2018-19
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

DBN: (i.e. 01M001): 75M169
School Name: P.S. M169 - ROBERT F. KENNEDY
Principal: ELEYNA RIVAS
School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans
  - Section 5A Framework for Great Schools Element - Rigorous Instruction
  - Section 5B Framework for Great Schools Element - Supportive Environment
  - Section 5C Framework for Great Schools Element - Collaborative Teachers
  - Section 5D Framework for Great Schools Element - Effective School Leadership
  - Section 5E Framework for Great Schools Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

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

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
## Section 1: School Information Page

### School Information

- **School Name:** P.169M The Robert F. Kennedy School
- **School Number (DBN):** 75M169
- **BEDS Code:** 307500011169
- **Grades Served:** K-12
- **School Address:** 110 East 88 Street N.Y., N.Y. 10028
- **Phone Number:** 212-348-6140
- **Fax:** 212-996-8245
- **Email Address:** msteinb7@schools.nyc.gov
- **School Contact Person:** Marsha Steinberg
- **Principal:** Eleyn Rivas
- **UFT Chapter Leader:** Jeff Andrusin
- **Parents’ Association President:** Carmen Ramos
- **SLT Chairperson:** Marsha Steinberg
- **Title I Parent Representative (or Parent Advisory Council Chairperson):** None
- **Title I Parent Representative (or Parent Advisory Council Chairperson):** None
- **Student Representative(s):** None
- **CBO Representative:** Jeanne Malta - Learning Leaders

### District Information

- **Geographical District:** 75
- **Superintendent:** Ketler Louissant
- **Superintendent’s Office Address:** 400 – 1st Avenue N.Y., N.Y. 10001
- **Superintendent’s Email Address:** klouiss@schools.nyc.gov
- **Phone Number:** 212-802-1503
- **Fax:** 212-802-1678

### Field Support Center (FSC)

- **FSC:** District 75
- **Executive Director:** Kathleen LeFevre
- **Executive Director’s Office Address:** 400 - 1st Avenue New York, New York 10001
Executive Director’s Email Address: klefevr@schools.nyc.gov
Phone Number: 212-802-1534
Fax: 212-802-1688
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 School Comprehensive Educational Plan (SCEP) 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 SCEP, 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>Eleya Rivas</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Jeff Andrusin</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Carmen Ramos</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Jeanne Malta</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Colleen Langone</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Alondra Moro</td>
<td>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>Shanise Brown</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Guillermina Harrison</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Stephanie Mulford</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Barbara Gonzalez</td>
<td>Social worker</td>
<td></td>
</tr>
<tr>
<td>Claire Merkur</td>
<td>Teacher/Dean</td>
<td></td>
</tr>
<tr>
<td>Ilene Halpern</td>
<td>Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Karl Danticat</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, 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.

The process of developing and implementing the SCEP is aligned to the Framework for Great Schools. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP 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 has established programs to strengthen ties between schools and communities, and is giving teachers and students supports 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 SCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint for continuous improvement 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 increase 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 (5) 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.

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

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

### Accountability Tools 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 informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Rubric, School Quality Guide and other quantitative and qualitative data tools.

**NYSED’s Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools called the Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All current Priority and Focus Schools and Focus Districts must use the tool; districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- **Tenet 1:** District Leadership and Capacity
- **Tenet 2:** School Leader Practices and Decisions
- **Tenet 3:** Curriculum Development and Support
- **Tenet 4:** Teacher Practices and Decisions
- **Tenet 5:** Student Social and Emotional Developmental Health, and
- **Tenet 6:** Family and Community Engagement
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 2017-18 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. Structures 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 SCEP, 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 SCEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for SCEP 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:** In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), and other qualitative and quantitative data.

• **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

• **Step 6:** 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 7:** 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: SCEP Overview

1. What is your school’s mission statement?

Members of our school staff are perpetual learners, taking the opportunity for continuous weekly professional development and collaboration. We focus these learning opportunities on planning and preparation that will lead to increased student engagement and time on task. Our teachers are trained in understanding and writing strength based IEP’s. Partnered with ongoing assessments, this enables our staff to meet the needs of all of our students and their learning styles. Furthermore, we partner with a community based organization that brings tutors into our school that help support student academic growth, and sends students to camp to enhance social emotional growth.

Our school utilizes a multi-tiered system of support (MTSS) for both academic (Response to Intervention- RTI) and behavior (Positive Behavior Intervention Support- PBIS) interventions, in order to meet the needs of our students. For students in need of additional behavioral interventions, we offer secondary and tertiary levels of support through our Pupil Personnel Team. We also utilize out-patient services throughout our school community for more intensive mental health, behavioral, and family supports.

Our students take ownership in their learning community through participation in the P169 School Council. They also partake in class trips and academic celebrations, which help support and showcase their hard work. Families are encouraged to join in the school community through participation in parent workshops, the School Leadership Team, and academic celebrations that will help foster a strong partnership between home and school. Our alternate sites create a language rich learning environment using a multi-tiered approach to increase our students' independent skills. Participation from all members of our school community is an integral part of creating a positive, sustainable school culture.

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.

Robert F. Kennedy is an elementary, middle, high school with 361 students from grade K through 12. The school population comprises 43% Black, 50% Hispanic, 4% White, and 1% Asian students. The student body includes 12% English language learners and 100% special education students. Boys account for 82% of the students enrolled and girls account for 18%. The average attendance rate for the school year 2017-2018 was 87.4%.

P169M provides a highly stimulating instructional environment, utilizing a wide variety and range of age-appropriate incentives, where students with special needs are encouraged to realize their individual potential.

Each of our students strives to find the less restrictive setting that will meet their needs. They strive to return to a General Education setting. We seek to provide the opportunities and resources that will allow our students to prosper and successfully interact in school, the home and community.

Our school is dedicated to providing our diverse student population with a meaningful educational experience in a safe and challenging environment. It is our goal to move our students along a path that will help them to realize their educational and social potential, while providing opportunities that are structured to promote successful experiences. Through these structured activities students will acquire the characteristics associated with good citizenship.

We intend to bring together diverse media (text, sound, pictures and video), strive to draw upon children’s natural impulses and expand the range of all learning experiences.

3. Describe any special student populations and what their specific needs are.
We are committed to providing to students with disabilities full access to rich language and literacy experiences through the effective use of high- and low- technology tools.

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.

Areas of celebration include three of the six elements of the Framework for Great Schools. These include Rigorous Instruction, Collaborative Teachers and Effective School Leadership. The following are excerpts from our 2015 Quality Review: P.169 is Well-Developed in ensuring engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.

P.169M is Well-Developed in establishing a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations.

