>
</tbody>
</table>
I. School Responsibilities: High Quality Curriculum

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

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

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

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

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

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

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

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

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

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

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

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

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

respond to surveys, feedback forms and notices when requested;

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

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

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

share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

Student Responsibilities:

attend school regularly and arrive on time;

complete my homework and submit all assignments on time;

follow the school rules and be responsible for my actions;

show respect for myself, other people and property;
● try to resolve disagreements or conflicts peacefully;
● always try my best to learn.
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>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Before school</td>
<td>After school</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total # of ELLs to be served:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Grades to be served by this program (check all that apply):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

[Visit the Division of English Language Learners and Student Support website](http://schools.nyc.gov/Academics/ELL/default.htm)
## Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>Total # of teachers in this program: _____</th>
</tr>
</thead>
<tbody>
<tr>
<td># of certified ESL/Bilingual teachers: _____</td>
</tr>
<tr>
<td># of content area teachers: _____</td>
</tr>
</tbody>
</table>

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: _____

Program #1: Oral Speaking Class
The necessity of this after school program grows out from two sources: the results of the 2017-2018 NYSESLAT results and teacher observations. During observations for teacher evaluation, there was a striking pattern that many of our ENL students did not volunteer to speak. They only spoke when directed by their teachers. The language used in their speeches could incorporate more of the academic vocabulary. Secondly, 52% of our ENL students are at the beginner and intermediate levels in the Speaking and Listening Sections of the NYSESLAT. Therefore, we want to strengthen their speaking and listening skills by creating an oral speaking class after school to support their growth in these two essential areas with the use of academy vocabulary.

The oral speaking class will primarily focus on building fluency in speaking and listening. Students will role play different scenarios where they will take turns to speak and listen with specific academic vocabulary included. Also, students will create dialogues that are relevant to their lives outside of school. The second goal of this class is to develop their communication skills where students will build the language that specifically prepares them for social interactions with others in the context outside of their school lives. They will create dialogues and practice with each other. These discussions make to engage them outside of the school lives. For example, they would practice on questions they may ask when the got lost. There will be two different classes each week: a section for beginner level on Wednesdays and another section for intermediate level on Thursdays. These sections will be in 90-minute blocks from 3:00-4:30 pm. Sessions will begin on October 3, 2018, until June 12, 2019, a total of 32 weeks. A certified ELL teacher will instruct this after program class with 15-20 students for each section.

The instructional materials for this class stem out from the needs of the students. Teachers will use books such as to practices with students. Also, we also utilize Raz-Kids, an online reading program to practice the listening skills.

Number of students in the Beginner Section (Wednesdays):

Grade Levels:
Grade 6: 13 students
Grade 7: 5 students

Newcomers: 7  Entering: 1  Emerging: 2  Transitioning: 3  Expanding  Newcomers
Part B: Direct Instruction Supplemental Program Information

Number of students in the Advance Section (Thursdays):

Grade Levels:
Grade 6: 6
Grade 7: 7

newcomers: 3 Entering: 1 Emerging: Transitioning: 2 Expanding: 3 Newcomers

Program #2: Exploring Chinatown History

The necessity of this after school program grows out from two sources: the results of the 2016-2017 NYSESLAT results and the analysis of student work. When examining student work, we noticed that our ENL students were writing in simple sentences that weren't necessarily fully expressing their ideas. We wanted to use this cultural experience to build their stamina in writing compound sentences first, then building onto more complex sentences that enable them to articulate their thoughts more comprehensively.

22 English language learners in grades 7 & 8 will participate in a community documentation project through animation and videography where the students will peruse videos and photographs from the Museum of Chinese in the Americas collection and be introduced to the ways in which photos and videos function as historical documents. Through a guided inquiry study with a focus on learning, critical thinking, and problem solving, the students will begin to interpret photographs for use in understanding the Chinese community, its people, places and events as well as to build on literacy and social studies skills by utilizing reading, writing, listening, and speaking as tools for learning English. The materials and supplies needed for the culminating project that will be funded by Title III money are consumable supplies such as batteries, ink cartridges, photo paper, trade books, etc. In line with the school’s instructional practice, the after school program will also implement instruction in small groups where the ESL methodologies are embedded in a balanced literacy approach. The class will have an ESL Science teacher and a special education teacher (as there are a number of SETSS students in the group) to provide small group instruction, in literacy to ensure that the individual needs of the English language learners are addressed. These two teachers will collaboratively plan lessons for the after school program. Both teachers will instruct the students through a variety of models like parallel teaching, station teaching, and small group instruction based on needs.

