2018-19
COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001): 03M243
School Name: M.S. 243 CENTER SCHOOL
Principal: ELAINE SCHWARTZ
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Center School
School Number (DBN): 03M243

BEDS Code: 310300010243

Grades Served: 5-8

School Address: 100 West 84th Street, New York City, NY 10023

Phone Number: 212-799-1477
Fax: 12125799728

School Contact Person: Elaine Schwartz
Email Address: eschwar@schools.nyc.gov

Principal: Elaine Schwartz

UFT Chapter Leader: Timothy Holst

Parents’ Association President: Claire Abanante

SLT Chairperson: Sofia Croney

Title I Parent Representative (or Parent Advisory Council Chairperson): NA

Student Representative(s): NA

CBO Representative: NA

District Information

Geographical District: 03
Superintendent: Ilene Altschul
154 West 93rd St

Superintendent’s Office Address: IAltsch@schools.nyc.gov

Superintendent’s Email Address: 212-678-5857

Phone Number: 212-222-7816
Fax: 212-222-7816

Field Support Center (FSC)
Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elaine J. Schwartz</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Jake Walkup</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Claire Abenant</td>
<td>*PA/PTA President or Designated Co-President</td>
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<td></td>
<td>DC 37 Representative (staff), if applicable</td>
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<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
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</tr>
<tr>
<td>Sofia Croney</td>
<td>Parent/Secretary</td>
<td></td>
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<tr>
<td>Bronwyn Ryan</td>
<td>UFT</td>
<td></td>
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<tr>
<td>Sabrina Stratton</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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</tr>
<tr>
<td>Carolyn Tacey</td>
<td>Teacher/UFT</td>
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<tr>
<td>Jennifer Milligan</td>
<td>Parent</td>
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<tr>
<td>Michael Veve</td>
<td>Teacher/UFT</td>
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<tr>
<td>Rebecca Solano</td>
<td>Parent</td>
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<tr>
<td>Tekle Eckrich</td>
<td>Teacher/UFT</td>
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<tr>
<td>Tim Holst</td>
<td>Teacher</td>
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<tr>
<td>Julie Harding</td>
<td>Parent</td>
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<tr>
<td>Kathleen Wolf</td>
<td>Parent</td>
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<tr>
<td>N/A</td>
<td>Member/</td>
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</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

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

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

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

#### NYCDOE’s Quality Review (QR)

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

I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)

II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)

III. Systems for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

#### School Quality Guide

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

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

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

**Section 4: CEP Overview**

| 1. What is your school’s mission statement? |
|---|---|

We provide a rich academic life: good literature to read, myriad opportunities to write, and occasions to think deeply. We want the children to feel that they are in control of their education.
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.

Visitors often notice that during breaks The Center School is noisy and energetic; children fill up every inch of space in the halls. These five active minutes allow children to stay focused during classes, and meet the inescapable adolescent need for frequent physical activity. That is where The Center School starts - - with the needs of the children.

The middle school age group is unique. Their thinking is developing from the concrete to the abstract and they are caught up with the power of their new ability to conceptualize, but this does not happen in every discipline at the same time. Interage grouping provides the opportunity for students to leap ahead when they are ready and to take their time when they are not. It also allows children to exercise a newly emerging social perspective and gain a more complex view of the world. Adolescents develop and test out personal standards in a setting where they can see where they are going and from where they have come.

Adolescence is not easy. These children are struggling with puberty and new emotions, and they are desperate for peer approval and acceptance. As they struggle to establish a new value system, they constantly check their self image. Each child has an advisor to provide a caring relationship to nurture this uneven growth.

The Center School has a theater arts program which is woven into the curriculum. Participation in school shows during the year is required. The goal is not to make little “Annies” or “Olivers.” Theater is used to make the children feel more comfortable with their bodies and themselves.

The community is all of us. Students may run the office by answering the phone, taking messages, and running errands. They feel that the school is "their school."

Our school maintained its strengths in several areas such as student achievement but we find a need to focus on teacher collaboration and family engagement. We do have systems in place in these areas but intend to strengthen them by June, 2017.

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

Twelve percent of our population have special needs as designated in their Individualized Educational Plans and our Special Ed teacher conducted several workshops to assure that their needs were being met by the entire staff.