Our area of focus falls within the element of a Supportive Environment as it refers to teacher feedback so that students may make optimal gains across all curriculum areas. Our 2015 Quality Review states: P.169M area of focus - Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.
### School Demographics and Accountability Snapshot for 75M169

#### School Configuration (2018-19)
- **Grade Configuration**: 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, SE
- **Total Enrollment (2017-18)**: 372
- **SIG Recipient (Y/N)**: No

#### English Language Learner Programs (2018-19)
- **Special Education Programs/Number of Students**: 8

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts (2018-19)**: 15
- **# Music (2018-19)**: 4
- **# Drama (2018-19)**: 4
- **# Foreign Language (2018-19)**: N/A

#### School Composition (2017-18)
- **% Title I Population**: 93.0%
- **% Attendance Rate**: 85.6%
- **% Free Lunch**: 91.9%
- **% Reduced Lunch**: 0.5%
- **% Limited English Proficient**: 11.6%
- **% Students with Disabilities**: 99.7%
- **% American Indian or Alaska Native**: 0.5%
- **% Black or African American**: 50.0%
- **% Hispanic or Latino**: 43.5%
- **% Asian or Native Hawaiian/Pacific Islander**: 1.1%
- **% White**: 3.8%
- **% Multi-Racial**: 1.6%

#### Personnel (2015-16)
- **# of Assistant Principals (2016-17)**: 6
- **Average Teacher Absences (2014-15)**: 6.6

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

#### Elementary/Middle School
- **Mathematics Performance at levels 3 & 4 (2016-17)**: N/A
- **Science Performance at levels 3 & 4 (4th Grade) (2016-17)**: N/A

#### High School
- **Mathematics Performance at levels 3 & 4 (2016-17)**: N/A
- **Science Performance at levels 3 & 4 (8th Grade) (2016-17)**: N/A

#### Overall NYSED Accountability Status (2018-19)
- **Recognition**: No
<table>
<thead>
<tr>
<th>Students with Disabilities</th>
<th>N/A</th>
<th>Limited English Proficient</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
<td>ALL STUDENTS</td>
<td>N/A</td>
</tr>
</tbody>
</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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

### Part 1 – Needs Assessment

#### Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 3 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
<td></td>
</tr>
<tr>
<td>3.2 The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.</td>
<td>X</td>
</tr>
<tr>
<td>3.3 Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.</td>
<td></td>
</tr>
<tr>
<td>3.4 The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.</td>
<td></td>
</tr>
<tr>
<td>3.5 Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.</td>
<td>X</td>
</tr>
</tbody>
</table>

#### Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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.

All curricula are aligned to the Common Core Learning Standards and strategically integrate the instructional shifts for all learners. Teachers across grades and content areas use student work and data to refine curricula so that all students are engaged in challenging learning experiences. Our strategic curricular decisions result in rigorous tasks and learning experiences promoting college and career readiness for all learners across grades and content areas. Multiple entry points are regularly planned to provide access to curricula and cognitively engage all learners.

Our school’s use of Ready Gen in K-2 and School wide 3-8 ELA curriculum and Go Math and Connect Mathematics provide students in standardized assessment classes with exposure to rigorous tasks and learning activities aligned to the Common Core Learning Standards. The ELA Curriculum Framework identifies formative assessment tasks and differentiated learning activities that support student access to an appropriately challenging final performance assessment.

At the start of the 2017-2018 school year, P.169M was identified as a Local Assistance Plan (LAP) school. The school was identified as a LAP school in the areas of ELA and Mathematics for Grades 3-8 in standardized assessment. In developing a school goal to address student performance in Math and ELA, school leaders and staff analyzed an array of data...
including the School's Instructional Report from 2015-2017. As a result of this analysis, the school identified areas of focus in ELA and Mathematics as follows:

Grades 3-8 ELA: Vocabulary/Word Meaning

Grades 3-5 ELA: Identifying Main Idea

Grades 6-8 ELA: Citing Evidence from Text

Grades 3-8 Mathematics: Solving Word Problems

Grades 3-8 Mathematics: Numbers and Operations

**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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 169M students in standardized assessment will demonstrate movement of at least one independent reading and writing level, as a result of explicit reading and writing instruction and implementation of a revised ELA curriculum as measured by pre and post analysis progress in running record levels and in scores on writing rubrics from September 2018-June 2.
Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish Elementary and Middle School Curriculum Teams.</td>
<td>3-8 Teachers</td>
<td>September 2018-June 2019</td>
</tr>
<tr>
<td>Complete Curriculum Map in ELA and Social Emotional Learning to disseminate to staff.</td>
<td>3-8 Teachers</td>
<td>September 2018-June 2019</td>
</tr>
<tr>
<td>Provide training for Running Records.</td>
<td>3-8 Teachers</td>
<td>September 2018-June 2019</td>
</tr>
<tr>
<td>Identify and order materials and resources to support implementation of curriculum.</td>
<td>3-8 Teachers</td>
<td>September 2018-June 2019</td>
</tr>
<tr>
<td>Structured assessment conversations by school leaders with individual teachers.</td>
<td>3-8 Teachers</td>
<td>September 2018-June 2019</td>
</tr>
<tr>
<td>Collect baseline data of all students reading and writing levels through Running Records.</td>
<td>3-8 Teachers</td>
<td>September 2018</td>
</tr>
<tr>
<td>Support individual student needs with Response to Intervention programs such as Foundations and Specially Designed Instruction.</td>
<td>3-8 Teachers</td>
<td>September, 2018-June 2019</td>
</tr>
<tr>
<td>Provide weekly collaborative meetings on student exemplars in order to monitor growth in student work.</td>
<td>3-8 Teachers</td>
<td>September 2018-June 2019</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.

Parents and families will be exposed to strategies to support standardized and alternate assessment students in homework, behavior management, technology and life skills.

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.

All classes are programmed for double ELA periods as well as extended mathematics periods. Our Math Cluster teachers target grades K-8. School-based OTPS funds are adequate to provide for instructional materials.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</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.

February, 2019, 50% of students will demonstrate increased skills in at least one of the focus areas, as compared to 2017-2018.

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

Student performance on curriculum based assessments targeting the areas of focus.

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. (Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)

Part 1 – Needs Assessment

| Part 1a. Alignment to DTSDE Statements of Practice |
| Sop(s) Addressed |
| **Tenet 5 Statement of Practice** | |
| Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan. | |
| 5.2 | The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success. | ][ |
| 5.3 | The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students. | X |
| 5.4 | All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision. | ][ |
| 5.5 | The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs. | ][ |

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

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

Positive based interventions and supports (PBIS) is the driving force which unifies all sites of P169M. Students and teachers strive towards creating a positive learning community which teaches behavioral expectations, provides reinforcement for appropriate behaviors, and consistent consequences when needed. The KARMA behavior management system is used at each of our sites in order to teach, model and track behavioral progress of our students. KARMA is an acronym for the following: Kind, Appropriate, Respectful, Mature and Accountable. Each symbolizes a set of behavioral expectations across settings (classroom, lunchroom, hallway, gym, etc.). These expectations, along with Emotional Literacy, are posted in all classrooms and taught to our students in order to maximize their behavioral development. A variety of programs are available to assist with teaching expectations, creating a positive learning community and developing community oriented students/staff. By focusing on positive behavior, we foster a climate which reinforces appropriate behavior and moves our students towards returning to community schools if that is their goal. It allows our students to develop maturity and independence while accepting personal responsibility for their academic, behavioral and personal success.

