2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP-CS)

DBN: (i.e. 01M001): 03M258
School Name: COMMUNITY ACTION SCHOOL - MS 258
Principal: ANDREW SULLIVAN
Comprehensive Educational Plan (CEP) Outline

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School Information

School Name: Community Action School

School Number (DBN): 03M258

BEDS Code: 310300010258

Grades Served: 6, 7, 8

School Address: 154 West 93rd Street, NY, NY 10025

Phone Number: 212-678-5888

Fax: 212-531-7351

School Contact Person: Andrew Sullivan

Email Address: asulliv2@schools.nyc.gov

Principal: Andrew Sullivan

UFT Chapter Leader: Rebecca Oslee

Parents’ Association President: Heather Hittenmark

SLT Chairperson: Lauren Maddock

Title I Parent Representative (or Parent Advisory Council Chairperson): Heather Hittenmark

Student Representative(s): None

CBO Representative: Urban Arts

District Information

Geographical District: D3

Superintendent: Ilene Altschul

Superintendent’s Office Address: 154 West 93rd Street, New York, NY 10025

Superintendent’s Email Address: ialtsch@schools.nyc.gov

Phone Number: 212-678-5888

Fax: 212-222-7816

Field Support Center (FSC)

FSC: Manhattan

Executive Director: YuetChu
Executive Director’s Office Address: 333 7th Avenue, 8th Floor, New York, NY 10001

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

Phone Number: 646-470-0721

Fax: 917-339-1765
Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew Sullivan</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Marci Cooper</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Heather Hittenmark</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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<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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<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>Daniel Nebarai</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Alexa Perez</td>
<td>Elected Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td>Gabriela Arcila</td>
<td>Elected 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>Michele Sweeting DeCaro</td>
<td>Elected Parent</td>
<td></td>
</tr>
<tr>
<td>Julia Grimm</td>
<td>Elected UFT</td>
<td></td>
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<tr>
<td>Lauren Maddock</td>
<td>Elected UFT</td>
<td></td>
</tr>
<tr>
<td>Maria Tavera</td>
<td>Elected Parent</td>
<td></td>
</tr>
<tr>
<td>Melissa Piccinonno</td>
<td>Elected UFT</td>
<td></td>
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<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

The Quality Review and the Framework for Great Schools

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

**NYCDOE’s Quality Review (QR)**

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

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

**School Quality Guide**

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

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

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

### Section 4: CEP Overview

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tbody>
<tr>
<td>We are guided by the following mission statement:</td>
</tr>
<tr>
<td>• All students can master essential skills in reading, writing, and mathematics with the proper academic support.</td>
</tr>
</tbody>
</table>
● A rigorous, standards-based instructional program is necessary to prepare our students to excel in high school, college, and the workplace.

● Effective teachers train students to be independent thinkers and life-long learners.

● Middle school students need clear, strict, and fair behavioral guidelines, as well as access to a strong support network.

● An inclusion model works best for special needs students

● Strong connections between the school and the family and surrounding community are central to students’ academic success.

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.

Community Action School (CAS) was founded in 1994, with a mission of providing a safe, rigorous education for a diverse community of learners. It has continued to serve a primarily African-American and Latino student body. Most students come from families who struggle economically: CAS has always been a Title I school, with the sector of students receiving free lunch consistently averaging around 80%.

To conclude, these are some strong elements of extensive enrichment programs and multiple community collaborations:

● We use a 21st Century grant to partner with the Urban Arts Program. This organization provides teaching artists for our Dance Club, Anime/Comic Book Club, Chorus Club, STEM, Martial Arts Classes and Saturday Academy. NYCDOE monies fund community service, Cross Country, Soccer, Baseball, Basketball and Math Club.

● Community collaborations support essential elements of our social/emotional support structure.

  - The Bereavement Project runs three cycles a year of therapy groups for students with deaths in their families.

  - PFLAG, a support group for gay, lesbian, bisexual and trans-gender people and their families, provide several workshops year in all of our sixth and eighth grade classes.

  - We share a mental health clinic with the other three schools located in the building.
The school continues to seek out additional community-based resources to serve our students’ many needs.

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

While our students have a broad range of academic levels, a high percentage of students entering our sixth grade struggle in their literacy and mathematics skills. Additionally, our inclusion special education population is about 27% of the student body.

In addition to our SETSS and ICT students whose services are provided in a full inclusion environment, we have a small ACES class made up of approximately 10 cognitively impaired students who take alternate assessment NYS exams.

Our current ELL population is about 8% of our student body. These students receive support both within their ELA classes and in small-group instruction depending on their English language proficiency skills. The majority of these students need the most support in writing. The ENL teacher provides these students with the necessary skills in order to successfully improve their writing skills in the English language.

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 the current school year, CAS continued to consolidate its strengths in several areas aligned with elements of the Framework for Great Schools:

- **RIGOROUS INSTRUCTION:** School leaders and the academic coaching staff chose 3C – Engagement and 3D – Assessment as two focuses for the year. We felt that both were key leverage points for successfully engaging all of our students in rigorous work. Mathematics and ELA teachers have been working on these two elements during the past several years. Science and social studies are growth areas, where there needs to be improvement particularly in the area of assessment and rigor of written tasks.

- **SUPPORTIVE ENVIRONMENT:** The school continues to have a very strong network for student support in both the academic and social/emotional spheres. There is a strong advisory program; close relationships between staff and students, fostered by administrative supports; and an active PPT. The school also used outside organizations to support students’ developmental needs, including PFLAG (Parents and Families of Lesbian, Gay, Bisexual and Transgender relatives), loss and bereavement support groups, Hunter Learning Lab tutors, and many other community initiatives. This year’s area of growth is improving student’s academic and behavior skills through building goal-setting structures and participation in the DOE Academic and Personal Behaviors Institute.

- **COLLABORATIVE TEACHERS –** CAS teachers collaborate closely, supported by common preps, opportunities for distributive leadership and strong administrative support. Included among weekly teacher meetings are the literacy team, the math team, the science/social studies team, the pupil personnel team, grade teams and planning session between general education/special education teaching partners. A focus for the current school year and moving forward are protocols for analyzing student work for formative purposes, particularly midway through rigorous
performance tasks. These protocols are designed to provide data for class wide teaching shifts, as well as improving differentiation of instruction.

- EFFECTIVE SCHOOL LEADERSHIP – CAS school leaders provide supports for teacher success, including assistance with classroom discipline, embedding common preps, budgeting for coaches in all core subject areas and managing school funds so that essential instructional resources are not lacking. An essential component of leadership is observation and follow-up guidance with staff. ADVANCE observations went well this year. They were well accepted by staff and followed by observable instructional changes. The next steps for this year is to increase the amount of support for teachers to leverage support in their instructional skills through better access to PD services and inter-visitition within the school and with compatible partner schools.

- STRONG FAMILY-COMMUNITY TIES – Many of our families have multiple stressors that limit their communication with the school. At CAS, a key component of strong family-community ties has also been providing multiple scaffolds for families, including a well-maintained online grading system, a culture of motivated teacher family outreach via phone and email and employment of a committed and skilled family coordinator (ours have been associated with the school for 23 of its 24 years of existence!). A growth area for the coming year is increasing the level of support provided for our families to understand the rigorous requirements of the CCLS, and learn about ways that they can support their children to excel in the midst of new learning challenges.
## School Demographics and Accountability Snapshot for 03M258

### School Configuration (2018-19)
- **Grade Configuration**: 06,07,08
- **Total Enrollment (2017-18)**: 223
- **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)**: 12
- **# SETSS (ELA)**: 25
- **# Special Classes (Math)**: 12
- **# Integrated Collaborative Teaching (ELA)**: 42
- **# Integrated Collaborative Teaching (Math)**: 42

### Visual Arts, Music, Dance, CTE
- **# Visual Arts**: 6
- **# Music**: 3
- **# Dance**: 2
- **# CTE**: 2

### School Composition (2017-18)
- **% Title I Population**: 75.0%
- **% Free Lunch**: 71.3%
- **% Limited English Proficient**: 4.0%
- **% White**: 9.0%
- **% American Indian or Alaska Native**: 0.4%
- **% Black or African American**: 42.6%
- **% Hispanic or Latino**: 48.8%
- **% Asian or Native Hawaiian/Pacific Islander**: 1.3%
- **% Multi-Racial**: 4.0%

### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 0.4%
- **% Black or African American**: 42.6%
- **% Hispanic or Latino**: 48.8%
- **% Asian or Native Hawaiian/Pacific Islander**: 1.3%
- **% Multi-Racial**: 4.0%

### Years Principal Assigned to School (2018-19)
- **1,19**

### % of Teachers with No Valid Teaching Certificate (2014-15)
- **0%**

### % Teaching with Fewer Than 3 Years of Experience (2014-15)
- **17%**

### Average Teacher Absences (2018-19)
- **1.19**

### % ELA/Math A (6 Year Graduation Rate) (2016-17)
- **81%**

### Overall NYSED Accountability Status (2018-19)
- **No Recognition**

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

#### Elementary/Middle School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Black or African American**: YES
  - **White**: N/A
  - **Economically Disadvantaged**: YES
  - **All Students**: YES

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Black or African American**: YES
  - **White**: N/A
  - **Economically Disadvantaged**: YES
  - **All Students**: YES

- **Met Adequate Yearly Progress (AYP) in Science (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Black or African American**: YES
  - **White**: N/A
  - **Economically Disadvantaged**: YES
  - **All Students**: YES

#### High School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Black or African American**: N/A
  - **White**: N/A
  - **Economically Disadvantaged**: N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Black or African American**: N/A
  - **White**: N/A
  - **Economically Disadvantaged**: N/A

- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Black or African American**: N/A
  - **White**: N/A
  - **Economically Disadvantaged**: N/A
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

During the 2017-2018 school year teachers implemented differentiation focused on discussion utilizing the strategies given from an outside consultant. After review of data, the school found that math test scores were flat lined for the bottom third and therefore want to focus strategies to create more access for these students.

The June instructional report indicates that across grade levels, constructed response questions scored lower than the city average. By improving students’ ability to explain their thinking through targeted discussion and vocabulary development, the school will improve these questions on the NYS Math Exam.

In addition, the school will continue to improve the rigor of performance tasks in units to reflect CCLS standards and will be scored using those rubrics.

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, the bottom third of students performing, in math, as measured by the NYS Math examination will increase by 5% as a result of math curriculum revisions focused on vertical alignment, and increased student access to differentiated instructional materials.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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</thead>
<tbody>
<tr>
<td>Core subject teachers, special education teachers, curriculum coaches, administration</td>
<td>September 2018, revisited throughout the 2018-2019 using Looking at Student Work protocol and instructional data</td>
<td>Curriculum teams with support by curriculum coaches, coaches team and administration</td>
</tr>
</tbody>
</table>

**Curriculum teams, together with curriculum coaches and the Assistant Principal, will review UBD unit plans for all math classes. Central focuses will include:**

- **Differentiation**
- **Scaffolds**
- **Access**
- **Alignment**
- Justification for modifications using data

**Curriculum teams will revisit the scope and sequence and modify assessments to include a performance task per unit. Progress toward standard mastery will be tracked in curriculum meetings**

| Core subject teachers, special education teachers, curriculum coaches, administration | September 2018, revisited throughout the 2018-2019 using Looking at Student Work protocol and instructional data | Curriculum teams with support by curriculum coaches, coaches team and administration, MFSC PD and supports |

**Administration and coaching staff will maintain a system of quarterly “portfolio periods” where students reflect on performance tasks and other work materials and added to their electronic portfolios.**

| Core subject teachers, SE teachers, curriculum coaches, administration | Quarterly 2018-2019 school year | All teachers and students |

**Curriculum teams will further standardize norms for assessment of student work products using CCLS-aligned rubrics, and for providing actionable feedback that includes next steps**

| Core subject teachers, SE teachers, curriculum | Summer 2018, October 2018, and ongoing | Curriculum teams with support by curriculum coaches, coaches team and administration, |

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2018-19 CEP
The Math Team will review report card grades for all students in the bottom 1/3.

<table>
<thead>
<tr>
<th>Coaches, Administration</th>
<th>Throughout the school year</th>
<th>MFSC PD and supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>November 2018</td>
<td>Math Curriculum Team</td>
</tr>
<tr>
<td></td>
<td>January 2019</td>
<td></td>
</tr>
<tr>
<td></td>
<td>March 2019</td>
<td></td>
</tr>
<tr>
<td></td>
<td>June 2019</td>
<td></td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

- The school will communicate using our online grading systems, Skedula. In addition, two mandatory conferences will be held throughout the school year where portfolio and progress data is shared with families. One additional mandatory conference will be held late Spring for students in danger of failing. The school will also utilize the CBO to create four additional curriculum related parent events to support student learning and progress.

### 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.

- Common preps for curriculum team meetings
- Common preps for planning partner meetings (GE/SE and teachers teaching same subjects in different sections in the same grade)
- Tax levy, Title I SWP, and/or C4E monies to pay for outside consultants, if needed

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

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

### Part 5 – Progress Monitoring

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

- By February 2019, students performing in the bottom 1/3 rd will have a 5% increase on quarter two report card grades.

#### Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)
Quarter two report card grades

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

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

### Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
</tr>
</tbody>
</table>

We have noticed after administering the AAPBI survey that some students struggle with a sense of belonging to the school community. The staff has expressed that it could be the lack of a "sense of belonging" that influences these students' academic success.

### Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, students will exhibit an increase in their sense of belonging in the school community. This will be measured by the Student Mindset Survey Report administered through the Academic and Personal Behaviors Institute (APBI) and with reinforced through regular cycles of the Restorative Circles curriculum. The average score in the “belonging” area of the survey will increase by 5% between the fall 2018 and the spring 2019 administration.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>all staff</td>
<td>September 2018 through June 2019</td>
<td>select AAPBI team members</td>
</tr>
<tr>
<td></td>
<td></td>
<td>whole staff</td>
</tr>
</tbody>
</table>

**Two teachers will be identified from the AAPBI team to attend monthly meetings and institutes and facilitate whole-staff PD trainings.**

**The AAPBI survey will be administered to all students three times during the school year**

<table>
<thead>
<tr>
<th>all students</th>
<th>September 2018, January 2019, June 2019</th>
<th>select AAPBI team members</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>whole staff</td>
</tr>
</tbody>
</table>

**Led by AAPBI intervention team, staff will review survey results in teacher teams and develop interventions and strategies to improve sense of belonging amongst students.**

**Led by the AAPBI team, a select group of students will be identified from each grade level who struggle with behavioral concerns and also have a low sense of belonging. These students will meet on an ongoing basis with a member of the AAPBI team in restorative circles. The main goal of this intervention will be to improve a sense of belonging amongst students.**

<table>
<thead>
<tr>
<th>select group of students from each grade level with low sense of belonging according to the September AAPBI survey results</th>
<th>September 2018 through June 2019</th>
<th>select AAPBI team members</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>whole staff</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.
APBI initiative will be introduced during the first parent night in September. Survey results will be discussed during family conferences in November and March. A parent workshop will be held in conjunction with our CBO partner to further parent involvement in the initiative.

**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.

- Common preps for curriculum team meetings
- Common preps for APBI team meetings
- After school training and per-session support from the Academic and Personal Behaviors Institute
- Inter-visitations from APBI team members at other institute schools

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

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

**Part 5 – Progress Monitoring**

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

By February 2019, there will be a 3% increase in the area of student belonging based on AAPBI mid-year survey results.

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

AAPBI Mindset Survey

**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.

Teachers collaborate in a range of meetings during the week, facilitated by common preps built into schedules. Weekly meetings include:

- Literacy Team- including all ELA staff and their special education co-teachers, the ENL teacher, the AIS teacher, the speech teacher, and all members of administration.
- Math Team- including all mathematics staff and special education co-teachers and members of the administration team. Team meetings are facilitated by the Assistant Principal
- Content area team (social studies and science) meet in same subject groups in meetings facilitated by the school’s content area coach
- PPT/SIT- including all special education, ENL, AIS and related service teachers, as well as members of the administration
- Collaborative team teaching teams- ICT/SETSS teachers and general education co-teachers meet to plan and evaluate instruction in inclusion classes
- Coaching Team- consists of the math, content area, and literacy coaches, along with members of the school administration

With the focus of using strategies to improve achievement for the bottom third, the teams will meet and choose research based strategies to implement during whole class and small group instruction. In addition, the school will utilize the full time AIS teacher to support the development of programs to improve achievement.