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.

During staff meetings we focused on the Supportive Environment and the Collaborative Teachers elements of the Framework for Great Schools. With the new schedule we had more time to arrange for teachers to visit classes and devote time to our inquiry teams.
### School Demographics and Accountability Snapshot for 03M243

#### School Configuration (2018-19)
- **Grade Configuration**: 05, 06, 07, 08
- **Total Enrollment (2017-18)**: 235
- **SIG Recipient (Y/N)**: No

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

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: N/A
- **# SETSS (ELA)**: 2
- **# Integrated Collaborative Teaching (ELA)**: 20
- **# Special Classes (Math)**: N/A
- **# SETSS (Math)**: N/A
- **# Integrated Collaborative Teaching (Math)**: 18

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: N/A
- **# Music**: 21
- **# Drama**: 21
- **# Dance**: N/A
- **# Integrated Collaborative Teaching**: N/A

#### Racial/Ethnic Origin (2017-18)
- **American Indian or Alaska Native**: N/A
- **Asian or Native Hawaiian/Pacific Islander**: N/A
- **Black or African American**: N/A
- **Hispanic or Latino**: N/A
- **Multi-Racial**: N/A
- **Multi**: N/A

#### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4**: 94.5%
- **Mathematics Performance at levels 3 & 4**: 82.1%
- **Science Performance at levels 3 & 4 (4th Grade)**: N/A
- **Science Performance at levels 3 & 4 (8th Grade)**: 96%

#### School Performance for High Schools (2016-17)
- **ELA Performance at levels 3 & 4**: N/A
- **Mathematics Performance at levels 3 & 4**: N/A
- **US History Performance at Levels 3 & 4**: N/A
- **6 Year Graduation Rate**: N/A
- **% ELA/Math Aspirational Performance Measures (2015-16)**: N/A

#### Overall NYSED Accountability Status (2018-19)
- **Reward**: Yes
- **Recognition**: No
- **In Good Standing**: Yes
- **Focus District**: Yes
- **Local Assistance Plan**: Yes
- **School Identified by a Focus District**: No
- **Focus Subgroups**: Yes

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

#### Elementary/Middle School
- **American Indian or Alaska Native**: N/A
- **Black or African American**: N/A
- **White**: N/A
- **Hispanic or Latino**: N/A
- **Asian or Native Hawaiian/Pacific Islander**: N/A
- **Students with Disabilities**: N/A
- **Economically Disadvantaged**: N/A

#### High School
- **American Indian or Alaska Native**: N/A
- **Black or African American**: N/A
- **Hispanic or Latino**: N/A
- **White**: N/A
- **Students with Disabilities**: N/A
- **Economically Disadvantaged**: N/A

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

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

**Part 1 – Needs Assessment**

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

Although, the survey indicated success we really must ensure structures that will improve student’s work in ELA and problem solving in math.

- On the 2017-2018 NYC School Survey (NYCSS) 100% of teachers report that students build knowledge through content rich nonfiction a few times a week
- On the NYCSS 100% of teachers report that students almost always build on one another’s ideas during class discussions at some point.
- Quality Review 2017-2018 area for improvement: Ensure that teaching strategies and academic tasks are consistently meeting the needs of diverse learners and foster higher order thinking skills and meaningful student engagement across classrooms (1.2)

**Strengths**

- On the NYState Survey(NYSS) 91% of teachers report that they provide students reading and writing experiences grounded in evidence from text, both literary and informational
- On the NYSS 91% of teachers report that they provide provide regular opportunities for students to interact with complex grade-level text.
- School leader consistently communicates high expectations, provides training and has a system of accountability for those expectations. School leader and staff consistently communicate expectations that are connected to a path to college and career readiness.

**Part 2 – Annual Goal**

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

By June 2019, through improved student feedback the bottom one fourth of our students will improve 5% on their grades on their final report cards, the results of the BOY performance tasks and the State exams.
Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction of School Wide Grading system in whole staff PD</td>
<td>All teachers</td>
<td>9/18 – 6/19</td>
<td>Principal</td>
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<tr>
<td>Readings on variety of school wide grading policies in place at other sites</td>
<td>All teachers</td>
<td>9/18 – 11/19</td>
<td>Principal</td>
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<tr>
<td>Professional Development introducing Visible Thinking Routines including but not limited to: Think Pair Share, See Think Wonder, I Used to Think Now I Think</td>
<td>All teachers</td>
<td>Ongoing 9/18-6/19</td>
<td>Principal</td>
</tr>
<tr>
<td>Observations</td>
<td>All teachers</td>
<td>10/18-6/19</td>
<td>Principal</td>
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</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.