P. 169M has been designated as a LAP school. Analysis of student SWIS and OORS data indicates that students in Grades 5-8 have challenges in attending to academic tasks for extended periods of time; this in turn impacts on their academic
skills progression in mathematics and ELA. School leaders and staff have determined that priority areas of focus for students in Grades 5-8 in both standardized and alternate assessment should be on increasing stamina with regard to academic tasks and staying in location during academic periods. Accordingly, there is a need to increase emphasis on engaging instruction, student attendance to academic tasks in ELA and Mathematics and remaining in location. As a result of rigorous data analysis, the school has determined that there is a need to refine and adjust the current behavioral system for the students in Grades 5-8 in standardized and alternate assessment. The adjustments will provide increased opportunities for immediate recognition of students staying on task and staying in location. The school also will continue to involve parents as key partners in supporting student behavior that results in increased academic gains.

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, there will be a 5% increase in the number of students who achieve levels 1, 2, and 3, as a result of rigorous implementation of the school-wide PBIS system and explicit teaching of the KARMA Matrix of expectations as compared to baseline data collected in September 2018.
## 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? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>September 2018- June 2019</td>
<td>Behavior Specialist/ PBI Team</td>
</tr>
<tr>
<td>All Students</td>
<td>September 2018</td>
<td>Behavior Specialist/ PBI Team</td>
</tr>
<tr>
<td>All Students</td>
<td>September 2018- June 2019</td>
<td>Behavior Specialist/ Instructional Coach, Curriculum Team</td>
</tr>
<tr>
<td>All Students</td>
<td>September 2018- June 2019</td>
<td>Behavior Specialist/ PBI Team</td>
</tr>
<tr>
<td>All Students</td>
<td>September 2018- June 2019</td>
<td>Behavior Specialist/ PBI Team</td>
</tr>
</tbody>
</table>

- Creating a PBIS Team that meets weekly.
- Revise KARMA Matrix to be more meaningful to staff and students.
- Embed KARMA expectations into the curriculum framework.
- Implement a KARMA Kick-off and end of the year celebration.
- Conduct monthly KARMA assemblies to reinforce expectations.

### 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.

All of the sites of the P169M family come together for a day of community building and KARMA. Parents are invited by the Parent Coordinator to join with their children and the school staff as appropriate behavior expectations are taught and reinforced.

## 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.

PBIS Team meets weekly under the direction of the Behavior Specialist. Additional meetings are leveraged during Monday afternoon PD which include teachers, paraprofessionals and related service providers as needed.

**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>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

By February 2019, 5% of students will demonstrate an increase of achieving levels 1, 2 and 3.

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

Master Level Sheet

**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. (Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 4 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
<td></td>
</tr>
<tr>
<td>4.2 School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.</td>
<td></td>
</tr>
<tr>
<td>4.3 Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.</td>
<td>X</td>
</tr>
<tr>
<td>4.4 Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.</td>
<td></td>
</tr>
<tr>
<td>4.5 Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).</td>
<td></td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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.

All teachers are involved in consistently analyzing student work, assessment data, instructional practices and curricula within structured professional collaborations. Established leadership structures and a culture of shared accountability are in place and promoted at the school. The work of teacher teams has resulted in improved teacher pedagogy and increased student achievement. Distributed leadership structures have afforded teachers opportunities to build leadership capacity and share in decision-making processes relevant to student learning and achievement.

Teachers collaborate in professional teams where they analyze student work and data to develop and refine practices within a grade or discipline. In the team meetings, teachers used multiple sources of data, including student reading levels, curriculum mid- and end-unit assessments in math and English language arts, student progress toward meeting Individualized Educational Plan goals, SANDI and FAST assessments. Curriculum Framework, units of study and lesson plans are evidence of team planning aligned to the Common Core Learning Standards and highlight the instructional shifts, resulting in curricular coherence across grades and disciplines at all sites. Extensive professional learning for staff is shared at teacher team meetings and serves to strengthen pedagogical practices of teachers. School leaders provide time and substitutes for teachers to attend professional development outside of the school; structures are in place during teacher team meetings and Monday professional development for teachers to share what they have learned with their colleagues. Teachers develop comprehensive agendas for their team meetings and use protocols to analyze and “learn from” student work. School leaders have distributive leadership structures in place that build teacher capacity and allow teachers to have input in strategic decision making. Unit coordinators meet with the data specialist once monthly.
to examine trends across the organization and to make academic, social and behavioral recommendations to ensure coherence across sites. School leaders provide teachers with opportunities to develop their skills and become lead teachers for school initiatives, such as Wilson, the debate team, and Get Ready to Learn.

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, teachers of P169M will collaborate in professional teams to review the ELA curriculum, make adjustments based on analysis of student work and shared best practices, measured by an improvement in final observations compared to initial observations on the Danielson Components 1a and 3c.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly collaborative meetings to assess student work products to make changes in the process and product of instruction.</td>
<td>K-8</td>
<td>September 2018 - June 2019</td>
</tr>
<tr>
<td>Weekly collaborative meetings to work with staff on the effective implementation of ELA and Social Emotional curriculum.</td>
<td>K-8</td>
<td>September 2018 - June 2019</td>
</tr>
<tr>
<td>Focused professional development on planning and preparation, assessment, differentiation and pedagogy based on staff needs.</td>
<td>K-8</td>
<td>September 2018 - June 2019</td>
</tr>
<tr>
<td>Parent workshops and brochures on curriculum and assessment, as well as providing individual student information on assessment and curriculum to guardians at IEP Meetings.</td>
<td>K-8</td>
<td>September, 2018 - June, 2019</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

Parents and families will be exposed to strategies to support students in alternate assessment during the 4 parent teacher conferences.

### 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.

SBQ vote was conducted to insure the ability for our D.75 school to have the extended Monday and Tuesday afternoons. Schedule was collaboratively organized to represent staff needs.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>P/F Set-aside</th>
<th></th>
<th>21st Century</th>
<th></th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Title I 1003(a)</th>
<th></th>
<th>Title III</th>
<th></th>
<th>PTA Funded</th>
<th></th>
<th>SIG Grant</th>
<th></th>
<th>School Achievement Funding</th>
<th></th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

Monthly professional development feedback forms are reviewed. They collect information that asks the following: What did I engage in?, Who did I engage with?, How did this impact my practice? By February 2018, there will be an increase in the number of teachers that engage in group activities with their colleagues. The forms will be reviewed of the teachers of alternate assessment to insure that all staff are participating in the high leverage activities to monitor progress towards this goal.

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

Professional Development Feedback forms will be analyzed to note increases in collaborative work amongst teachers.

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. (Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 2 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 The school leader ensures that the school community shares the Specific, Measurable,</td>
<td></td>
</tr>
<tr>
<td>Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive</td>
<td></td>
</tr>
<tr>
<td>of core values that address the priorities outlined in the School Comprehensive Educational</td>
<td></td>
</tr>
<tr>
<td>Plan (SCEP).</td>
<td></td>
</tr>
<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital</td>
<td>X</td>
</tr>
<tr>
<td>resources.</td>
<td></td>
</tr>
<tr>
<td>2.4 The school leader has a fully functional system in place aligned to the district's Annual</td>
<td></td>
</tr>
<tr>
<td>Professional Performance Review (APPR) to conduct targeted and frequent observation and</td>
<td></td>
</tr>
<tr>
<td>track progress of teacher practices based on student data and feedback.</td>
<td></td>
</tr>
<tr>
<td>2.5 Leaders effectively use evidence-based systems and structures to examine and improve</td>
<td></td>
</tr>
<tr>
<td>critical individual and school-wide practices as defined in the SCEP (student achievement,</td>
<td></td>
</tr>
<tr>
<td>curriculum and teacher practices; leadership development; community/family engagement;</td>
<td></td>
</tr>
<tr>
<td>and student social and emotional developmental health).</td>
<td></td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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.