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 there will be a 5% reduction in the amount of students with learning disabilities and students receiving ENL services earning a level 1 as measured by the NYS ELA/Math assessment scaled scores due to increased collaboration and planning between general education and special education teachers.
### 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>Administration will ensure general education and special education teachers will have common planning periods</td>
<td>Core subject teachers, special education teachers, administration</td>
<td>September 2018 administration</td>
</tr>
<tr>
<td>Special education and general education teachers will meet weekly in grade team meetings and review curriculum objectives and strategies</td>
<td>Core subject teachers, special education teachers, curriculum coaches, administration</td>
<td>September 2018- June 2019 on a weekly basis</td>
</tr>
<tr>
<td>Special Education and general education teachers will meet weekly in curriculum teams and review student work and make adjustments to curriculum in cycles focusing on tier 1,2,3 intervention strategies</td>
<td>Core subject teachers, SE teachers, curriculum coaches, administration</td>
<td>Monthly cycles of looking at student work beginning in October 2018</td>
</tr>
<tr>
<td>ENL teacher will facilitate three cycles of Professional Development to full staff on strategies to use with ENL students. Staff will implement new strategies into curriculum and lessons as appropriate</td>
<td>ENL teacher, Core subject teachers, SE teachers, curriculum coaches, administration</td>
<td>October 2018, December 2018, February 2019; monitored through Advance observation cycles</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.

Teachers will meet with parents during scheduled family conferences (November 2018, March 2019) and throughout the school year using the online forum Skedula. Teachers will also communicate collaboratively with parents during scheduled and mandated IEP meetings.

### 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.

- Tax levy, Title I and/or C4E funds to support curriculum coaches
- Common preps for teaching teams
- Tax levy, Title I SWP and/or C4E monies to pay for outside consultants, if 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>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

### Part 5 – Progress Monitoring

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

- By February 2019, students with learning disabilities and ENL students will have a 3% increase on quarter two report card grades.

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

- quarter two report card grades for students with learning disabilities and ENL students

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

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

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

### Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

Mr. Sullivan, Principal, and Ms. Sinnott, Assistant Principal, will continue to be very hands-on with the staff, attending most teacher meetings, and making themselves accessible to staff for addressing any concerns, spending time in teachers’ classrooms, and strategizing regularly with the academic coaching team.

Mr. Sullivan and Ms. Sinnott work together to leverage capacity for professional development and instructional supervision by funding coaching staff for all core subject teachers (the coaches teach for part of their schedule and provide instruction support for the balance of the week).

Mr. Sullivan and Ms. Sinnott will meet weekly with the coaching team to track progress and plan future initiatives. Together, with CARP staff, the coaches assist teachers with unit planning, securing essential resources, and fine-tuning lesson plans in order to include highly rigorous academic discussion within the classrooms.

The principal and the AP will provide clear feedback and communicate next steps to staff after each ADVANCE observation, but have not always been able to provide enough guidance on how teachers can continue to improve their instruction practice in each competency area laid out in the Danielson Framework. With the research conducted by the CARP team, a school-wide discussion rubric has been developed. This rubric will allow teachers, students, and administrators the means to discuss, and boost discussion, in each CAS classroom no matter the content area.

### 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, teachers performance in Danielson Component 3B - Using Questioning and Discussion will increase by an average of 5%, as measured by evaluative CARP discussion resources and teacher observations.**
### 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teaching staff</td>
<td>Summer and fall 2018</td>
<td>Coaching staff, Collaborative Action Research Project team members, DOE coach, administration</td>
</tr>
<tr>
<td>All teaching staff</td>
<td>October 2018 - June 2019</td>
<td>Coaching staff, Collaborative Action Research Project team members, DOE coach, administration</td>
</tr>
<tr>
<td>All teaching staff</td>
<td>September 2018 - June 2019</td>
<td>Coaching staff, Collaborative Action Research Project team members, DOE coach, administration</td>
</tr>
<tr>
<td>All teaching staff</td>
<td>September 2018 - June 2019</td>
<td>Coaching staff, Collaborative Action Research Project team members, DOE coach, administration</td>
</tr>
<tr>
<td>All Teachers</td>
<td>Fall 2018 - Spring 2019</td>
<td>Administration</td>
</tr>
</tbody>
</table>

**The administration will work with the CARP team to further develop a nuanced rubric for evaluating the quality of classroom questioning and discussion. This rubric will not supplant the rubric in Component 3B of Danielson, nor will be used for teacher evaluation purposes.**

**Re-introduce the discussion rubric to staff and beginning of use for self, peer, and supervisor formative evaluation**

**Professional development on best practices for questioning and classroom discussion.**

**Teachers and students will be surveyed at least twice a year to track and monitor questioning and discussion progress.**

**Administration will observe teachers at least two times throughout the school year with a focus on Discussion and Questioning.**

---

### 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.

- The discussion rubric will be introduced to parents by Ms. McAuliffe, Literacy Coach at CAS, during the November PA Meeting.
The rubric will also be discussed with families during student-led conferences in November and March.

Parents will be able to access their child’s work via google classroom and see specific feedback regarding growth in this area so they can provide further support at home.

Part 4 – Budget and Resource Alignment

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

- Tax levy, Title I SWP and/or C4E monies to support half-time coaches in ELA, mathematics and content area curricula.
- Common preps for teaching teams
- Online resources on best practices, aligned to Danielson Framework
- Tax levy, Title I SWP and/or C4E monies to purchase print and other professional development materials

NYCDOE funding for Collaborative Action Research Project team members and DOE coach

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>X</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, 75% of the staff will have effectively utilized the discussion rubric in their classrooms.

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

- School created discussion rubric

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

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

Part 1 – Needs Assessment

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

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

Community Action School received excellent feedback in areas of family engagement. Most parents agreed or strongly agreed that the school did a good job communicating:

- Student academic progress
- Regularly communicate to meet student needs
- Understand families’ concerns and specific situation

We believe that this is supported by the many channels/techniques/actions that scaffold parent involvement:

- Calls and emails
- Informal conferences
- Family conferences

Hard and effective work by the school staff needs to continue and expand. Past conference numbers have been relatively high – in the 80% range.

Anecdotally, however, parent attendance has been lowest with students who are showing lower levels of academic success. We believe that this sector of our student population should be targeted to improve attendance at conferences in the future. We also believe that we will see an increase in report card grades if we get more families of the bottom third students to attend community events.

Part 2 – Annual Goal

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

| By June 2019, as a result of increased family participation in student-led conferences and community events, report card grades of the bottom third students will increase by 5%. |   |
# Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
</tr>
<tr>
<td>Target Group(s)</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>All staff will participate in PD and implement digital portfolios in every content area</td>
</tr>
<tr>
<td>CSD Director will create parent workshops in conjunction with family conferences to increase attendance</td>
</tr>
<tr>
<td>Staff will set goals with families of students in the bottom third that pertain to improving report card grades and monitor the goals on Skedula</td>
</tr>
<tr>
<td>Four Specific events will be planned throughout the year to increase family involvement (Game Night (October 2018); Movie Night (December 2018); Wellness Night (February 2019); Paint Night (April 2019).</td>
</tr>
</tbody>
</table>

Parent outreach regarding these events will be the following:
- Events listed on the school website and monthly school calendar
- Personal outreach to parents of students falling in the bottom third

## 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.

- Urban Arts Partnership
- New Victory Theatre
Lincoln Center Jazz in the Schools

Hunter College Learning Lab

PFLAG

**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.

Key staff members, including: the parent coordinator, guidance counselor, teachers and administration. An advisory curriculum will guide activities and lessons that will prepare students to participate in the events and encourage family involvement.