The focus will primarily be on the documentary filmmaking and animation as a way to study the community. Students will research the Chinatown community, explore the components of filmmaking and animation, and discuss the process of storytelling through filmmaking and the ideas or opinions filmmaking and animation express. Students will learn how videography and animation can inform them about the history and transformation of the Chinatown community. They will use videos and photographs from present day to compare and contrast the past and present Chinatown community to help in understanding the transformation of the people and its community. The students will produce written scripts for the film to help them better understand how pictures can tell stories. The focus for this curriculum will primarily be on filmmaking and animation as a way to study the community. They will learn that filmmaking and animation can be an essential tool for making their community more meaningful. The students will learn the skills and techniques for preserving and presenting their community stories through filmmaking and animation. They will learn to conduct interviews, the art of good questioning techniques,
Part B: Direct Instruction Supplemental Program Information

different types of questions, interviewing techniques, and interviewing protocol in English. This after school activity will begin on October 3, 2018 and end on June 12, 2019, a total of 32 weeks.

Wednesday and Thursdays
Grade Levels:
Grade 7: 11
Grade 8: 11
Newcomers: 4   Entering: 1   Emerging: 6   Transitioning: 5   Expanding: 11

Part C: Professional Development

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

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

Begin description here: _______

Teachers who service ENL students will engage in an inquiry cycle (Instructional Triad), which three teachers will meet and discuss the school instructional focus on engaging students with focused academic talks, in particularly in the areas of student questioning, peer discussions and the use of academic language.

The inquiry cycle consists of the following:
Week 1: A teacher in the triad will share articles/videos / tools (checklists/rubrics) that are related to their work that directly impacts on their growth with the school focus. The triads will discuss these materials in length and connect to their current work.
Week 2: The teacher will bring a lesson plan to the triad. Through a structured protocol: Tuning Protocol to examining lesson plans, other members will provide warm and cool feedback to the teachers to further align the lesson plan to meet the learning targets of that lesson. As all teachers are responsible for teaching ENL students in our school, these lesson plans are written to address their needs.
In Between Weeks 2 and 3, Teachers in the triad will visit a class in which the lesson is executed.
Week 3: Teachers will return to debrief and reflect upon the experience. Each teacher will reflect and think about fine tuning practices that further strengthen their work on student talks.
Week 4 to 6: The same process repeats for the second teacher.
Week 7 to 9: The same process repeats for the third teacher.
Week 10: Reflection and Preparing to share with other colleagues
Week 11: Celebration of the learning

Instructional Triad Cycle: November 5 to February 4, Mondays from 2:50-4:00 pm, a total of 11 weeks.
**Part C: Professional Development**

The teachers who work for the Title III Program will enhance their work with their specific groups by implementing what they learned from this inquiry cycle. We will meet separately to discuss and reflect the implementation process that benefits to the subgroups served in the supplemental programs on Tuesdays, from 4-5pm: November 20, December 11, January 15 and February 5. Teachers and coach will pay per session to participate and facilitate the sessions.

November 20: Topic: Use of academic vocabulary in student talk, part 1: Tiered 2 words and resources that teachers can utilize in their practices Facilitated by the school's ELL coach

December 11: Topic: Use of academic vocabulary in student talk, part 2: Content Specific vocabulary and resources that teachers can utilize in their practice. Facilitated by the school's ELL coach

January 15: Topic: Questioning and Discussion Techniques in ELL class, part 1: article discussion to examine strategies for posing questions for whole group/small group discussions. Facilitated by the school's ELL coach

February 5: Topic: Questioning and Discussion Techniques in ELL class, part 1: article discussion to examine strategies for posing questions for whole group/small group discussions. Facilitated by the school's ELL coach

**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: _______

Our parental involvement will manifest in different ways:

First, we began with parents being surveyed during the monthly parents’ meeting to get feedback that we could use in creating our afterschool programs. As a result, we have created two programs to address these suggestions of the parents. In June parents will be surveyed again to determine their opinion on the programs and their success.