School leadership has determined the need for increasing the school emphasis on writing instruction across all content areas in all sites. School leadership will leverage resources to ensure that teachers are provided with appropriate professional development in the area of planning and preparation. Teachers will also have opportunities to share writing samples with their colleagues in teacher team meetings. School leaders will collaboratively plan professional development on writing instruction, strategies for increasing student skills in writing, scoring of writing samples, and analysis of student work. Teachers will also be provided with opportunities to review student assessments that require writing and collaboratively analyze the skills students need to develop.

P. 169 was designated as a LAP school. Analysis of standardized assessments indicate a need to teach students how to plan and structure their writing assignments. Student skills in writing have not supported their performance in standardized writing assessments. There is also a need to increase student use of academic vocabulary in writing.

School leaders will also ensure that there are multiple scheduled opportunities for celebration and sharing of student work.
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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, school leaders will provide resources and professional development to support school-wide implementation of an assessment calendar through extended Mondays Professional Development days. School leaders will also implement ongoing review and analysis of assessment data as measured by an overall increase in Danielson Framework, component 3D, from September 2018- June 2019 in the percentage of teachers who are effective and highly effective.
Part 3 – 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)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td>All teachers and Paraprofessionals</td>
<td>September 2018</td>
<td>Assistant Principal Unit Coordinator</td>
</tr>
<tr>
<td>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
<td>All teachers, Paraprofessionals and Students</td>
<td>September 2018</td>
<td>Assistant Principals Unit Coordinator Teachers</td>
</tr>
<tr>
<td>Establish and disseminate a year long calendar of assessments administered throughout the school year. This calendar will include a collection of student work samples at the culmination of each unit of study.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>During October 2018, collect baseline work of all students in ELA and Math that becomes part of student portfolios.</td>
<td>All teachers, Paraprofessionals and Students</td>
<td>September 2018</td>
<td>Assistant Principals Unit Coordinator Teachers</td>
</tr>
<tr>
<td>On a monthly basis, the administrative team will review school-wide assessments to identify patterns and trends to focus on areas of strength and challenges.</td>
<td>Students Teachers Paraprofessionals</td>
<td>September 2018-June 2019</td>
<td>Principal Assistant Principals Behavior Specialist</td>
</tr>
<tr>
<td>Implement peer to peer student assessment of work.</td>
<td>Teachers Students</td>
<td>September 2018-June 2019</td>
<td>Teachers Para-Professionals Students</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

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

Parents will engage in Parent/Teacher conferences in order to gain understanding of how their children are learning and the work they are doing.

Part 4 – Budget and Resource Alignment

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

Teachers utilize their professional periods for weekly collaborative meetings.
**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

By February 2019, teachers will have at least 2 observations to see if they are improving in Danielson Framework, Component 3D.

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

Danielson Framework, Component 3D.

**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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

<table>
<thead>
<tr>
<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tenet 6 Statement of Practice</strong></td>
<td></td>
</tr>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
<td></td>
</tr>
<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
<td></td>
</tr>
<tr>
<td>6.3 The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.</td>
<td></td>
</tr>
<tr>
<td>6.4 The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.</td>
<td>X</td>
</tr>
<tr>
<td>6.5 The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.</td>
<td></td>
</tr>
</tbody>
</table>

**Part 1b. Needs/Areas of Focus:**

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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.

Families are excited about several opportunities that we offer to students and families. Learning does not end at the last bell here at P.169M as we offer after-school academic and physical education programs. The CHAMPS Middle School Sports and Fitness League is an initiative of the New York City Department of Education that promotes student physical activity during the critical years of middle school. The name CHAMPS derives from the initials of the five characteristics that describe our participants: Cooperative, Healthy, Active, Motivated and Positive Students. Additionally, students in middle school can receive additional academic instruction as part of the Chancellor’s After-School Initiative, MSAS. Additionally as our students engage in Cookshop, our Families engage in Cookshop for Families. Once a month our Parent Coordinator in collaboration with our Unit Coordinators gather our parents to participate in creating a healthy and cost effective meal.

Additionally, our Parent Coordinator is aligned with the Parent Coordinators of the Manhattan District 75 schools as they hold monthly Parent Workshops that are formulated based upon parent interest.
P.169M is a school consisting of a Main Site and 4 off-sites. One of the school practices that brings together the students and their families is the publication of a site specific monthly newsletter. Common attributes of this newsletter include students with top attendance percentages and PBIS outstanding achievers. Newsletters are sent to all families.

A Celebration! Newsletter is sent home monthly that compiles best practices across all of our sites contained in one Newsletter. In this way, as student’s transition to other sites, parents already have a familiarity with that site.

NYCCC (New York City Children’s Center) is a Mental Health Agency that operates in our Main school building and presently provides services to 40 of our students and their families. The goal is for them to be able to provide services for 60 students. These services are directed at improving student’s mental health so that academic achievement can be improved.

**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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

| By June 2019, there will be a 5% increase in parent/family participation in P169M parent/teacher conferences, events and trainings (focused on ELA, Math, Technology and Social Skills) as compared to parent participation in parent/teacher conferences, school based events and trainings during the 2017-2018 school year. |
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</td>
</tr>
<tr>
<td>K-3</td>
<td>October 2018- May 2019</td>
<td>Parent Coordinator, Unit Coordinators</td>
</tr>
</tbody>
</table>

**Cookshop for families** provides an opportunity for parents to come to the school once a month to learn about the healthy foods that their children are also learning about in school. Parents come together working with the Parent Coordinator and Unit Coordinator of the site. Parents take this opportunity to network with other parents as well as learn strategies to introduce new items to their special needs students.

**Conduct Parent Workshops** to model to parents how they can teach academic, cell phone use and social skills at home.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</td>
</tr>
<tr>
<td>K-8</td>
<td>September 2018- June 2019</td>
<td>Parent Coordinator, Related Services, Teachers</td>
</tr>
</tbody>
</table>

**All teachers** have a system of parent communication which provides daily, weekly and monthly information concerning student progress in instructional, behavioral and attendance information. Additionally, teachers use their parent outreach time on the extended Tuesday afternoons to communicate with parents to foster their involvement in their child’s school.

**Ongoing parent outreach** to encourage participation in school-wide student celebrations and events.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</td>
</tr>
<tr>
<td>K-8</td>
<td>September 2018- June 2019</td>
<td>School Messenger, Parent Coordinator, Teachers</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

- **Friends of P.169M**
- **Learning Leaders**
- **New York City Children’s Center (NYCCC)**
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.

Unit Coordinators and Assistant Principal will leverage Monday PD meeting time with Parent Coordinator to schedule time for parent activities.

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>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Title I 1003(a)</th>
<th>Title III</th>
<th>PTA Funded</th>
<th>SIG Grant</th>
<th>School Achievement Funding</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

Agendas and sign in sheets will be collected from each parent/family opportunity. Follow up calls will be made as to the effectiveness of the opportunity and monthly data will be tallied. By February 2018 all data will be reviewed by the administrative cabinet and Parent Coordinator to assess progress towards this goal.