**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>
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</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</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.

Attendance will be recorded at the first family conference night. Families that are not present will be targeted for more direct outreach before round two conferences. At the end of each marking period, report cards from the target group will be analyzed and interventions further developed to ensure the students are on track to show growth on report card grades, increasing each quarter. Attendance at student led conferences will increase to 90% after the first conference and student report card grades for the bottom third will increase by 5% from the first quarter.

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

- Review of attendance records
- Review of report card grades

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

(Required for All Schools)

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>All entering sixth grade students – and newly arrived students from other grades - are administered the full QRI5to assess literacy strengths and areas of growth. Test results are used to identify which students need literacy AIS services and which specific interventions are most needed. Results of the STAR reading assessment and review of performance tasks assessments are also used to identify intervention needs.</td>
<td>Vocabulary development/advanced decoding – utilizing the Rewards program</td>
<td>Literacy AIS is provided in both small group and one-to-one formats by the school’s AIS teacher, literacy teachers, and trained community-based volunteers</td>
<td>Services are provided during health, advisory, or art class during the regular school day. These students are gathered in a small-group, or individual, setting in a separate location. Services are also provided on an integrated and/or stand-alone basis during the ELA block, as well as during the school’s Saturday Academy program.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Students are administered the STAR mathematics test at the beginning of the school year and once more in January. Results of the STAR math assessment and review of performance tasks assessments are also</td>
<td>Numeracy, problem-solving procedures – using a variety of teacher-created and published resources, including the web-based IXL program</td>
<td>Mathematics AIS is provided by members of the mathematics instructional team on a small-group and one-on-one basis by community-based volunteers</td>
<td>Math AIS services are provided in separate locations during health, advisory, or art class during the regular school day. Saturday Academy teachers and trained community-based tutors also</td>
</tr>
</tbody>
</table>

2018-19 CEP
<table>
<thead>
<tr>
<th>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</th>
<th>Students’ social/emotional needs are discussed at weekly grade team meetings. Referrals are then made to the PPT/SIT for consideration of at-risk counseling services. For the 2017-18 school-year an in-school clinic will be opened as well.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>Performance on the year’s first performance task, administered in November 2017 and/or literacy deficits identified as described in the above ELA section.</td>
</tr>
<tr>
<td></td>
<td>The Core Curriculum material in science requires strong reading and writing performance by all students. To address this need, AIS literacy support is supports student work in science tasks on an as-needed basis.</td>
</tr>
<tr>
<td></td>
<td>Support is provided in both small group and one-to-one formats by the school’s AIS teacher, literacy teachers, and trained community-based volunteers.</td>
</tr>
<tr>
<td></td>
<td>Science AIS services are provided in separate locations during health, advisory, or art class during the regular school day. If necessary, these services are also provided during the ELA block at the Saturday Academy program.</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Performance on the year’s first performance task, administered in November 2017 and/or literacy deficits identified as described in the above ELA section.</td>
</tr>
<tr>
<td></td>
<td>The Core Curriculum material in social studies requires strong reading and writing performance by all students. To address this need, AIS literacy support is supports student work in social studies tasks on an as-needed basis.</td>
</tr>
<tr>
<td></td>
<td>Support is provided in both small group and one-to-one formats by the school’s AIS teacher, literacy teachers, and trained community-based volunteers.</td>
</tr>
<tr>
<td></td>
<td>Services are provided in separate locations during health, advisory, or art class during the regular school day. Services are also provided on an integrated and/or stand-alone basis during the ELA block, as well as during the school’s Saturday Academy program.</td>
</tr>
<tr>
<td>At-risk counseling services</td>
<td>Students identified by the school’s PPT as needed short-term counseling intervention are referred for services to the school’s guidance counselor and SAPIS worker.</td>
</tr>
<tr>
<td>Loss and bereavement</td>
<td>The guidance counselor collaborates with a therapist from the Bereavement Project to run a cycle of loss and bereavement therapy groups</td>
</tr>
<tr>
<td>Short-term sessions</td>
<td>At-risk counseling services are delivered in both small group and one-to-one formats.</td>
</tr>
<tr>
<td></td>
<td>At-risk counseling services are provided during the school day. Students are provided services during non-core content periods (art, health, advisory).</td>
</tr>
</tbody>
</table>
### Section 7: Support for Students in Temporary Housing (STH)

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

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

#### Part A: FOR TITLE I SCHOOLS

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

   20

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

   - **After school programming** - Through our 21st Century grant, plus Title I and Tax Levy funds, the school will provide many options of after school activities, including drama, photography, visual arts, community service, soccer, cross-country running, martial arts, and baseball

   - **Saturday Academy** - Academic intervention for academically at-risk students. The program runs three hours each day for approximately 30 weeks. Funded by 21st Century monies

   - **After school homework help** - approximately two days a week, grades 6 - 8

   - **Uniforms** - STH monies used to buy mandatory school uniforms for STH families who cannot afford to purchase them.

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

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

   20

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
| Title 1 set-aside funds will be used to support the STH population by providing those students with at-risk counseling, providing school uniforms and supplies, and paying for school trips. |
|---|---|
| 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.

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

The school attends citywide job fairs and utilizes the Open Market Transfer System to recruit job applicants. The school principal also works closely with local universities to recruit qualified graduates in their schools of education, as well as with the Teaching Fellows and Teach for America programs. Job applicants are interviewed by a committee of teachers and supervisors, and are required to conduct a period-long demonstration lesson.

The BEDS survey for the 2017 – 2018 school year indicates that all teachers are highly qualified in their assigned areas of instruction.

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).

- The school has a corps of three curriculum coaches – literacy, math and social studies/science – who are receiving ongoing training in CCLS standards and related best practices. This professional development is being provided by trainers from the Teacher Incentive Fund program.

- Collaborative curriculum planning meetings are held weekly for the literacy, mathematics and social studies/science teams. Common preps allow all instruction staff, including special education teacher, to attend one or more of these sessions. The school’s weekly 80 minutes of extended day collaborative meeting time is dedicated to CCLS-related issues as well. During all of these meetings, the school’s coaches and Network curriculum specialists provide workshops, and teachers share best practices.

The school provides per session funds for additional curriculum planning sessions for its staff, and offers funds for teachers to attend off-campus conferences and trainings.
Part 3: TA Schools Only

3a. Use of Program Resources

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

n/a

3b. TA Coordination with the Regular Program

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

n/a

Part 4: SWP Schools Only

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

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

n/a

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Prior to the first day of school the teachers and administration meet in department area teams to discuss multiple assessment measures. Included in the meeting is a copy of each teacher’s curriculum map that includes the assessments the students are going to be taking throughout the year. Also discussed are the city and state-wide measures that the students will have to take, as well as the assessments the committee decided upon when deciding what the Measure of Student Learning was going to be for each grade and department.

Lastly, at the meeting the teachers and administration go over each department’s baseline assessment. Teachers track student progress using many different methods including baseline/midyear/end year assessments, individual student portfolios, online grade-book, and through ongoing teacher observations. Teachers have received professional development in regards to how to use the information created to further drive their instruction.

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 codes1. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and
purposes of each program whose funds are consolidated. On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>118,766.00</td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>p. 12, p. 15, p. 18, p. 21, p. 23</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>1,785,794.00</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>p. 12, p. 15, p. 18, p. 21, p. 23</td>
</tr>
</tbody>
</table>

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide 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><strong>Parent and Family Engagement Policy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement.</td>
</tr>
<tr>
<td>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. M258, 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><strong>Support for Parents and Family Members of Title I Students</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>M258 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>
</tbody>
</table>
● providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;

● providing assistance to parents in understanding City, State and Federal standards and assessments.

● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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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 Elementary and Secondary School (ESSA) 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)**

Community Action 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 and Assessments.