Program #1: Oral Speaking Class
Parents are invited to the oral speaking class where their children will demonstrate what they learned through skits and scenarios. Also, students in the program will teach parents how to hold a short conversation piece as a part of the interactive component.]

Student Presentation to Parents: June 12, 2019 from 3:30-4:30pm

Program #2: Exploring Chinatown History
Part D: Parental Engagement Activities

Parents are invited to attend the neighborhood walks and museum trips throughout the year with their children participating in the Exploring Chinatown History program. They will be invited to the closing of the Exploring Chinatown History program where students will show their video, explain how the documentary, the process they take to produce such artifacts and what they learned about the history of Chinatown and people who lived in the community. Questions will be planned for parents to ask their students as a part of the interactive component.

Student Presentation to Parents: June 13, 2019 from 3:00-4:30pm

Light Refreshment (maximum $250) will be served. Parents will be offered with appropriate language and interpretation service so that they can participate in these presentations in a meaningful way.

The school will also offer a variety of workshops for ENL parents to learn more about the high school application process, Common Core, and the ELA, Math, and NYSESLAT state exams, adolescent development throughout the year. These workshops take place once a month and open to all ENL parents. No Cost to the Program

October 11 (8:30 to 10am): High School Articulation Process facilitated by guidance counselors (Han Tian and Min Yee Lee)
October 16 (4-5:30p): High School Articulation Process facilitated by guidance counselors
January 3 (8:30-10am): Common Core standards for ELLs
February 7 (8:30-10:00am) ELA State Exam (Facilitated by Joey Dado, ELA Department Facilitator)
March 7 (8:30-10am) NYSESLAT State Exam (Facilitated by Careen Halton, ELL Lead)
April 4 (8:30 - 10:00am) Math State Exam (Facilitated by Sofya Benyayeva, Math Department Facilitator)

For Title III parents, the three teachers will use the Tuesday's Parent Engagement Time to provide two workshops that show the progress of their students. During these sessions, students will showcase what they have worked on so far. These showcases can range from students performing skits to presentations their knowledge of the history of Chinatown.

Time for two workshops: January 2019, and March 2019 (3:30-4:30pm)
Thursday, January 17
Students in Program 1 will showcase what they learned so far in a presentation format such as a skit, or the powerpoint.

Wednesday, March 14
Students in Program 2 will showcase what they learned so far in a presentation format such as a skit, or the powerpoint.
### 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</td>
<td>9,944</td>
<td>The entirety of this allocation will be towards teacher per session to support after-school.</td>
</tr>
<tr>
<td>(schools must account for fringe benefits)</td>
<td></td>
<td></td>
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<tr>
<td>• Per session</td>
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<td></td>
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<tr>
<td>• Per diem</td>
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<td></td>
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<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
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<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
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<tr>
<td>• Additional curricula, instructional materials</td>
<td></td>
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<tr>
<td>• Must be clearly listed.</td>
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<td></td>
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<tr>
<td>Educational Software (Object Code 199)</td>
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</tr>
<tr>
<td>Travel</td>
<td></td>
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<tr>
<td>Other</td>
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<tr>
<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>02</td>
<td>Manhattan</td>
<td>131</td>
</tr>
</tbody>
</table>

| School Name | MS 131 |

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>Phyllis Tam</th>
<th>Assistant Principal</th>
<th>Hilda Abadia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach</td>
<td>Careen Halton</td>
<td>Coach</td>
<td>Kristen Cappadona</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Ourania Pantazatos</td>
<td>School Counselor</td>
<td>Mn Yee Lee</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Yi Yu / Social Studies</td>
<td>Parent</td>
<td>Xiao Yen Tan</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>May Ling / Mathematics</td>
<td>Parent Coordinator</td>
<td>Kee Cheung Tang</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Fung Chu Lee/ Social Worker</td>
<td>Field Support Center Staff Member</td>
<td>Maria Broughton</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Bonnie Laboy</td>
<td>Other (Name and Title)</td>
<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.