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

Parent participation will be measured by comparing the data brought back by Parent Coordinators in Manhattan.

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

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Standardized and Alternate Assessment students who fall below Level 2 on State Assessments.</td>
<td>Wilson, Words Their Way, Mindplay, MyOn, Failure Free Reading, Fablevision Animationish, Unique, Attainment</td>
<td>Individual and small group instruction</td>
<td>During the school day and afterschool for those students participating in MSAS.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Standardized and Alternate Assessment students who fall below Level 2 on State Assessments.</td>
<td>Attainment Go Math</td>
<td>Individual and small group instruction</td>
<td>During the school day and afterschool for those students participating in MSAS.</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Standardized and Alternate Assessment students who fall below Level 2 on Science Portfolio Assessments</td>
<td>Rereading text with emphasis on academic vocabulary.</td>
<td>Individual and small group instruction</td>
<td>During the school day</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Standardized and Alternate Assessment students who fall below Level 2 on Social Studies Portfolio Assessments</td>
<td>Rereading text with emphasis on academic vocabulary.</td>
<td>Individual and small group instruction</td>
<td>During the school day</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>Students who achieve Level 0 on school-wide behavior system.</td>
<td>PBIS, Emotional Literacy</td>
<td>Individual and small group instruction</td>
<td>During Friday Advisory period.</td>
</tr>
</tbody>
</table>
Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

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

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

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>67</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
All counselors reach out to the families identified as being in temporary housing. We update our database to include families that are transitioning to permanent housing. All students and their families are assisted with items from our food, clothing and toiletries pantry. Counselors stay after school to assist parents in picking up items discreetly. They are given a metro card for transportation.

In addition, we provide Board Maker, an academic program, for our alternate assessment students to facilitate communication of their needs both at school and at home with their families. In addition, this program is also used to communicate environmental and social emotional changes to our alternate assessment students.

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.

$30,000
Section 8: Title I Program Information

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

n/a

2b. High Quality and Ongoing Professional Development

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

n/a

Part 3: TA Schools Only

3a. Use of Program Resources

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

n/a

3b. TA Coordination with the Regular Program

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

n/a

Part 4: SWP Schools Only

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

\[ n/a \]

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

\[ n/a \]

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\(^1\). To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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\(^2\). 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></th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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. Indicate in Column B, section references where a related program activity has been described in this plan.

<table>
<thead>
<tr>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)**: To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding**: To 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.

• **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

• **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, including Title I 1003(g) SIG funds:** 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. P.S. 169M, 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>

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.

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>75M169 will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

2018-19 SCEP-FL
• providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
• providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
• fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
• providing assistance to parents in understanding City, State and Federal standards and assessments;
• sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
• providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

### Parental Involvement and School Quality

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 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the ESSA;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

### Encouraging School-Level Parental Involvement
The school will further encourage school-level parental involvement by:

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

**School-Parent Compact (SPC)**

P.S. M169, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

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

Provide high quality curriculum and instruction consistent with 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 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

• 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>
</table>

This school is (check one):
- conceptually consolidated (skip part E below)
- NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

- Before school
- After school
- Saturday academy

Total # of ELLs to be served: ____

Grades to be served by this program (check all that apply):

- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>Total # of teachers in this program:</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td># of certified ESL/Bilingual teachers:</td>
<td>1</td>
</tr>
<tr>
<td># of content area teachers:</td>
<td>1</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:

P169M will run a Title III ENL after school instructional program entitled Effective Communication in the school and in the Community Environment serving 6 students in grades K-2, in a 6:1:1 class with one ENL teacher, one paraprofessional, and one supervisor collaborating in and overseeing the program. The class will meet for two and a half hours a day, Wednesdays and Thursdays, five hours a week, from 2:45 PM to 5:15 PM for a total of 50 hours (20 sessions, 10 weeks) beginning in late January and go through late March. The program will take place at our P.169M @ Midtown East site. The regular school hours for the site are 8:00AM - 2:20PM. The program will function on Wednesday's and Thursday's from 2:45PM - 5:15PM. The regular hours of the supervisor for this program is 7:30AM - 3:15PM. The class will be taught in English by a certified ENL teacher, and a special education teacher/supervising Assistant Principal, who will use appropriate ENL methodologies and scaffolding techniques, supported by research, such as The natural approach (Krashen, S., 1985), TPR (Asher, J., 2003), the language experience approach (Wales, M.L., 1994), and Quality Teaching for English Language Learners (QTEL) scaffolds (Walqui, 2005). Technology and problem solving will be infused into instruction to enhance student learning, and as a solution to the problem of access and equity for ELL'S-MLL'S with severe disabilities (Birnbaum, B., 2003). Instruction will address the Learning Standards.

The rationale of instruction in the Title III After school Program at P169M is to provide additional support and opportunities for ELL -MLL students with Autism and Intellectual Disabilities to increase their listening, speaking/communication, reading, and writing skills in English as well as promote effective communication in the school and in the community. The NYSESLAT scores for these students indicate the students need more support in all modalities of expressive and receptive language. Teachers will address the NYS ELA Common Core Learning Standards of listening, reading, writing, and speaking using informational texts through the use of laptop computers and software packages designed for our student population which includes "Writing with Symbols." Also, teachers will use the language experience approach to deliver instruction that is differentiated, thematic, and that affords students an opportunity to generalize, apply, and put their skills into practice across content areas and in a variety of situations, as suggested by the New York State Education's Office of English Language Learners in their resource book entitled, "New Language Arts Progressions". We will also further ADL skills, cooking and communication skills through JARS (Joint Action Routine) and Sounds in Motion. We will also use google minis to enhance language development.
## Part B: Direct Instruction Supplemental Program Information

A school program will support and supplement Part 154 instruction delivered during the school day by providing additional language-learning support to students that will benefit them in their academic, recreational and behavioral/socialization programs. The use of technology like I pads and computers will be used to enhance their education. The theme of the After school program as stated above, will be Effective Communication in the School and in the Community Environment, and will include instruction which is heavily weighted with language which is needed in the community and in school. The students will learn to search and navigate instruction on the computer and negotiate purchasing supplies at the community stores. They also will develop a facility for the use of boardmaker-Mayer-Johnson symbols. The language of instruction will be in English. The New Language Arts Progressions will be used.