### I. School Responsibilities: High Quality Curriculum

- 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 Act (ESSA) Act;

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

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
● providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

● involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

● providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

● ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

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

● ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

● notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;

● arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;

● planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

### I. School Responsibilities: Providing General Support to Parents

● creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

● assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

● sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

● supporting parental involvement activities as requested by parents;

● ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

● advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the 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 learn more about teaching and learning strategies whenever possible;

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

● share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

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

● show respect for myself, other people and property;

● try to resolve disagreements or conflicts peacefully;

● always try my best to learn.
Addendum: Community School Partnerships

**Directions:** The Community School (CS) strategy is directly aligned to the Framework for Great Schools. Community Schools bring schools and community partners together and integrate academics, health, youth development, and family engagement to provide students with the tools and opportunities they need to succeed. The Core Services in Community Schools are Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness.

**Part 1 – Community School Partnerships Goal(s)**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How is the CS strategy integrated into academic instruction at your school, and what impact has it had on student academic outcomes?</td>
<td>Expanded Learning Time focuses on improving student skills in the area of Literacy and Mathematics. Also, student will have an opportunity to participate in a variety of after school programs such as Drama, Chorus and Martial Arts. Programs such as Saturday Academy, After School Tutoring and Enrichment classes will provide opportunities for student success.</td>
</tr>
<tr>
<td>Indicate the summative goal(s) of the Community School for the 2018-19 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</td>
<td>RIGOROUS INSTRUCTION - By June 2019, the bottom third of students performing, in math, as measured by the NYS Math examination will increase by 5% as a result of math curriculum revisions focused on vertical alignment, and increased student access to differentiated instructional materials.</td>
</tr>
<tr>
<td>SUPPORTIVE ENVIRONMENT - By June 2019, students will exhibit an increase in their sense of belonging in the school community. This will be measured by the Student Mindset Survey Report administered through the Academic and Personal Behaviors Institute (APBI) and with reinforced through regular cycles of the Restorative Circles curriculum. The average score in the “belonging” area of the survey will increase by 5% between the fall 2018 and the spring 2019 administration.</td>
<td></td>
</tr>
<tr>
<td>COLLABORATIVE TEACHERS - By 2019, due to increased collaboration between general ed and special ed teachers there will be a 5% reduction in the amount of students with disabilities/ENL earning a level 1 as measured by the NYS ELA assessment scaled scores.</td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP
EFFECTIVE SCHOOL LEADERSHIP -

Through support from administration and instructional coaches, teachers will show growth in the skills laid out in Danielson Component 3B - Using Questioning and Discussion Techniques. The Collaborative Action Research (CARP) Team will provide ongoing professional development to teachers throughout the school in the area of improving questioning and discussion techniques. Staff performance in Danielson Component 3B, as measured by evaluative CARP discussion resources, will increase by an average of 5%.

5. FAMILY ENGAGEMENT - By June 2018, 90% of families will have participated in two cycles of student-led conferences and, as a result, report card averages for the bottom third performing students will rise by 5%.

Please answer the following Question as it relates to meeting your Community School Annual Goal(s):

How will achieving your Community School Goal(s)--in Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness--support your academic goals for students?

Our Community School goals in ELT, Attendance Supports, Family Engagement and Health and Wellness are closely related to our Summative goals for all students and will support the academic goals for students.

Part 2 – Community School Partnerships Core Services Action Plan

Part 2a. Identify the Community-based Organization (CBO) partnerships that you will develop in ELT, Attendance Supports, Family Engagement, and Health & Wellness, their target student population(s), and scope of the services provided. As well as supporting schools' supportive environment and attendance work, CBOs should be helping to support your school's instructional focus.

<table>
<thead>
<tr>
<th>CBO Partnership</th>
<th>Target Population</th>
<th>Scope of Service</th>
<th>SY18-19 SMART Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban Arts</td>
<td>6-7th graders</td>
<td>Saturday Academy</td>
<td>By June of 2019, the percentage of Saturday Academy students performing in literacy, as measured by the NYS ELA examination will increase by 5% as a result of participation.</td>
</tr>
<tr>
<td>ENACT</td>
<td>parents</td>
<td>parent events</td>
<td>By June 2019, 50% of families will have participated in at least two school wide events</td>
</tr>
</tbody>
</table>
besides family conferences, and as a result, report card averages for the bottom third performing students will rise by 5%.

### Part 3 – Budget and Resource Alignment

**Part 3a.** Indicate resources your Community Partnership will leverage to achieve your summative SMART goal(s) and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The Community Action School will work with Urban Arts and the School Community Director (SCD) in implementing and coordinating activities that improve student achievement, attendance and school environment.

**Part 3b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

**Part 3c.** Describe how the school will partner with the Lead CBO to do the following:

1. Community Schools are expected to partner with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the asset and needs assessment process, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.

2. Community Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the asset and needs assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. In completing this section, ensure that you think about how: (1) the right services are provided to the right students and families at the right time; and (2) how you will seamlessly coordinate services with instructional programming happening throughout and outside of the school day. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.

3. Community Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, actively participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly meetings and Community School Forums engaging families and community stakeholders will be a critical part of this family engagement strategy. Describe how you will implement this aspect of the work.

4. Community School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools – including the New Visions Data Sorter - and training will be available for schools to use. Indicate how you will implement this aspect of the work.

The ELT, After School and Saturday programs will be tailored based on students’ needs, and choice. The ELT program will be embedded during the students’ school program. In addition, each student will have the opportunity to receive additional instructional programming after school and during the Saturday Academy.
Parents are welcomed to attend our SLT meetings, parent meetings or request a meeting with school administration. In addition, we have scheduled numerous opportunities for parents to be involved in the school community such as: family conferences, curriculum nights, parent workshops and school celebrations.

The CSD meets with school administration at least one time a week. The CSD will be a part of the attendance meetings and involved with using the Data Sorter to assist in action plans for students.

**Part 4 – Community School Partnerships Oversight**

**Part 4a. Key Staff and Partners**

1. Name and describe the scope of involvement of all community partners working in the school (include partners supporting ELT, counseling, enrichment, etc.)
2. Name the members of your Community School Team and how meetings will be organized and structured to engage all stakeholders and be focused on results.
3. Explain data strategies including the use of the data sorter, and steps that the school will take to ensure that the appropriate interventions are provided to the right students.

Community partners such as Urban Arts, CARE (Children Achieving Results Effectively) and teachers from within the school will assist in our success.

Improving student skills in Literacy and Mathematics and parent involvement will be the area of focus.

Team Members:

Andrew Sullivan – Principal
Jill Sinnott – Assistant Principal
CSD – Daniel Nebara
Karla Fittipaldi – Parent Coordinator

We will meet on a weekly basis.

**Part 4b.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

Collaboration with the guidance team, support staff, and other CBO organizations.
Concerns about per session funding for Supervisory Staff on Saturdays.

| Part 4c. Timeline for implementation and completion, including start and end dates. |
| July 2019-August 2019 |

| Part 4d. Mental Health Work Plan |
| Separate from this S/CEP, schools will complete a Mental Health Work Plan that will become an addendum to this document. |
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRDES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Manhattan</td>
<td>258</td>
</tr>
<tr>
<td>School Name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Action School</td>
<td></td>
<td></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>Andrew Sullivan</th>
<th>Assistant Principal</th>
<th>Jill Sinott</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach</td>
<td>Carrie McAuliffe</td>
<td>Coach</td>
<td>Rebecca Osleeb</td>
</tr>
<tr>
<td>ENL/BI Teacher</td>
<td>Mary Phelan</td>
<td>School Counselor</td>
<td>Caroline Tejeda</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Carrie McAuliffe</td>
<td>Parent</td>
<td>Heather Hittenmark</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Kerry Metzler</td>
<td>Parent Coordinator</td>
<td>Karla Fittipaldi</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Noah Foster</td>
<td>Field Support Center Staff Member</td>
<td>Fanny Castro</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Ilene Altschul</td>
<td>Other (Name and Title)</td>
<td>[type name 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.

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

D. Student Demographics

| Total number of students in school (excluding pre-K) | 239 |
| Total number of ELLs | 11 |
| ELLs as share of total student population (%) | 4.60% |

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>Transitional bilingual education program (TBE)</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td>If yes, indicate language(s):</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>Bilingual Program Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Part III: Assessment Analysis

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

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

The school administers the QRI VI and STAR reading assessments to all students. Based on the results of these assessment tools, educators will design lessons that reinforce student strengths and improve student weaknesses. Teacher-created assessments are also being used to guide the ENL teacher in her instruction of the current and former ELLs. ELLs can be further supported, areas in need of instructional support, both inside the classroom, or out, depending on the student’s level of English proficiency.