Principal is responsible for implementation and oversight

General meeting with distribution of curriculum followed by small group discussion in advisories- end of September 2018 - all parents/families and all staff

Ongoing biweekly workshops throughout the year will be lead by parent coordinator who wil coordinate necesary staff as requested by parent population

School guidance counselor will meet regularly with parents/families of children assigned to her

Special Education teachers will conduct ongoing workshops for families of IEP students to assure needs are being met and to explain expectations

distribution of expectations by grade - September, 2018 - staff and principal

October - Explanation of math curriculum for parents - math staff and principal - early October , 2018

October - Parent coordinator weekly workshops on homework help alternating classes

November - Explanation of Literature and ELA curriculum - ELA staff and principal
November - Ongoing seminars with parent coordinator and necessary staff and principal

November - parent teacher report conferences - first week in November

December - Explanation of social Studies and Science curriculum - early December - all staff and principal

January - Parent teacher report conferences based on end of trimester reports

February - Ongoing workshops as described above

March - end of March - Parent teacher conferences to discuss end of second trimester

April - Ongoing workshops as described above

May - Meeting with current seventh grade parents to explain beginning of next year

May - meeting with graduating class parents to explain end of the year procedures

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**Part 4 – Budget and Resource Alignment**

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

Administration, DOE support teams, Fordham consultants, per session 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>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
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<tr>
<td>X</td>
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**Part 5 – Progress Monitoring**

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

By February 2019, we will review report cards for the bottom quarter performing students to see a 5% increase in grade point average.

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

STARS report cards, Teacher’s evaluations

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
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<tbody>
<tr>
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<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
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<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
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Needs

In the 2017-18 Quality Report the school culture was marked proficient.

- The survey is not clear on ways to improve since the teachers, parents, and students rated us above 95% but we need to strengthen our communication by creating, in conjunction with the PTA a monthly newsletter for all families.
- The grading system should be clarified to assure that it is transparent and clear.

Strengths

- The school is built on an advisory model and these advisors communicate weekly with parents on student progress, career and college readiness, as well as social and academic behaviors.
- Parents stated that teachers backpack information and regularly send emails, syllabi, progress reports and “Narrative report cards.”
- Advisors are the link between the school, child and home.
- Parents stated that this ongoing communication allows them to be constantly involved in their student’s progress and to provide needed support to ensure student growth.
- Parents' spoke about student ownership and connected this to career and college readiness.
- In the 2014-15 Quality Report the school culture was well developed.

Part 2 – Annual Goal

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

The advisors will develop a plan to assure that students will form academic goals for themselves. As a result student performance on State ELA exams, for the lower one fourth of the student population, will rise by 3% in June 2019.
**Part 3a – Action Plan**

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff development meeting devoted to communication methods</td>
<td>All Teachers 9/18- 6/19</td>
<td>Principal</td>
</tr>
<tr>
<td>Examining other school’s successful programs through school visits</td>
<td>All Teachers 9/18- 6/19</td>
<td>Principal</td>
</tr>
<tr>
<td>Conducting research in the field on structures that encourage parent involvement. NEA journals, etc.</td>
<td>All Teachers 9/18- 6/19</td>
<td>Principal</td>
</tr>
<tr>
<td>Form PTA /staff committee to develop new structures in cooperation with the SLT at monthly meetings throughout the year.</td>
<td>All Teachers 9/18- 6/19</td>
<td>Principal</td>
</tr>
</tbody>
</table>

**3b – Parent and Family Engagement**

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

Principal and all staff including the parent coordinator will be available to all families

General meeting with distribution of curriculum followed by small group discussion in advisories- end of September 2018- all parents/families and all staff

Ongoing biweekly workshops throughout the year will be lead by parent coordinator who will coordinate necessary staff as requested by parent population