## 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: 

P169M plans to use Title III funds to create a Title III Study Group for the professional development component of its plan. The professional development group will study both the academic and communication needs of ELL-MLL students who will participate in the Title III Afterschool program. The study group will also be aligned to the "Inquiry Team" project already in existence at the school (focused on strengthening standards-based instruction and improved academic outcomes) and will focus on creating a standards-based professional development resource kit to enhance staff preparation and planning for instruction of ELL'S-MLL'S and thereby improving student communication skills necessary for success in their current academic setting, not only in the After school Title III program but also for Stand Alone and Integrated ENL provided for students during the school day. This professional development initiative is aligned to the instructional After school Academy program and will provide technical support and resources to staff in the After school program, Tuesdays from 3:40 to 5:10 p.m. commencing in late January and ongoing through the Title III program for 6 sessions. The study group format of our planned professional development is in alignment with research findings that equate successful professional development and the application of what is learned during PD to the classroom setting, and offering teachers the opportunity to take on leadership roles in their own ongoing training (Galbraith, P. & Anstrom, K., 1995), as well as supported by the Action Research Process and teacher-initiated/led action research and implementation (Sagor, ASCH, 2000). The title III study group will meet for a total of nine hours on Tuesdays. The staff will read chapters of Teaching Autism in advance, and respond to questions formulated by the ENL Teacher on the tenets of the book. The topics to be discussed, which are aligned to the Title III program, will include: Standards-based instruction (CCLS) in the content areas for writing purposes; Using the Language Experience Approach to understand informational texts; How to teach students to generalize, apply and synthesize skills; What does it mean to effectively communicate in the school environment, and how is this imparted to students?; Supporting academic language using visuals, regalia and manipulatives; Supporting appropriate language and behavior in the classroom and community. We will also be using Teaching Autism: Strategies to Enhance Communication and Socialization by Kathleen Ann Quill, 1995,
### Part C: Professional Development

School Success for Kids with Autism by Andrew Egel, Kathleen Holman and Christine Barthold 2011. Emotional and Behavioral Disorders by Jo Webber and Cynthia Plotts 2007 and Creating Effective Programs for Students with Emotional and Behavior Disorders by Vern Jones and Elizabeth Dohrn 2007. The paraprofessional, who will work with the ENLS in the Title III program at P169M, along with a supervisor, will participate in this PD. Books we will be using are 1) Perspectives in Autism Chapter 2 - Learning Styles of People with Autism Chapter 4 - Enhancing Communication in Non-Verbal Children with Autism, Chapter 3 - Children with Autism, What Parents Want Chapter 7 - Enhancing Social - Communication Interaction Chapter 8 - Enhancing Children, Playing Chapter 12-ADL Skills, 2) School Success for Kids with Emotional and Behavioral Disorders by Michelle Davis, Vincent Culotta, Phd. Chapter 2 - History Chapter 3 - Family Factors Chapter 6 - Evaluation Chapter 8 - Involving Parents 3) Creating Effective Programs for Students with Emotional and Behavior Disorders.

### 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: _____

The Title III orientation for parents took place during Parent/Teacher conferences in November at 1:00 and 5:00 p.m. Parents were informed of the proposed Title III program and had their questions regarding the program answered. Parents were called and notified in writing, in their native language about the Title III After school support program. Parents were invited to attend the Title III Program with their child. Parents will be encouraged to take this opportunity to familiarize themselves with the educational technology available to their children in order to support their children in self-regulation, learning appropriate responses to social situations, and to reinforce learning. Parents will also receive literature for their personal use. On 5 Mondays during the Title III program, the ENL Teacher and Supervisor will provide five, two hour workshops at the end of the school day to parents. The topics will be focused on communication skills and controlling behavior and exposing children to the world around them, common core learning standards, curriculum and testing preparation. We will be using "Helping Children to Improve their Communication Skills- Therapeutic Activities."
### 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></td>
<td></td>
</tr>
<tr>
<td>(schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction $7643.33</td>
<td></td>
<td>Instruction 1 teacher @$60.65 x 5hrs x 10 weeks $3032.50</td>
</tr>
<tr>
<td>PD $1429.47</td>
<td></td>
<td>1 supervisor @ $63.45x 4hrs x 10 weeks = $2538.00</td>
</tr>
<tr>
<td>Parent Engagement $1241.00</td>
<td></td>
<td>1 para @ $34.73 x 5hrs x 10 weeks = $1736.50</td>
</tr>
<tr>
<td>Total Direct: $10,313.80</td>
<td></td>
<td>1 secretary @ $37.37 x 9 hours = $336.33</td>
</tr>
<tr>
<td>Professional Development:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 teacher @ $60.65 x 9 hours = $545.85</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 supervisor @ $63.45 x 9 hours = $571.05</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 para @ $34.73x 9 hours = $312.57</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Engagement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 teacher @ $60.65 x 10 hours = $606.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 supervisor @ $63.45 x 10.5 hrs $634.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Purchased services</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Supply</strong></td>
<td></td>
<td>2 laptop computers $850 x 2 = 1700.00</td>
</tr>
<tr>
<td>Total = $1802.02</td>
<td></td>
<td>2 google home minis $51.01 = $102.02</td>
</tr>
<tr>
<td><strong>Supplies and materials</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Travel</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Educational Software</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Legend</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Part E: Budget

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

<table>
<thead>
<tr>
<th>Allocation Amount: $________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Budget Category</strong></td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

2018-19 SCEP-FL
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>75</td>
<td>Manhattan</td>
<td>169</td>
</tr>
</tbody>
</table>

School Name: The Robert F Kennedy School P169M

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.

Principal: Susan Finn

Assistant Principal: Ilene Halpern

Coach: type here

ENL (English as a New Language)/Bilingual Teacher: School Counselor

type here

Teacher/Subject Area: type here

Parent: type here

Teacher/Subject Area: type here

Parent Coordinator: Denise Velazquez

Related-Service Provider: type here

Field Support Center Staff Member: type here

Superintendent: Other (Name and Title) type here

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

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

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

### A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply:

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>336</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total number of ELLs: 42

ELLs as share of total student population (%): 12.50%

---

**This school offers (check all that apply):**

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>☒</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>☐</td>
<td>☒</td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>☒</td>
<td>☐</td>
<td></td>
</tr>
</tbody>
</table>

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

**Bilingual Program Breakdown**

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></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 school uses SANDI and FAST which helps us to properly group our students and informs our instruction. The SANDI results determine a hierarchy of developmental/academic proficiency. The SANDI assessment is a Common Core aligned skill assessment that supports the development of student PLOPS and eventual IEP goals. Within all the assessments, strengths and weaknesses are identified. Both formal and informal assessments conducted provide a comprehensive profile of the individual student which will determine instructional focus and teaching objectives. Quantitative data is taken and analyzed during teacher cohort meetings. The trend is slowly improving over time. Over 70% of our alternate assessment students have
remained in the "beginner/entering" cohort and have had challenges moving forward due to the moderate to severe cognitive delays.

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?

   We evaluate the success of our ELL program in a variety of ways. Movement towards "proficient/commanding" on State tests (NYSESLAT) are monitored. Student's success is determined through the acquisition of skills as demonstrated in their portfolio and NYSESLAT results. This information is analyzed and used to drive instructional choices. Instructional adjustments are made according to the student's needs. Based on the NYSITELL and NYSESLAT scores, a data pattern has proven that the reading and listening skills are the student's strengths. In addition, more support is needed in the reading and writing modalities. At every grade level, this pattern has been displayed.

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.]

   Struggling ELL students are identified during data review/cohort meetings. Student program effectiveness is assessed and modified at this time. Students who are identified at this time will receive increased academic intervention services including but not limited to, Homework help, tutoring, and participation in our Title III program.

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].

   NYSESLAT and NYSITELL data indicate that the majority of our ELLs are placed at the beginner level in all of our grade levels. NYSESLAT scores inform both the choice of materials and our program models. Students with the most significant developmental delays show the least progress when measured using the NYSESLAT. Due to the level of disability of some students, they were unable to answer NYSESLAT questions resulting in a (NSC) no score.