| Number of certified ENL teachers currently teaching in the ENL program | 5 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 0 |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12) | 1 |
| Number of certified ENL teachers not currently teaching in the ENL program | 0 |
| Number of teachers who hold both content area/common branch and TESOL certification | 0 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6) | 0 |
| Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
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</thead>
<tbody>
<tr>
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<td>K 1 2 3 4 5 6 7 8 9 10 11 12 Tot #</td>
</tr>
<tr>
<td>TBE</td>
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<tr>
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<tr>
<td>DL</td>
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<tr>
<td>Total</td>
<td></td>
<td>0 0 0 0 0 0 2 1 1 0 0 0 0 4</td>
</tr>
</tbody>
</table>

Part III: Assessment Analysis

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

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

Our ESL teachers use the Reading A to Z Program of the Raz-Kids Program to assess the students reading levels, which align with the Fountas and Pinnell reading levels. The running records help the teachers assess the students’ nonfiction independent reading levels. This information gathered is used to group students for ENL classes. Teacher use this information to set goals, plan and adjust their lessons, form small group instructions, work with students in goal setting and measure their progress during the school year. Students’ reading levels are assessed three time during the school year: at the beginning of the school year, in January and in June. This information is shared with the content area teachers to support students understanding of the subjects. Content Area Teachers use this information to select reading materials that are appropriate for students and differentiated instruction. Students are also informed of their reading levels and know how to select appropriate reading materials.
2. What structures do you have in place to support this effort?

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

At MS 131 we look at the results of the NYSESLAT to determine the amount of students that have passed the test and moved into regular education classes. We also use the NYSESLAT data to determine student progress during the three years at our school. Another source we use is the ELA test to assess the growth of our ELLs.

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

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

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].

As we studied the NYSESLAT results for our school we found: That a total of 18 students passed the NYSESLAT this year. In the 6th grade 16 students are at the advanced level (12 Regular Education, 4 Special Education), 6 students are on the intermediate level (4 Regular Education, 2 Special Education) and 13 are at the beginner level (11 RegEducation, 2 Special Education). In the 7th grade 27 students are on the advanced level (18 Regular Education, 9 Special Education) and, 10 students are on the intermediate level (4 Regular Education, 6 Special Education) and 28 are at the beginner level (18 Regular Education, 10 Special Education). In the 8th grade 20 students are on the advanced level (18 Regular Education, 2 Special Education), 18 students are on the intermediate level (18 Regular Education, 0 Special Education) and 31 are at the beginner level (29 Regular Education, 2 Special Education).

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

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.

   Students in the freestanding ENL program travel together as a group for our content area classes. For ENL class, they are divided homogeneous into two smaller groups which are taught by two licensed ENL teachers. The proficiency level is based on the NYSELSAT results as well as the baseline assessment administered at the beginning of the school year. Usually, students in the Emerging and lower Transitioning Levels are grouped together while
students in the higher Transitioning and Expanding Levels are grouped together.

b. **TBE program. If applicable.**

Students who have selected the TBE program at our school are students in the Entering and Emerging Levels along with our newcomers. In similar fashion, our ENL classes are in reduced class size where two licensed ENL teachers share the students. When learning the content area classes, they travel as a group.

c. **DL program. If applicable.**

Our newly formed LD Program travel as a group. They are co-taught by a licensed ENL teacher and a common branch teacher. They travel as a group for the core content area classes.

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)?**

   All ESL classes are assigned two ESL licensed teachers who divide the class into two smaller groups to provide 8, forty-five minute periods of ENL and ELA instruction. ENL students receive content area instruction in English using ENL methodologies to support the students’ learning of the content area. All transitional bilingual classes are assigned two ESL licensed teachers who divide the class into two groups to provide 8 periods of ENL a week. All content area classes are taught by content area teachers with a bilingual extension using the language allocation percentages. Beginners and intermediate students receive 360 minutes a week in ENL and advance students receive 180 minutes in ENL, 180 minutes in ELA and three 45 minute periods of Native Language Arts. TBE students will be expected to receive 75% of instruction in their home language and 25% in English as the year progresses.