School guidance counselor will meet regularly with parents/families of children assigned to her

Special Education teachers will conduct ongoing workshops for families of IEP students to assure needs are being met and to explain expectations

distribution of expectations by grade - September, 2018- staff and principal

October - Explanation of math curriculum for parents - math staff and principal - early October , 2018

October - Parent coordinator weekly workshops on homework help alternating classes

November - Explanation of Literature and ELA curriculum - ELA staff and principal
November - Ongoing seminars with parent coordinator and necessary staff and principal

November - parent teacher report conferences - first week in November

December - Explanation of social Studies and Science curriculum - early December - all staff and principal

January - Parent teacher report conferences based on end of trimester reports

February - Ongoing workshops as described above

March - end of March - Parent teacher conferences to discuss end of second trimester

April - Ongoing workshops as described above

May - Meeting with current seventh grade parents to explain beginning of next year

May - meeting with graduating class parents to explain end of the year procedures

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.

Administration, DOE support teams, Fordham consultants, per session 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>
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<th>Title I TA</th>
<th>Title II, Part A</th>
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<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
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<td>In Kind</td>
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</tr>
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</table>

Part 5 – Progress Monitoring

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

By February 2019, students performing in the bottom quarter of the 2018 NYS ELA exam will improve 3% on the mid-year ELA assessment over their beginning year ELA assessment, with an annual goal of 6%.

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

Beginning of the year and mid-year assessment in ELA.

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

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

Part 1 – Needs Assessment

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

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

We need to devote more time to improving teacher collaboration. Staff meetings should devote time in meetings divided by grade and subject area for the purpose of discussing student needs, progress, and achievement.

- Teachers will review Danielson in small groups and as stated in our Quality Review “use an inquiry approach that will promote shared leadership and focus on improved student learning.”
- Staff development meetings should devote 25% of meeting time every two weeks to assure collaboration
- Results of collaboration of small groups are to be reported to whole staff monthly
- Teacher inquiry groups will meet twice a month with a focus on Math and ELA

Part 2 – Annual Goal

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

- By June 2019 the staff will develop and implement a process that the teacher teams will use to collaborate as they examine student work. As a result, there will be an increase of 5% in growth on the New York State math assessment by the lowest one-quarter of the students.
### 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>Group(s)</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math and ELA inquiry teams focus on change strategies to improve student to student discussion and best practices. Agendas and minutes of meetings are shared on a Google Doc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targeted students working in enrichment groups will receive diagnostic tests in September, January and April to gauge progress</td>
</tr>
<tr>
<td>All Staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Once a month the enrichment teachers of high needs students will meet with those students’ classroom teachers and advisors to offer suggestions, monitor progress, provide feedback, and facilitate conversation with the students’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data resulting from class observations and diagnostic tests will be discussed and analysed</td>
</tr>
<tr>
<td>All Staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In November, February and April we will engage a professional development specialist to develop the cultural responsiveness of our staff and improve communication between staff and parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual retreat with Mountain Workshop, a team building workshop based on Outward Bound Project Adventure. This program is designed to promote trust, problem solving, and collaboration.</td>
</tr>
<tr>
<td>All Staff</td>
</tr>
<tr>
<td>All Staff</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.

**Principal is responsible for implementation and oversight**

General meeting with distribution of curriculum followed by small group discussion in advisories- end of September 2018 - all parents/families and all staff
Ongoing biweekly workshops throughout the year will be lead by parent coordinator who will coordinate necessary staff as requested by parent population.

School guidance counselor will meet regularly with parents/families of children assigned to her.

Special Education teachers will conduct ongoing workshops for families of IEP students to assure needs are being met and to explain expectations.

distribution of expectations by grade - September, 2018 - staff and principal

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May - Meeting with current seventh grade parents to explain beginning of next year

May - meeting with graduating class parents to explain end of the year procedures

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.

Administration, DOE support teams, Fordham consultants, per session as needed

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

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<td>21st Century Grant</td>
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<td>X</td>
<td>PTA Funded</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2019, students performing in the bottom quarter of the 2018 NYS Math exam will improve 3% on the mid-year math assessment over their beginning year math assessment and by the end of the year, students will improve by 6%.