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.

      English as a new language (ENL): formerly known as English as a second language (ESL); research based-program comprised of (1) content area instruction in English with home language supports and appropriate scaffolds, and (2) an English language development component. ENL is delivered through a stand-alone model or integrated ENL.

      • Stand-alone English as a new language is an ENL delivery model in which students receive instruction in order to
acquire the English language needed for success in core content courses. A student cannot receive stand-alone English as a new language in lieu of core content area instruction.

- Integrated ENL (see above for definition of ENL) is an ENL delivery model in which students receive core content area (i.e., English language arts, math, science, or social studies) and English language development instruction from a dually certified teacher or two certified teachers.

English language learner subgroup or subpopulation: because ELLs are not a monolithic group but rather have different linguistic and academic needs, there are categories to better identify their needs. The categories are newcomer, developing, long-term, students with disabilities, students with inconsistent/interrupted formal education (SIFE), and former.

Home language arts (HLA): formerly known as native language arts (NLA); a unit of study or its equivalent in language arts in the student’s home language. Such units of study are aligned to the Common Core Learning Standards.

Language Assessment Battery-Revised (LAB-R): former assessment used to determine ELL status

b. TBE program. *If applicable.*
   N/A

c. DL program. *If applicable.*
   N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

   Students receiving ENL instruction are clustered together in classes to maximize minutes provided by ENL teachers. ENL teacher integrated model is designed to maximize student minutes served. The ENL Stand Alone model is designed to group children based on proficiency levels to maximize teaching objectives.

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.

   Integrated ENL teaching models are collaborative models with classes that use thematic/curriculum approaches that are CCLS aligned. Stand alone models use a variety of instructional approaches all of which are focused on individual learner’s documented reading levels and targeted NYSESLAT skills. Our overall approach is to allow access to learning material by adapting these materials to meet individual needs. The instructional strategies used include Total Physical Response (TPR), Language Experience, Whole Language, Multi Sensory Approach and Pictorial/Symbolic representations in conjunction with Augmentative Communication Devices. These devices are programmed so that children can respond to a variety of stories, therefore ensuring compliance with NYS, English Language arts Progressions. The use of bilingual software and multimedia (such as boardmaker) enhances and supports the development of native language skills.

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

   Alternate placement paraprofessionals support the teacher made native language instructional assessments. Teaching directives are translated to ensure student understanding and to assess language dominance and student progress in their native language.

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.) SIFE students are afforded increased 1:1 intensive instruction. Symbols including Picture Exchange Symbols (PECS), graphic organizers and differentiated instruction that are in Native Language as well as in English. SIFE students are encouraged to attend our Title III program for additional support and academic intervention.

b.) Newcomers are assessed and are afforded increased 1:1 intensive instruction. This supports the acquisition of many pre-requisites needed for learning. Similar differentiation models are used for the newcomer including intensive vocabulary instruction, immersion, sight words and graphic organizers. The Paraprofessional provides additional differentiation. Newcomers are encouraged to attend our Title III program for additional support and academic intervention.

c&d.) Long term ELL (4-6 & 6+) receiving services; our certified ENL teachers consult with student’s classroom teachers and related service providers to assess student performance in the four modalities of English Language Learning: listening, speaking, reading and writing. The results of these discussions are then used to determine the most appropriate goals and performance indicators to be applied. P169M follows the New York State English as a Second Language Standards and incorporates ENL strategies such as TPR (Total Physical Response), language experience, whole language, graphic organizers and cooperative learning. Scaffolded instruction is provided in all subjects. Students instruction follows the same protocol as newcomer instruction. ELLs in all of our subgroups are encouraged to attend our Title III programs for additional support and academic intervention.

e.) ELLs testing proficient/commanding are eligible for an additional year of ENL support. This support includes scaffolding of materials, peer support and ongoing assessment.

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?

P169M has selected a variety of instructional programs to address the specific needs of ELL-SWDs. Curriculum choices include the UNIQUE learning system, ATTAINMENT which is a standards based curriculum for special education students. It provides unit lessons plans with multiple entry access points with differentiated tasks to accommodate the diversity of learners with significant disabilities and is Common Core Aligned. The curriculum that we use are all grade and age appropriate. These materials accelerate English Language acquisition by providing targeted vocabulary specific to each subject area. Teachers use Smart boards, Laptops, ipads to support ELLs by providing targeted imagery to re-enforce vocabulary. Subgroups are paired with an appropriate Paraprofessional who works with them to ensure their continued progress. All of our ELLs are SWDs and the materials are grade and age appropriate as described above. Our school has a team that includes the School Psychologist, Principal, teacher, related service providers who meet to ensure that all mandated services are provided. At the beginning of each school year, the LPT meets to determine who the ELL students are, their level of language proficiency based on the NYSITELL and or NYSESLAT results and are given the appropriate ENL minutes.

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?

Students are selected to participate in an ICT classroom based upon their achievement on their state exams, ELA Math and Science and NYSESLAT exam and their ability to work independently and thrive in a less restrictive environment. Students in the ICT classroom have the same scheduling opportunities as non disabled peers.

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
An extensive assessment process takes place in September. Targeted instructional programs are selected after this process to meet all ELL student’s needs. The interventions use the integrated/stand alone model based on the student needs. The targeted interventions in ELA, Math, Science, Social Studies and other content areas is focused on academic content vocabulary thereby increasing comprehension. These intervention services are in English. Our school offers an after school program to further address student’s content area deficits.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
We are implementing new curriculum during the Title III program that addresses student’s individual academic needs based on ongoing assessment data collected by the ENL teacher in collaboration with the student’s content area teacher.

10. If you had a bilingual program, what was the reason you closed it?
No programs will be discontinued at this time.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All Students ELLs/Non-ELLs are provided support services as per their IEP. Services such as Speech and Language Therapy, Occupational therapy, Counseling are afforded equally to all students. ELLs fully participate in our CHAMPS and Title III after school programs. The CHAMPS program affords students the opportunity to practice newly acquired interpersonal language and social skills. The Title III program identifies specific areas of remediation for our ELLs and plans curriculum accordingly. All of our students are invited to participate in these programs equally. ELLs are fully represented in all of these programs.

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.
The instructional materials provided are research based and school district sanctioned. Intervention programs include, Picture exchange communication system (PECS) and UNIQUE curriculum and ATTAINMENT. P169M follows the New York State English Language Arts Progressions and incorporates ENL strategies such as TPR (Total Physical Response), language experience, whole language, graphic organizers and cooperative learning. Scaffolding instruction is practiced in all subjects by the classroom teachers.
P169M has selected a variety of instructional programs to address the specific needs of ELLs. Curriculum choices such as UNIQUE learning system and ATTAINMENT are standards based curriculum for special education students. They provides unit lessons plans with multiple entry access points with differentiated tasks to accommodate the diversity of learners with significant disabilities and are Common Core Aligned. The curriculum that we use are all grade and age appropriate. These materials accelerate English Language acquisition by providing targeted vocabulary specific to each subject area. Teachers use Smart boards, Laptops, ipads to support ELLs by providing targeted imagery to reinforce vocabulary. Subgroups are paired with an appropriate Paraprofessional who works with them to ensure their continued progress. All of our ELLs are SWDs and the materials are grade and age appropriate as described above. Our school has a team that includes the School Psychologist, Principal, Teacher, Related Service Providers who meet to ensure that all mandated services are provided. At the beginning of each school year the LPT meets to determine who the ELL students are, their level of language proficiency based on the NYSITELL and or NYSESLAT results and are given the appropriate minutes and are placed accordingly.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
Native Language support is provided by assigned Alternate Placement Paraprofessionals. Mr. Magill (ENL) can offer additional (Spanish) native language support. A Spanish Home Language Library is maintained by the ENL teacher.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
Resources are selected to support the special needs of the school population. Services and resources are designed to meet the developmental levels and the unique learning styles of our students. All required services are delivered according to age and grade level. The support services are delivered according to their cognitive academic needs.