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.**

   Students in the ENL freestanding program receive instruction in English in the content areas using scaffolding to support the understanding and development of the language. In Social Studies and Science the teachers use pictures, graphic organizers, Venn diagrams, T-charts and technology to scaffold the learning. Students use the writing process to draft, edit and publish their work. Bilingual dictionaries and word study support scaffolding strategies used in class. Teachers also provide visual aids such as pictures, photographs, diagrams, charts documents and videos to support the learning. Sentence starters and modeling also play an important part in the everyday lessons and procedures. Teachers have also been trained in using reading in the content areas where students reading levels are shared by the ENL teachers and workshops have been provided to help content teachers understand the meaning and implications of these different abilities and levels. Teachers provided reading materials on different reading levels of the same content. Teachers’ front load the new vocabulary before reading reread and annotates while reading and summarizes and respond after reading. In mathematics students work in groups and use manipulative to understand the concepts. Students will summarize what they have learned and what they are struggling with at the end of a session. Students in the bilingual program receive instruction in Chinese in the content areas using the language allocation policy percentages recommended supporting the understanding and development of the English language, while maintaining the Chinese language. Teachers have also been trained in using reading in the content areas and citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text (CCLS). Students reading levels are shared by the ENL teachers and workshops have been provided to help content teachers understand the meaning and implications of these different abilities and levels have in the understanding of the content materials.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

In the bilingual classes students are tested in the language of instruction; students are offered the option of taking the state test in English or having both, the English and the Chinese or Spanish test. These tests are requested by the content area teacher for their students and provided on the testing date. Students are assessed informally through their responses to text and through journals. Students write their native language and use English more and more as the year goes by. When students arrive at our school they take Chinese Language Arts test that gives students and teachers the level of Chinese students enter with and at the end of the school year they take the State Chinese Language Arts exam.

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. Students that are identified as SIFE receive extra help in English during our Module 45 minutes 3 times a week classes. The curriculum used is developed by our ENL department lead by our ENL coach.

   b. Students that have been in the country less than three years receive conversational English classes after school two hours a day, two days a week by a licensed ESL teacher. In addition they receive English Language Support Modules for 45 minutes, 3 times a week.

   c. Students that have been in the country four to six year participate in the after school program that focuses on the development of reading and writing skills through the lens of immigrant history in New York City’s Chinatown. This program meets twice a week for two hours each day to learn English through an immigrant curriculum which has been developed by our ENL teachers and modified each year to meet the needs of the current group. This year and last, this particular after school program is in partnership with museum educators from the Museum of Chinese-Americans (MoCA).

   d. Students that have been ELLs for six or more years are also invited to participate in the Immigrant program; they are also targeted during the day for an ENL module class three times a week by a licensed ENL teacher.

   e. All former ELLs are given additional literacy support by ENL teachers during small group module classes. Furthermore, the current teachers have been trained to identify these students and scaffold class materials to ensure their engagement in class.

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?

All teachers use ESL methodologies embedded in a balance literacy approach. Instructional practices included close reading, shared reading, guided reading, read aloud, think aloud, independent reading, journal writing, writers’ notebooks, read and retell, modeling, active listening, and speaking, presentations and reading celebrations. The teachers use the Teachers’ College Reading and Writing Workshop model. Teachers use the benchmark assessment from Reading A-Z this program to determine students’ reading levels which is aligned to Fountas and Pinnel system. Teachers use this data to put students in instructional group. The data is reviewed three times a year. Teachers also use conferring notes to monitor their abilities and plan instruction. Our ELLs with special needs are also mainstreamed for arts, physical education, advisory and enrichment where they share the same curriculum as the general education population. In these classes students work in
groups and partnerships. There is collaboration amongst the students to complete a task, project or game. All students participate in celebrations, such as Halloween, Thanksgiving, Awards Ceremonies, College Visitations, Spring Arts Shows and High School Fairs.

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 Special Education teachers attend our ENL Department meeting once a week for every week, during this time teachers work and refine the English curriculum that addresses listening, speaking, reading and writing needs of our ELLs based on the results of periodic assessment which are administered three times a year, daily formative assessment and running records. One of the programs we use to address the needs of our SWD is Reading A-Z. This program address all reading levels and provides activities that address the independent levels of the students with special needs. The program also has a benchmark assessment which is given by the teachers to measure students’ progress throughout the school year. Our ELLs with special needs are also mainstreamed for arts, physical education, advisory and enrichment where they share the same curriculum as the general education population. In these classes students work in groups and partnerships. There is collaboration amongst the students to complete a task, project or game. All students participate in celebrations, such as Halloween, Thanksgiving, awards ceremonies, high school fairs and other school wide activities, where they interact with their grade level peers in English.

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.