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

Beginning of the year, mid-year math assessment.

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

#### Section 5D – Framework for Great Schools Element – Effective School Leadership:

Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

#### Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Needs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Needs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Align assessments to Common Core curricula</td>
<td></td>
</tr>
<tr>
<td>• Use on-going assessment and develop new grading practices</td>
<td></td>
</tr>
<tr>
<td>• Analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels</td>
<td></td>
</tr>
<tr>
<td>• Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strengths</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• The principal uses some traditional methods of communication such as emails and a newsletter to communicate with her 8 teachers</td>
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<tr>
<td>• Most of the communication of high expectations happen through daily, personal exchange</td>
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<tr>
<td>• The principal has the opportunity to meet with staff during common preps and lunch time</td>
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</tr>
<tr>
<td>• The Principal is in the classroom daily and provides teachers with daily informal feedback as well as feedback aligned with the Danielson Framework for Teaching.</td>
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</tbody>
</table>

#### Part 2 – Annual Goal

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

By June 2019, the Teacher Teams will have developed a rubric that has improved the quality of their feedback to students. As a result, teacher’s ratings on Danielson’s component 3D will improve from a school-wide average of 3.49 in 2018 to 3.59 in 2019.
### 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).

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<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
</tbody>
</table>

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**Examining the implementation of the standardized grading policy across the curriculum by grade, in Nov, Feb, and May.**

- Target Group(s): All teachers
- Timeline: 11/18 – 5/19
- Key Personnel: Principal and inquiry teams

**Examining the implementation of the standardized grading policy by subject, in Nov, Feb, and May.**

- Target Group(s): All teachers
- Timeline: 11/18 – 5/19
- Key Personnel: Principal and inquiry teams

**Feedback on results of implementation of the grading policy will be determined by examples of student work which will be examined in Nov, Feb, and May.**

- Target Group(s): All teachers
- Timeline: 11/18 – 5/19
- Key Personnel: Principal and inquiry teams

**3-part diagnostic tests will be administered throughout the year using as a base the results of the State ELA and Math tests.**

- Target Group(s): All teachers
- Timeline: 11/18 – 5/19
- Key Personnel: Principal and inquiry teams

### 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.**

<table>
<thead>
<tr>
<th>Principal is responsible for implementation and oversight</th>
</tr>
</thead>
</table>

**General meeting with distribution of curriculum followed by small group discussion in advisories - end of September 2018 - all parents/families and all staff**

**Ongoing biweekly workshops throughout the year will be lead by parent coordinator who will coordinate necessary staff as requested by parent population**

**School guidance counselor will meet regularly with parents/families of children assigned to her**

**Special Education teachers will conduct ongoing workshops for families of IEP students to assure needs are being met and to explain expectations**

**distribution of expectations by grade - September, 2018 - staff and principal**

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May - Meeting with current seventh grade parents to explain beginning of next year

May - meeting with graduating class parents to explain end of the year procedures

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.

Administration, DOE support teams, Fordham consultants, per session as needed

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

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<td></td>
<td>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, the school wide average rating for component 3D will increase from 3.49 to 3.54.

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

Advance rating observations.

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

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>Need to strengthen the advisory system to assure communication system works for all families.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>Parent/guardians are all contacted within the first week of school by student's advisor</td>
</tr>
<tr>
<td>Response from family should be recorded in master excel plan so that we can build proper data on responses</td>
</tr>
<tr>
<td>Need to make sure that all parents/guardians are seen at least three times a year in person</td>
</tr>
</tbody>
</table>

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, 10% more families will have responded positively to a parent-teacher developed survey, as we use advisory conferences to help families understand their child’s yearly progress, when we compare the BOY baseline performance task to the June, 2019 EOY scores.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | All Families | August, 2018 to June, 2019 | Principal |
| Get emails for all parents. Send out test email to assure addresses are correct. Develop mail system for parents without emails. | All Families | August, 2018 to June, 2019 | Principal |
| Data will be kept on spread sheet by each advisor listing contact with family and listing face to face conferences | All Families | August, 2018 to June, 2019 | Principal |
| Develop system where each family is called once every two months by advisor for a regular check in  
Periodically send whole school email to check accuracy and test revise list if necessary | All Families | August, 2018 to June, 2019 | Principal |
| There will be a minimum of four face to face meetings with each family with an advisor. | All Families | August, 2018 to June, 2019 | Principal |
| Although our four annual parent conferences are attended by 95% of the families, raise the percentage to 98%. | All Families | August, 2018 to June, 2019 | Principal |