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

The instructional materials provided are research based and school district sanctioned. Intervention programs include, Picture exchange communication system (PECS) and UNIQUE curriculum and ATTAINMENT. P169M follows the New York State English Language Arts Progressions and incorporates ENL strategies such as TPR (Total Physical Response), language experience, whole language, graphic organizers and cooperative learning. Scaffolding instruction is practiced in all subjects by the classroom teachers.

P169M has selected a variety of instructional programs to address the specific needs of ELLs. Curriculum choices such as UNIQUE learning system and ATTAINMENT are standards based curriculum for special education students. They provides unit lessons plans with multiple entry access points with differentiated tasks to accommodate the diversity of learners with significant disabilities and are Common Core Aligned. The curriculum that we use are all grade and age appropriate. These materials accelerate English Language acquisition by providing targeted vocabulary specific to each subject area. Teachers use Smart boards, Laptops, ipads to support ELLs by providing targeted imagery to reinforce vocabulary. Subgroups are paired with an appropriate Paraprofessional who works with them to ensure their continued progress. All of our ELLs are SWDs and the materials are grade and age appropriate as described above. Our school has a team that includes the School Psychologist, Principal, Teacher, Related Service Providers who meet to ensure that all mandated services are provided. At the beginning of each school year the LPT meets to determine who the ELL students are, their level of language proficiency based on the NYSITELL and or NYSESLAT results and are given the appropriate minutes and are placed accordingly.

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

The Parent coordinator organizes parent orientations, support groups: Language translation is afforded to all parents at orientations and support meetings. ELL parents are invited to all school support programs. If an ELL student enters our school prior to the Academic school year the student may attend Chapter 683 summer program.

17. What language electives are offered to ELLs?

N/A

18. For schools with dual language programs:
   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
We have ongoing Professional Development and support for our school at P169M. These PDs are geared to effectively identifying and supporting our ELLs. These PDs include: 1.) Effectively identifying ELLs and programming. 2.) Scaffolding for ELLs and transitioning. 3.) Preparing ELLs for the NYSESLAT. These PDs are for Assistant Principals and Coordinators, subject area teachers, common branch teachers, paraprofessionals, guidance counselors, psychologists, occupational/physical therapists, school secretaries and parent coordinators. They are offered PDs by district 75 and the NYC DOE Office of English Language Learners that are alligned with the Common Core Learning Standards.

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

As part of ongoing professional development, Guidance Counselors, School Psychologists, The Parent Coordinator are all trained to guide the students as they transition from elementary to middle and/or middle to high school. We offer professional development for our staff during each staff development day and during our monthly staff meetings. The topics of our professional development sessions pertaining to the education of ELLs will include NYSESLAT standards, balanced literacy, math teaching – ENL through content areas, for both standardized assessment and alternative assessment students. The entire staff of P169 is expected to attend professional Development with regard to the education of ELLs at P169.

Our ENL teachers work with each of our teachers who have ELLs in their classrooms to develop action plans which include conferences, tutoring and scaffolding to help our students transition from different educational settings. Our staff is encouraged to participate in the Jose P. training offered by the District's professional development office. All appropriate training documentation is kept on file with the school's payroll secretary. The professional developments take place during the three PD days at the school and through the city and district wide PDs. Records are maintained by the payroll secretary with agendas and attendance dates.

Parental Involvement

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

The LPT team meets with all parents of Ells to discuss the goals of the program, their child’s language progress, their child's testing results and how best to remediate based on our discussion with the parent and their child's progress.

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

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.
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, Susan Finn, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Finn</td>
<td>Principal</td>
<td></td>
<td>6/26/15</td>
</tr>
<tr>
<td>Illene Halpern</td>
<td>Assistant Principal</td>
<td></td>
<td>6/26/15</td>
</tr>
<tr>
<td>Denise Velazquez</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/26/15</td>
</tr>
<tr>
<td>Carlos Magill</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>6/26/15</td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Carla Lovas</td>
<td>Other ENL Teacher</td>
<td></td>
<td>6/26/15</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
**2018-2019 Language Translation and Interpretation Plan for Parents**

*Requirement under Chancellor’s Regulations A663 for all schools*

**DBN:** 75M169  **School Name:** The Robert F Kennedy School P169M  **Superintendent:** Gary Hecht

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>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

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

   The School’s Administrative Team, our bilingual Parent Coordinator, our ESL teachers, and our counseling staff reviewed the home language surveys of the entire student body as well as all school-to-home communications: written and logged-verbal, whether available in translation or not for the 2015-16 school year. Moreover, the entire IEP/CSE identification and remediation of needs process was reviewed to insure that families would be provided with all relevant information in their preferred language as required by Federal, State and Local statute and relevant case law.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>At this time, the languages (other than English) needed for school-to-home communication at P169M were found to be Spanish, Mandarin (Chinese) and Bengali. Teachers of students whose families are not English speaking are both informed and provided with contact information both in the school and at relevant community support services in order to insure adequate home-school communication is effective and uninterrupted. Staff members fluent in Spanish and Chinese have received the required DOE training in translation and interpretive services. This information has been disseminated to all staff members who have need or desire to communicate with families. A summary of the requirements included in Chancellor’s Regulations A-663 listed in the P169M Staff Handbook and will be included in the staff orientation before the beginning of each new school year.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All school calendars, PTA conferences, workshops are all translated into the parent's preferred language and are distributed to families on an ongoing basis during the school year. These communications include but are not limited to: annual handbooks, newsletters, after-school program information, New York State testing dates, student curriculum and letters from the school leadership.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>As per school year calender parent-teacher conferences, curriculum nights will host parents and the Language Access coordinator and other bilingual staff will serve as translators to parents. Ongoing lep conferences will occur and we may utilize the Language Translation and Interpretation telephone service to appropriately translate for the parents. Attendance teachers and guidance counselors will periodically interact with parents and may ask the Language Access Coordinator to translate or call the Language Translation and Interpretation line to facilitate communication.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Part C: Training Staff on Policies and Procedure

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

Part D: Providing Notice of Language Assistance Services

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

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

We strive be in accord with chancellor's regulation A-683, and all pertinent school staff are aware of our policy to provide interpretation services on an as needed basis or via parental request.

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?

The parent survey is utilized as a tool for monitoring and quality control. We utilize parent feed back to tailor parent workshops, and increase our understanding of the parent's needs.