ELL students offered small group interventions such as Judy Hochman’s Teaching Basic Writing Skills for writing development, math focused on skills based intervention using Khan Academy, an online skills based tutoring forum, in English. In addition, ELL students are offered with homework support three days a week, one day with a bilingual licensed teacher, one day with science teacher and the last day with a special education teacher.

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

We are going to continue training our ENL teachers with the Wilson program to help our ELLs that are struggling reading, and our ELLs with disabilities. We will also maintain and improve our units through the integration of formative assessments and the use of data to drive our instruction. We are also introducing a Dual Language class which will mirror our 6 grade English Class.

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

As of now we do not plan to discontinue any services.

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

Our ELLs represent approximately 32% of our school population. They fully participate in the programs the school provides. The ELLs take part in all school events, assemblies, and celebrations. There are Halloween, Thanksgiving and Chinese New Year celebration, as well as, field day and trips, such as, the senior trip in June. The students belong to the student government and peer mediation. All correspondence letters and announcements are translated for the student and the parents. Students have joined the badminton, basketball and volleyball after school program on Wednesdays/Thursdays/Fridays. Student who will take the ELA exam have Module Classes which are small group instruction support to strengthen their writing. Students in the beginners and intermediate levels participate in the after school
Chinatown History Program and an Conversational English programs. Other students will participate in the Student Government Organization (SGO), Dance, Chess and base guitar programs. These are all supplemental programs for our ELL students to use their English in other setting and disciplines.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

All ELLs have full access to technology in all their classes where laptops are available. In ENL students use the laptops to research nonfiction topics, as well as, to type their final drafts. Some students use Google translate for individual words. All ENL teachers have leveled libraries which tiered trade books by genres and topics are provided to support the ELLs’ reading levels through Reading A-Z, an online program. Students can access the Reading A to Z outside of school with specific log in information. In the content areas teachers are provided with bilingual dictionaries in English and Chinese and content area related topics books in both languages for classroom libraries. The teacher usually reads aloud the text as a share reading experience. The goal is for the students to hear the language and make connections to the written words and phrases. Students then have the opportunity to practice reading strategies and responses both orally and in writing.

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

Home language support is delivered three times a week for 45 minutes through our Chinese Language Arts class for bilingual class. Chinese is also used in the content areas to deliver instruction using the percentages suggested by the CR Parts 154. In the Dual Language Program, Chinese Language Arts Class is scheduled for five periods a week (each period is 45 minute.)

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

Services are not only age appropriate for our middle school students but also language appropriate. At MS 131 we have a bilingual Chinese counselor and a bilingual Chinese social worker and a bilingual Spanish Social Worker. Our support services staff is bilingual and has many years of experience working with ELLs.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

All ELLs have full access to technology in all their classes where laptops are available. In ENL students use the laptops to research nonfiction topics, as well as, to type their final drafts. Some students use Google translate for individual words. All ENL teachers have leveled libraries which tiered trade books by genres and topics are provided to support the ELLs’ reading levels through Reading A-Z, an online program. Students can access the Reading A to Z outside of school with specific log in information. In the content areas teachers are provided with bilingual dictionaries in English and Chinese and content area related topics books in both languages for classroom libraries. The teacher usually reads aloud the text as a share reading experience. The goal is for the students to hear the language and make connections to the written words and phrases. Students then have the opportunity to practice reading strategies and responses both orally and in writing.

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).

Students and parents are offered a new student orientation in both languages in August. Invitation letters that are sent home are in both languages during the summer. Incoming students have the opportunity to go on a tour of the building with a staff
member. New students will also be paired up with a student in their class who will explain the schedule and who will walk them around the building to important destinations. The students will also receive a planner and a family handbook that is in Chinese. This planner explains important rules and regulations, as well as, important tips on how to succeed at MS 131. Some examples are the getting organized, ready to learn, text coding and SEEK (how to write a strong and clear paragraph). The family handbook outlines the expectations of school policies and students/parents responsibilities to meet these expectations. For those who enroll throughout the year, we also provide a new student orientation every four to six weeks with similar activities.