### 3b – Parent and Family Engagement

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

Principal is responsible for implementation and oversight

General meeting with distribution of curriculum followed by small group discussion in advisories- end of September 2018 - all parents/families and all staff

Ongoing biweekly workshops throughout the year will be lead by parent coordinator who will coordinate necessary
staff as requested by parent population

School guidance counselor will meet regularly with parents/families of children assigned to her

Special Education teachers will conduct ongoing workshops for families of IEP students to assure needs are being met and to explain expectations

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May - Meeting with current seventh grade parents to explain beginning of next year

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Part 4 – Budget and Resource Alignment

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

All advisors have parent contact built into their responsibilities and schedules

Schedules are flexible when necessary for family appointment

Staff development includes suggestions and techniques for dealing with families

Guidance counselor available

Per session if necessary

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

<table>
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2018-19 CEP
**Part 5 – Progress Monitoring**

<table>
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<tr>
<th>Part 5a.</th>
<th>Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>By February 2019, mid year survey data will be analyzed to show a 5% increase in families responding positively that advisory meetings help them understand their child’s progress.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5b.</th>
<th>Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School create survey administered three times per year.</td>
</tr>
</tbody>
</table>

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

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
</table>
| English Language Arts (ELA)               | School Based Support Team  
Teacher recommendation                                                                                 | Interactive writing SRA                                                      | Small group help, one on one provided during school day.                  | After school homework help and computer offered four days a week. Enrichment period during school four days a week |
| Mathematics                               | SBST  
Teacher recommendation  
Computer programs geared to ability and grade level                                                   | Small group help, one on one provided during school day.                    | Same as ELA                                                               |                                                                                   |
| Science                                   | SBST  
Teacher recommendation  
General                                                                                               | Small group help                                                          | After school homework help, tutoring, and computer are offered four days a week |
| Social Studies                            | SBST  
Teacher recommendation  
Inference guidance                                                                                   | Small group help                                                          | Same as Science                                                           |                                                                                   |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | SBST  
Teacher recommendation  
Parent request                                                                                      | Two days a week group or individual counseling                                | Small group help and one to one                                            | After school homework help and computer offered four days a week. Enrichment period during school day |

2018-19 CEP
## Section 7: Support for Students in Temporary Housing (STH)

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

### Supporting Students in Temporary Housing (STH)
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:

### Part A: FOR TITLE I SCHOOLS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></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>N/A</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></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>One</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>
<tr>
<td>Bus Transportation, counseling</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td></td>
</tr>
</tbody>
</table>

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

N/A
Section 8: Title I Program Information

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

Part 1: Title I Status

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

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)
Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
NA

2b. High Quality and Ongoing Professional Development
Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Staff development weekly, Small team meetings biweekly.
Attendance at activities sponsored by The Academy for Teachers

Part 3: TA Schools Only

3a. Use of Program Resources
Describe how the TA program resources will assist participating children to meet proficiency.
NA

3b. TA Coordination with the Regular Program
Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
NA
Part 4: SWP Schools Only

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

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

NA

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

NA

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated\(^2\). 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 (Refer to Galaxy for school allocation amounts)</th>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>[ ]</td>
<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.

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. M.S. 243, in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary School (ESSA) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.S. 243 will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;</td>
</tr>
<tr>
<td>- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>- providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
</tbody>
</table>
● 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;

The school’s Parent Involvement

Parental Involvement and School Quality

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

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

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

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

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

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

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

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

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

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

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

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

---

**Encouraging School-Level Parental Involvement**

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

● holding an annual Title I Parent Curriculum Conference;

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

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

● supporting or hosting Family Day events;

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

● encouraging more parents to become trained school volunteers;

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

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

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

---

**School-Parent Compact (SPC)**

M.S., 243 Center School, in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary School (ESSA) Act, 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 Elementary and Secondary School (ESSA) Act;

### 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 Elementary and Secondary School Act Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;
II. Parent/Guardian Responsibilities