2. What structures do you have in place to support this effort?

The ELLs are clustered in each grade. This allows the ENL teacher to extend her time with each group of students. A select group of teachers conduct the QRI VI testing each year, and STAR reading assessments take place several times per year in the ELA classrooms. This data is shared with the ENL teacher, and together, both the ENL teacher and content teachers decide the
necessary steps in developing appropriate goal-oriented assessments. Teacher-created assessments are delivered in small group instruction time when ENL students work closely with the ENL teacher to improve areas of growth.

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?

NYSESLAT or NYSITELL results are reviewed by the ENL teacher. Based on this information, and the results of diagnostic examinations given at the start of the year, the ENL teacher helps students to develop ENL-specific goals. This information is then relayed to the student’s content area teachers, and, said information, is used to bolster student success both inside and outside of the classroom. Students are reassessed, using teacher-created assessments, at various points throughout the year. These results are compared to the preceding scores. If progress is not being made it is discussed at a weekly meeting among the ENL teacher and the content area teachers. The educators determine how it is best to support the struggling student. These assessments help to diagnose student strengths and weaknesses that drive instruction. Tracking long-term trends of achievement among ELL population informs both instruction and educators.

The majority of students have shown a strong need in writing growth. The majority of ELL support will be focused on improving writing skills. The diagnostic, NYSESLAT, and NYSITELL results have also indicated a need for vocabulary development. These focus areas have been shared with all teachers that work with the ELLs.

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

ELL students, both former and current, develop personal goals based on their results on the NYSESLAT, formative, and summative assessments. These goals are updated throughout the year and shared regularly with the content area teachers. This information is shared during weekly meetings between content area and ENL staff. This process allows for the ENL teacher, the content area teachers, and the students to be aware of the progress taking place and current goals throughout the year. The ENL teacher provides the full-staff with professional learning opportunities, four times per year, that focus on specific strategies that can be used in the content-area classroom in order to support the ELLs in their learning. These strategies are selected based on the specific needs of the ELLs. At these meetings, the ENL teacher shares best practices and ELL-specific strategies that can enhance student performance.

The ENL teacher makes herself fully available to any and all content area teachers that feel the need to co-plan. Teachers are made aware of these opportunities via email(s).

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.] At-risk ELLs in grades 6-8 are provided with the necessary interventions when appropriate. Upon identification, students are given proper supports. For example, students that are emerging are provided with helpful images of critical vocabulary words within lesson plans in the content area classes. They are also provided with sentence starters, graphic organizers, and both verbally and written instructions. These students are also placed with a "buddy" that possesses a stronger knowledge of the English language. The "buddy" can re-explain when necessary, and serve as a further support system for the student at-risk.

Again, content area teachers, are encouraged to meet with the ENL teacher in order to embed appropriate supports. These supports should be removed as the student progresses. Progress is assessed and checked throughout the academic year.

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].)

Performance on both the NYSITELL and NYSESLAT exams reveal that the majority of ELLs are expanding or commanding regardless of grade level. This is with the exception of one student who is performing at an emerging level. Based on these scores, students are provided the appropriate units of study delineated in CR Part 154.2 for ENL programming.

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

The ENL teacher works with the administration, and the parent coordinator, to find the most appropriate setting for each child. The ELLs, for the most part, are clustered in order to make scheduling possible and much more succinct.
The ENL teacher, based on NYSITELL and NYSESLAT results, using the CR Part154 state mandates, determines how many minutes of services are needed for each child. The ENL teacher develops an appropriate schedule for these students based on these mandated minutes. 6th grade ELLs are clustered in class 602. 7th grade ELLs are clustered in class 701. 8th grade ELLs, all of whom are former ELLs, are broken into class 801 and 802. Any newly identified ELLs are placed in the classes accordingly.

**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.
      
      The school provides instruction to ELLs in heterogeneous groups. Instruction is provided in both integrated and standalone environments, including expanding ELLs. The ENL teacher provides at least the number of minutes mandated for students at each level of proficiency. CAS has one emerging level student. This student is provided 360 minutes a week through an integrated model in his 12-1 class. The sixth grade has two expanding students and one former ELL. These students are serviced through their ELA teacher who holds both a TESOL and content area certification. These students also receive the support of the ENL teacher. The seventh grade has one expanding ELL and four former ELLs. The current ELL is provided with 180 minutes a week through the ENL teacher. The former ELLs are provided with a minimum of 90 minutes/week. The eighth grade has three former ELLs. These students are provided with 90 minutes of service per week. Since the majority of the current ELLs at CAS are expanding and commanding they are grouped by grade level. The one exception is the student in the 12-1 class. He is serviced based on his needs. A fully integrated model is best fit for his individual needs.

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

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

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
      
      Students’ mandated services are identified by reviewing achievement data in the ATS NYSESLAT report. The ENL teacher then reviews her/her schedule with the principal and plans a program that meets all mandates. When necessary, services are provided in an integrated modality based on the proficiency levels of the current and former ELLs. CAS has three emerging level students. Two of these students have a unique situation. He is provided with 360 minutes per week. However, these minutes are provided through an integrated model as this best fit their needs. The third emerging student, a seventh grader, is provided the necessary minutes through an integrated model in ELA and several stand alone sessions that take place in a separate location. Four sixth grade ELLs are expanding, and they are provided with the allotted 180 and 90 minutes per week from both the ELA/ENL certified teacher and the ENL certified teacher. The two commanding sixth grade students also receive the mandated minutes through both the dual-certified ELA teacher and the ENL certified teacher. The seventh grade and eighth grade ELLs (current/former) are also provided with the allotted 180 or 90 minutes of service depending on whether they are expanding or commanding in the English language.
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.

Content area instruction is provided in English, with support from the ENL teacher and, with the ENL teacher’s assistance, other members of the school staff. All ELLs are placed in the same academic sections on each grade level, which maximizes the instructional capacity of the ENL instructor. During stand-alone times, the ENL teacher provides assistance, in English, with academic vocabulary, reading comprehension, and writing skills necessary for successful performance in core subject classes. Through discussions and analysis of assessments given in the content area classes, the ENL teacher, with help from the specific content area teacher, develops appropriate lessons that boost the skills used in those classes. For example, if our emerging 7th grade ELL is struggling in his math class, the ENL and math teacher will work together to identify which skills need growth. The ENL teacher will, using graphic organizers, images, video, sentence starters, and explicit instruction, help to boost those skills. The skills taught during stand-alone are based on the data mentioned above. As appropriate, other instructional personnel, including the AIS teacher, community-based volunteers, and tutorial programs are used as additional resources. The ENL teacher works with the core subject teachers to modify the materials they use in class. All ELLs are responsible for the content taught in their core subject classes. However, the way in which this material is presented or evaluated differs based on the individual student needs. The sheltered English method is used. All lessons, provided by the ENL teacher contain both a language and content objective.

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

The ENL teacher administers benchmarked assessments three times during the academic year. ELLs are encouraged to respond in their home languages prior to attempting to share in English. They are also encouraged to discuss potential responses with students that share their home language. As stated above, emerging students are placed with a language "buddy" in the content area classrooms. Students also have access to Chromebooks and iPads. Several libraries throughout the school contain books in other languages. The ENL teacher also has access to bilingual dictionaries. Students are always welcome to use these tools.

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

Currently, the school has both newcomer and long-term ELLs on its register, and ELLs are receiving both integrated and stand-alone instruction. The three newcomers attended school outside of the United States. Two of these students have relatively strong reading and writing skills. Both of these students are expanding according to the NYSITELL results. Among their growth areas have been academic vocabulary and grammatically accurate sentence structure. The ENL teacher is closely tracking classroom materials, and providing targeted instruction in key vocabulary. The teacher is also focusing on strengthening these students' writing skills, utilizing writing tasks assigned in core subject classrooms. The third newcomer has recently arrived from Puerto Rico. He has tested as emerging based on the NYSITELL. He is being provided with both integrated and stand-alone ENL services. The ENL teacher has also reached out to all 7th grade teachers, provided them with the necessary information to boost his English language skills, and has opened up her planning time to any teacher that feels this would be beneficial for their lessons.