17. What language electives are offered to ELLs?
We offer Mandarin Chinese to our ELLs.

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 are starting our DL program this school year. We currently have a side by side model with 50% of the content in Mandarin Chinese. The population we currently have is slightly more Ells, which is due to not having a feeder dual language elementary school. However we are continuing to attempt to have a 50/50 model among our EPs and ELLs.

b. We are teaching content in Mandarin Chinese.

c. ELA/ESL class is taught in English at all times. Chinese Language Arts is taught in Chinese at all times. The rest of the core content area classes are taught in both English and Chinese. PE, Arts and Advisory classes are taught in English.

d. We are using a sequential model as our students need to build their foundation in the target language.

---

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?

At MS 131 all ESL teachers meet once a week with the ENL coach and the assistant principal. This year the focus is on the development of the Pacing Calendar, ENL units, formative assessment, implementation and evaluation of the reading A-Z program and using data to drive instruction. Our content bilingual content teachers will be receiving going training on the use of reading in the content areas, scaffolding for ELLs and using data to drive the instruction. All staff will receive scaffolding strategies for reading and using data to drive instruction.
2018-19 CEP
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Teacher will receive professional development by the ENL coach throughout the year as they work on planning and developing the curriculum units using the CCLS.

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.

ELLs transitioning into high school are provided with support through the advisory curriculum design to support students through this process. All advisory teachers are provided with a copy of the curriculum at the beginning of the school year. Students are also provided with a bilingual counselor and social worker that meet with them to support this process. Social workers and counselors attend all citywide PD provided in order to maintain students updated with the most current information. Staff is provided with a curriculum developed by our bilingual social worker for their advisory period and PD to support the curriculum provided.

Staff will receive training on best practices in scaffolding reading in the content areas provided by our instructional coaches. All staff will receive scaffolding strategies for reading and using data to drive instructions. Attendance will be taken and teachers will be provided with a folder of materials. A document on google will be provided where teacher will keep the data collected and it’s analysis. ENL, DL and Bilingual Teachers will receive (15%) professional development dedicated to language acquisition, with a focus on best practices for co-teaching strategies for all bilingual and English as a new language teachers.

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?

MS 131 is planning to use the Tuesday Parent Engagement Time to meet with individual parents discussing student goals and progress. Teachers will create a schedule where they can meet with the parents between the month of January and May.

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

ELL parents attend our Parent Association meetings, Principal Breakfast, Honor Rolls and come in daily as they need letters, academic updates and social emotional and concrete supports. This year we are inviting our ELL parents to a breakfast for students their Dads or Significant Male role models. In addition, we offer workshops on a variety of topics such as adolescent depression, financial literacy for college. The Parent Association holds a monthly parent meeting on the first Thursday, when the principal attends the meeting as well.
Additional Information

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

Paste response here:
Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Phyllis Tam, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

**School Name:** MS 131  
**School DBN:** 02M131

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
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<th>Date (mm/dd/yy)</th>
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<tbody>
<tr>
<td>Phyllis Tam</td>
<td>Principal</td>
<td></td>
<td>10/16/15</td>
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<tr>
<td>Hilda Abadia</td>
<td>Assistant Principal</td>
<td></td>
<td>10/16/15</td>
</tr>
<tr>
<td>Kee Cheung Tang</td>
<td>Parent Coordinator</td>
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<td>10/16/15</td>
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<tr>
<td>Ourania Pantazatos</td>
<td>ENL/Bilingual Teacher</td>
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<tr>
<td>Xiao Yen Tan</td>
<td>Parent</td>
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<td>10/16/15</td>
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<tr>
<td>May Ling / Mathematics</td>
<td>Teacher/Subject Area</td>
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<td>10/16/15</td>
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<tr>
<td>Yi Yu / History</td>
<td>Teacher/Subject Area</td>
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<tr>
<td>Careen Halton</td>
<td>Coach</td>
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<tr>
<td>Kristen Cappadona</td>
<td>Coach</td>
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<td>10/16/15</td>
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<tr>
<td>Min Yee Lee</td>
<td>School Counselor</td>
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<td>10/16/15</td>
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<tr>
<td>Bonnie Laboy</td>
<td>Superintendent</td>
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<td>10/16/15</td>
</tr>
<tr>
<td>Maria Broughton</td>
<td>Field Support Center Staff Member</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: | School Name: | Superintendent:
---|---|---

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Primary)</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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

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

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

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

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>
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</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.

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>
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<tbody>
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</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>
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</table>

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

Part C: Training Staff on Policies and Procedure

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

Part D: Providing Notice of Language Assistance Services

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

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

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?