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

III. Student Responsibilities

Student Responsibilities:

- attend school regularly and arrive on time;
● complete my homework and submit all assignments on time;

● follow the school rules and be responsible for my actions;

● show respect for myself, other people and property;

● try to resolve disagreements or conflicts peacefully;

● always try my best to learn.
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 Name</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>03</td>
<td>Manhattan</td>
<td>The Center School</td>
<td>243</td>
</tr>
</tbody>
</table>

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elaine Schwartz</td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>NA</td>
<td>Madeline Quart</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Related-Service Provider</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhonda Wilkin/Math</td>
<td>NA</td>
<td>Ilene Altschul</td>
</tr>
<tr>
<td>Michael Veve/Spec. Ed</td>
<td>Field Support Center Staff Member</td>
<td>Other (Name and Title) type here</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

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

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>230</td>
<td>0</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<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></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>TBE</td>
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<td>0</td>
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<tr>
<td>DL</td>
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</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?
   Paste response to questions here: Teacher created assessments Establish level based on teacher developed rubric for appropropriate ages We have not enough data since we have no ELLS

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?
   Paste response to question here: NA

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.] Paste response to question here: NA

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].) Paste response to question here: Too negligible a number to form pattern

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

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**Part IV: ELL Programming**

**Programming and Scheduling Information**

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program. Paste response to questions here: if applicable it would be heterogeneous program followed by one on one enrichment
   b. TBE program. If applicable. Paste response to questions here: NA
   c. DL program. If applicable. Paste response to questions here: NA

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)? Paste response to questions here: Schedule guarantees instructional time is met

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. Paste response here: English only but we have Spanish speaking staff available

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year? Paste response to question here: NA

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
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?
   Paste response to question here: One on one follow up or push in if necessary

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?
   Paste response to question here: All classes are inclusive

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.
   Paste response to question here: N/A - However, enrichment is available

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
   Paste response to question here: N/A

10. If you had a bilingual program, what was the reason you closed it?
    Paste response to question here: N/A

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    Paste response to question here: If necessary periods of enrichment are available

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.
    Paste response to question here: Computer programs

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
    Paste response to question here: N/A

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
    Paste response to question here: N/A

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?
    Paste response to question here: Computer programs

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).
    Paste response to question here: N/A

17. What language electives are offered to ELLs?
    Paste response to question here: 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)?

Paste response to question here: N/A

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### Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) as they engage in the Common Core Learning Standards?

Paste response to question here: One session of staff development by outside ELL teacher

Paste response to question here: N/A

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.

Paste response to question here: N/A

Paste response to question here: N/A – see #1

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### 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?

Paste response to question here: All parents have individual meeting with advisors

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

Paste response here: N/A - Interpreters are on staff if necessary

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### Additional Information

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

Paste response here:
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, Elaine Schwartz, 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>Elaine Schwartz</td>
<td>Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>None</td>
<td>Assistant Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Annette Berkery</td>
<td>Parent Coordinator</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>None</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Ray Franks</td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Mike Veve/spec Ed JHS gen</td>
<td>Teacher/Subject Area</td>
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<td>1/1/01</td>
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<tr>
<td>Rhonda Wilkins/English</td>
<td>Teacher/Subject Area</td>
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<tr>
<td>None</td>
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<td>None</td>
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<td>1/1/01</td>
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<tr>
<td>Madeline Quart</td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Ilene Altschul</td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
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<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
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</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: 3M243  School Name: The Center School  Superintendent: Ilene Altschul

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>
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</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.

We are a small school with an advisory system. The advisor is in touch with each family in their advisory and ascertains information about what language is spoken in the home. ATS reports are referred to and surveys.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English and Spanish</td>
<td></td>
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</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>Students received calendars on September 8, 2015. Parent/teacher conferences were in November- future conferences will be held in March. School information regarding state tests is on going.</td>
<td></td>
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</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>Four face to face meetings are scheduled by the school. Other meetings can be scheduled as needed or requested.</td>
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</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.
Part C: Training Staff on Policies and Procedure

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

Part D: Providing Notice of Language Assistance Services

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

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

Following the Chancellor’s Regulation, any notices distributed in the school are bi-lingual.

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?

Create an in house survey for identified families