We have found that most of the school’s long term ELLs have additional learning issues that impact their language development. The ENL teacher works closely with the academic intervention teacher and, when appropriate, with the special education staff to identify and address gaps in the development of academic skills.

The school has one developing ELL at this time. This student will receive modified core classroom materials and lessons. It is important that this student follows the classroom content in their core subject areas. This ELL is also being given the appropriate ENL support settings. This is dependent on his English proficiency level(s). The ENL teacher has, in order to bolster his success, focused on pre-teaching concepts and vocabulary as well as reinforcing concepts that will be covered in the core subject classrooms. He is also being taught the necessary skills in order to be successful in their content area classes.

The school has no SIFE students at this time. However, SIFE students would receive an even further modified curriculum.
The goal of the ENL teacher would be to provide support to all classroom teachers servicing the SIFE student(s). It would be absolutely essential that all administrators, advisers, classroom teachers, support personal, etc. be aware of the students history. Creating an environment of academic success and support would be the ultimate goal for the SIFE student(s).

CAS has quite a number of former ELLs. These students receive at least 90 minutes of service per week as per CR Part 154.2. This service is provided through an integrated model in the students’ ELA classes. Based on NYSESLAT results, and updated diagnostic exams, it has been determined that these students would, and do, benefit most in an integrated ELA class. All content area teachers are aware of which students are considered former ELLs. These students, at times, are provided with modified instructional supports of assessments. But, for the most part, these students are pushed to complete grade-level appropriate work.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
In order to provide access to academic content areas and accelerate English language development, teachers of ELL-SWDs use grade-level appropriate leveled materials, modified lesson plans/activities/assessments, RTI (response to intervention), a focus on the needs of each individual student (student areas of growth), and making this information accessible for the use of all classroom teachers. Student goals are updated regularly and readily shared with all teachers that play a role in the academic growth of the student(s).

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?
The ENL teacher works closely with the ICT and SETSS staff to share data and intervention strategies. The ENL teacher provides integrated support, in alignment with the school’s inclusion model of special education instruction. Stand-alone instruction, for emerging and transitioning level students, is primarily provided during the school’s 135 minutes a week of independent reading as well as during classes that are not part of the core curriculum.

ELL-SWDs are placed in the appropriate ICT or SETSS classes. These students, being clustered, can receive ENL services simultaneously.

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.
Since our goal is to make students reach proficiency in English, we make sure that we provide appropriate materials to support the ELL population. Our ELL populations are supported by using leveled libraries in Spanish and English, tiered materials for whole-class reading and listening centers. The teachers also use the balanced literacy writing program where they plan for academic language, use stages of language acquisition, utilize scaffolding strategies, and integrate content and language objectives in planning for instruction.

If the child is emerging in his/her English language proficiency, he/she is serviced in a smaller group where more individualized attention is given to meet his or her academic needs. For newly arrived students, teachers also invest a significant amount of time introducing the student to the new culture, school, customs and basic conversational skills. Students are mentored by one of their peers who will help them with daily routines and schools’ expectations. We have specific materials that will support the students’ academic needs. These materials are differentiated versions of the originals.

Many of our long-term ELLs also qualify for AIS and are students with special needs. The ENL and AIS teacher will examine their test history and communicate with the classroom teachers to identify the specific needs of the child, which is often mastering the academic language. A large proportion of our long-term ELLs need additional support in the writing modality on the NYSESLAT and ELA. We use Judith Hochman’s Basic Writing Skills curriculum for upper grades to support writing in all content areas, while we provide targeted intervention in areas of growth identified by writing rubrics in ELA and content areas classes. In addition, developing mastery of the academic language, another area of growth of many of our long-term ELL’s, promotes improvement of writing skills.
ELLs set their own ENL writing goals based on the work they produce during a diagnostic, or baseline, assessment at the start of the school year. These goals are revisited throughout the year. Adjustments are made based on any academic changes that occur. These goals are also shared with all teachers that teach these students.

Along with integrated support, most of our ELLs receive supplementary instruction in a smaller groups where more individualized attention is given to meet his or her academic needs, using some of the methods listed above.

Students who have passed the NYSESLAT (former ELLs) receive support by the ENL teacher for a half unit/week and, in some cases, by the school’s AIS instructor.

ELLs also receive support in mathematics, social studies, and science classes. There are two teachers in all of these classes, and the ENL teacher works with them to make sure that instruction is aligned with ELLs language development needs. This support is provided through differentiated small group work, targeted assistance with writing assignments, and scaffolding of oral presentations and participation in accountable classroom discussions. The ENL teacher also confers regularly with the child - and the core subject teacher - about vocabulary and other challenges they face in specific units, so that these can be addressed in her small group sessions. Finally, the ENL teacher provides professional support to these content area teaching partners through participation in department meetings and in full-staff PDs during afterschool collaborative meeting sessions. The ENL teacher provides the full staff with targeted strategies four times per year in 45 minute meetings after school.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
Based on formative and summative assessments throughout the 2016-17 school year, the ENL teacher will implement a teacher-made vocabulary program in the ENL curriculum for the upcoming year. Students will be asked to work deeply with several new grade-level academic words per week becoming an expert on each through multiple exposures. Students will also be participating in dialogue journals. This will allow the students space to write freely on topics of their choosing. This will help to strengthen teacher-student relationships as well as bolster the needs of each individual student's writing skills as a result of what it produced in each journal.

10. If you had a bilingual program, what was the reason you closed it?
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.
All school enrichment and supplementary intervention programs are open to the school's ELLs. These include both school-and community-based options, including:
- After school "homework club" for all grades
Students are welcome to stay with designated teachers to work on areas of need and/or missing work, etc.

- Regents mathematics class for eighth grade students

- Saturday Academy intervention program
Saturday Academy introduces students into a supplemental curriculum in order to boost ELA and mathematics skills and understandings.

- Community-based Top Honors mathematics tutorial

- A large menu of after-school enrichment activities, including drama, photography, visual arts, chorus, yoga, community service, basketball, soccer, cross-country running and baseball.

Teachers, administration, and the parent coordinator work together to ensure that these activities are equally accessible to all students, and do outreach to families in their home languages. The ENL teacher further communicates the importance of
joining and/or being part of extracurricular activities. The ENL, and all staff, can provide further explanation to all ELLs and any student about the clubs and services offered by CAS.

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.

Chromebooks are used in all classes. Google Classroom, and all Google platforms and add-ons, are used by the majority of teachers at CAS. All subgroups of ELLs: commanding, expanding, transitioning, and emerging, have access to iPads. In necessary, emerging and transitioning students can carry these iPads from class-to-class in order to access translations from English to the native language or vice versa. Based on the needs of each ELL, students have access to useful apps on the iPad. The apps used throughout the year are determined on a need-be basis. All ELLs use Google Docs, Google Slides, Kahoot, etc. in order to further develop their proficiency in the four English language modalities (reading, writing, listening, speaking.) All classrooms also have Promethean Boards to ensure that students are receiving oral and visual instructions. Emerging, transitioning, and expanding students have access bilingual dictionaries that can be used in their core content area classes: ELA, mathematics, social studies, and science.

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

Upon entering the NYCDOE system, students are given the LAB-R. This exam assesses the students language abilities in the Spanish language.

ELLs are also provided access to multi-lingual libraries. Chromebooks and iPads can be set in the student's native language. Emerging and transitioning ELLs are also assigned a buddy within their core content area classes. This buddy can help to re-explain or guide the emerging or transitioning student. These buddies, if possible, share a common native language.

Students are also encouraged, within the stand-alone ENL class to respond in their native language if necessary.

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

All ELLs are supported in their content area classes. The ELLs receive support through the content and special education teachers. The ENL teacher provides these teachers with targeted strategies that can be used to boost ELL proficiency levels and support their areas of growth. The ELLs also receive support through small group instruction during independent reading periods and/or classes that are not a part of the core subject areas. Working with the core subject area teachers, the ENL teacher delivers the necessary strategies students need in order to be successful in the content area classes. Materials are modified or leveled to make them more accessible. All lessons are aligned to grade appropriate NYS Learning Standards.

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?

N/A

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

The school invites the families of all new sixth grades students, including ELLs, to come to the school over the summer to meet with school staff and have their children take the QRI IV language assessment. Families of ELLs who start at the school after the beginning of the year are also asked to come in for a meeting with the parent coordinator, ENL teacher, and principal or assistant principal to receive an orientation on the school's expectations, academic program, and special activities. New students meet with the ENL teacher, a grade team leader, and a member of the administration to learn about the school program. During the meeting staff assess the student's social and emotional needs and plan provision of appropriate supports. New students are also paired with a student guide. This partnership ensures that the new student receives the information on a peer-level as well.

17. What language electives are offered to ELLs?

Using Duolingo Classroom, the school provides Spanish language instruction for eighth grade students.

18. For schools with dual language programs:
a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.

b. In which language(s) is each core content area taught?

c. How is each language separated for instruction?

d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

### Professional Development and Support for School Staff

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

   All staff will receive professional development regarding the specific needs of ELLs during the school’s weekly extended day professional development sessions four times per year. The ENL teacher provides the staff with effective strategies that could easily be implemented in all content area classes in order to support the ELL population. Teachers are also encouraged to attend outside professional development meetings that focus on ELL topics.

   The ENL teacher will also attend weekly meetings of the school’s literacy team and share her perspective on the learning challenges and advantages experienced by English Language Learners.

   The ENL teacher attends MFSC ELL Leads professional development meetings throughout the school year. She is also highly encouraged to attend outside professional development meetings. This year, she will be attending the 2018 TESOL International Convention in Chicago, IL.

   Engagement in integrating CCLS in instruction is central to planning in all curriculum areas. See response to above prompt.

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.

   The ENL teacher attends all District 3 ELL leads professional development meetings that take place throughout the year. She also attends professional development meetings offered by the UFT, and other organizations, as often as possible. She will also be attending the 2018 TESOL International Convention this March in Chicago, IL.

   All teaching staff are given four ENL strategy meetings per year (10/2, 12/11, 3/12, 5/7). Records will be kept in the form of training agendas and faculty sign-in sheets. They are also encouraged to attend the same professional development meetings that the ENL teacher attends. The staff members are sent ELL-specific professional development opportunities as they make themselves available to the ENL teacher and/or administration. Staff members are aware that they must satisfy 15% of the professional development hours with a focus on ELL-specific topics. Agendas and CTLE credit is individually stored.

### 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?
Starting at the beginning of October, the ENL teacher, Ms. Mary Phelan, makes appointments for one-on-one meetings with families of all of her/his students. Interpretation is provided either by a qualified member of the school staff or by phone link with the Department of Education’s Language Interpretation Team. The ENL teacher works with the school’s parent coordinator to make sure that this communication occurs in the format most available for each family, preferable in person or by phone. During these meetings, parents are informed of language development progress, language proficiency assessment results, and language development needs in content area classes. A formal record of ELL parent preference is kept in the student’s permanent record. A record of annual/informal/formal meetings with ELL parents is kept in the ENL teacher’s office. These are kept as running records. The ENL teacher keeps notes of ELL parent-teacher meetings in the file of each of her students.

If parent(s) cannot attend the in-person meeting, an over-the-phone meeting will take place. The same information will be discussed as mentioned above, and the ENL teacher will take note that the meeting was held via telephone.

On-going email communication in regards to progress and student needs will take place throughout the school-year.

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

The school’s parent coordinator works with the ENL teacher to encourage families of ELLs to attend Parent Association meetings and to be involved in other school functions, including eighth grade high school orientation, family workshops provided by the Urban Arts Program, and School Leadership Team meetings.

ELL parents are also invited to two yearly meetings that provide them with their child’s language proficiency results based on state exams, progress that is being made, ways in which they can better support their child’s needs, etc.

The ENL teacher also provides parents with adult-ed learning opportunities provided within NYC. For example, English courses for adults, etc. On-going email and telephone communication fosters strong relationships between parents and the ENL teacher.

In October/November, the ENL teacher, as mentioned above will conduct 1 of 2 annual ELL-parent meetings.

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.

High school and college preparedness is infused into the school’s curriculum at all grade levels. Additionally, ELLs will be provided with appropriate support during the eighth grade high school application process, including interpretation for parent meetings and articulating with "best fit" schools for individual student’s needs.
Part V: ELL Identification Attestation

Principal Certification

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

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

**School Name:** MS258, Community Action School  
**School DBN:** 03MS25

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew Sullivan</td>
<td>Principal</td>
<td></td>
<td>10/30/18</td>
</tr>
<tr>
<td>Jill Sinnott</td>
<td>Assistant Principal</td>
<td></td>
<td>10/30/18</td>
</tr>
<tr>
<td>Karla Fitipaldi</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/30/18</td>
</tr>
<tr>
<td>Mary Phelan</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/30/18</td>
</tr>
<tr>
<td>Daniel Balaban</td>
<td>Parent</td>
<td></td>
<td>10/30/18</td>
</tr>
<tr>
<td>Anne Tribbitt</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/30/18</td>
</tr>
<tr>
<td>Rebecca Osleeb</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/30/18</td>
</tr>
<tr>
<td>Carrie McAuliffe</td>
<td>Coach</td>
<td></td>
<td>10/30/18</td>
</tr>
<tr>
<td>n/a</td>
<td>Coach</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Caroline Tejeda</td>
<td>School Counselor</td>
<td></td>
<td>10/30/18</td>
</tr>
<tr>
<td>Ilene Altschul</td>
<td>Superintendent</td>
<td></td>
<td>10/30/18</td>
</tr>
<tr>
<td>n/a</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>10/30/18</td>
</tr>
<tr>
<td></td>
<td>Fanny Castro</td>
<td></td>
<td></td>
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<tr>
<td>n/a</td>
<td>Other n/a</td>
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<td>10/30/18</td>
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<td>n/a</td>
<td>Other n/a</td>
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<td>n/a</td>
<td>Other n/a</td>
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<td>10/30/18</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 03m258  School Name: Community Action 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>
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</thead>
<tbody>
<tr>
<td>(*Primary)</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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

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

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

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

   When new students articulate into the school, the parent coordinator and pupil accounting secretary interview the parent and identify which have limited ability to speak and/or read English. Using information collected during this interview, as a well as a review of the HLIS and student blue cards, the pupil accounting secretary will update the database of home languages in the appropriate ATS function.

   The LAC will receive a print-out of the ATS report and share the information with school staff.

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

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish, French</td>
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</tbody>
</table>

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Handbook</td>
<td></td>
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<tr>
<td>Monthly Calendars</td>
<td></td>
<td></td>
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<tr>
<td>Open School Night announcement</td>
<td></td>
<td></td>
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<tr>
<td>Monthly calendar</td>
<td></td>
<td></td>
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<tr>
<td>Family Conference announcement</td>
<td></td>
<td></td>
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<tr>
<td>Updates from school leaders - occasional and ongoing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum updates from instructional staff - occasional and ongoing</td>
<td></td>
<td></td>
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<tr>
<td>After school club flyers</td>
<td></td>
<td></td>
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<tr>
<td>Parent Association Meeting announcements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School schedule announcements</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.
<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family conferences - three times a year</td>
<td></td>
<td></td>
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<tr>
<td>Scheduled meetings focusing on academic, disciplinary and/or attendance matters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents Association meetings</td>
<td></td>
<td></td>
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<tr>
<td>Curriculum night</td>
<td></td>
<td></td>
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<tr>
<td>Unscheduled parent meetings in person or by phone, focusing on a range of issues</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Part C: Training Staff on Policies and Procedure

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

Part D: Providing Notice of Language Assistance Services

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

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

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?
The principal will conduct monthly meetings with the LAC and the parent coordinator. They will review information requested from teacher grade team meetings.