2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 03M291
School Name: WEST END SECONDARY SCHOOL OF URBAN STUDIES
Principal: JESSICA JENKINS-MILONA
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

<table>
<thead>
<tr>
<th>School Name: West End Secondary School</th>
<th>School Number (DBN): 03M291</th>
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</thead>
<tbody>
<tr>
<td>BEDS Code: 03M291</td>
<td></td>
</tr>
<tr>
<td>Grades Served: 6, 7, 8, 9</td>
<td></td>
</tr>
<tr>
<td>School Address: 227 West 61 st Street, NY, NY 10023</td>
<td></td>
</tr>
<tr>
<td>Phone Number: 212-245-1506</td>
<td>Fax: 212-245-1291</td>
</tr>
<tr>
<td>School Contact Person: Jessica Jenkins</td>
<td>Email Address: <a href="mailto:jenkins2@schools.nyc.gov">jenkins2@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal: Jessica Jenkins</td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader: Lynne Galyas</td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President: Kirsten Oppenheimer and Gretchen Skaggs</td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson: Liz Sutherland</td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson): Not Applicable</td>
<td></td>
</tr>
<tr>
<td>Student Representative(s): Not applicable</td>
<td></td>
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<tr>
<td>CBO Representative: Not applicable</td>
<td></td>
</tr>
</tbody>
</table>

District Information

<table>
<thead>
<tr>
<th>Geographical District: 03</th>
<th>Superintendent: Ilene Altschul</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address: 154 West 93rd Street, New York, New York 10025</td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address: <a href="mailto:altsch@schools.nyc.gov">altsch@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Phone Number: 212-678-5857</td>
<td>Fax: 212-222-7816</td>
</tr>
</tbody>
</table>

Field Support Center (FSC)

| FSC: Affinity | Executive Director: Alexandra Anormaliza |
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>Jessica Jenkins</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Lynne Galyas</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Gretchen Skaggs</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
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<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
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<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Nicole Zernone</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Michele Balsam</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Ellyn Lankford</td>
<td>Member/Teacher</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>
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<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Alison Morpurgo-Cotter</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Liz Sutherland</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Ami Kantawala</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Alberto Crespo</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Hannah Pennington</td>
<td>Member/Parent</td>
<td></td>
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<td>Member/</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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<tr>
<td><strong>Collaborative Teachers:</strong> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.</td>
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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>
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<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>
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<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>
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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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</table>

**Our School Mission and Vision is as Follows:**

**Mission Statement:**

West End Secondary School empowers students to achieve at the highest level by cultivating their innate curiosity and nurturing their natural ability to wonder and create.
Vision:

West End Secondary School (WESS) envisions our classrooms to be a safe context in which adolescents can work through problems with guidance and the necessary supports to arrive at their own true discovery. The delight that characterizes the moment when one reaches an understanding, arrives at the derivation of a formula, or acknowledges the connection between a math problem and its application to engineering are extraordinary moments in a student’s development. These accomplishments are most memorably achieved and valued when a student ventures into this territory as a result of carefully planned learning experiences that place the teacher as the facilitator of learning. WESS will emphasize the central role that the student plays in his or her own learning process, understanding that students learn best when they discern the value in learning and enjoy getting there. Every classroom will present complex material that students will encounter with a mix of uncertainty and struggle, and we believe that struggles promote patience and perseverance, both of which inevitably lead to growth.

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.

WESS establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers by way of the following:

Our Values:

Wonder: We believe that wonder is the spark that propels our students to explore further and question the world around them. When we cultivate inquiring minds through investigation and exploration, students enthusiastically immerse themselves in the learning process, seek knowledge for its own sake, and delight in being amazed at what they discover, transforming the ordinary into the extraordinary.

Compassion: We learn to demonstrate compassion through both word and deed, to care deeply about others and what befalls them. We develop our students’ ability to feel what another feels and acknowledge that this evolves over time. Compassion is the most genuine and heartfelt identification outside of the self, extending to all living things as we continually seek to understand the circumstances and viewpoints of others. The true practice of compassion continuously recharges itself by inspiring us to promote a peaceful and caring community of learners.

Creativity: We inspire our students to envision, formulate, and compose—to bring to life an altogether new and original insight or interpretation. We believe that nothing leads more directly to a feeling of value and self-worth than to do something novel, fresh, and enlightening. In encouraging creativity, we nourish the independent spirit within us that seeks expression.

Growth Mindset (Resilience): We believe that abilities can be cultivated. We are passionate about extending ourselves, even when confronted by challenges. We foster an environment that converts life’s setbacks into future successes. Consequently, we surpass what we thought was possible and emerge with a sense of fulfillment. Personal growth of this nature results not only in improved self-awareness and confidence, but in a deeper, more profound wisdom that accompanies our students when they embrace challenge and value effort.

With the support of a 345k grant from the Tortora-Wilcox Foundation, WESS embraces a full partnership with NYCOB school.

Rigorous Instruction:

Learning Expeditions/External Partnerships: Learning expeditions make content standards come alive for students. These long-term, comprehensive studies offer real-world connections, which inspire students toward new levels of academic rigor. These experiences include three in-depth case studies that travel across subject areas and utilize New York City as a true learning lab. Students share their expertise with the community through a public presentation of
learning, where students are required to articulate their process to the larger community. To fully implement the Expeditionary Learning model, we have partnered with the following organizations to support in depth interdisciplinary connections:

New York City Outward Bound Schools : NYCOB is an influential educational organization whose schools and programs are consistently excellent and serve as models for others. New York City Outward Bound’s greatest strength is their educational approach, which challenges and supports students to do their best work, injects elements of adventure and discovery into schooling, grounds academic content in real world issues and concerns, promotes teamwork as well as individual initiative, and places character and intellectual development on equal footing.

In the spirit of using NYC as our learning lab, we collaborate with a number of museums to bring our curriculum to life. Our students work with historians and scientists to analyze and discuss primary sources, interact with objects, works of art, maps, and documents. These learning experiences will serve as a key to teaching our students the art of true inquiry and exploration, while simultaneously building critical thinking skills and deepening their content knowledge.

Marquis Studios and Take Two Film Academy have developed an in depth partnership between their teaching artists and our WESS team by providing a customized arts program to supplement our curriculum. Each residency chosen focuses on a specific discipline connected to our rigorous course of study.

Trust and Strong Family-Community Ties:

Crew: At WESS, we ensure that every child is known by their teachers and peers through crew, an advisory of 10-12 students who meet three days a week with their crew leader and engage in a process for checking-in, sharing, and discussing critical issues. Students remain in the same crew for all seven grades. The extraordinary relationships that such an arrangement fosters will promote a lifelong ring of friendship and trust.

Parent and Community Engagement: We fully engage our parent community and embrace community relationships. Rather than use the term involvement, we use engagement as it involves doing with. We strive for engagement through listening to what parents think and respecting what they desire for their child. Our goal is to continuously welcome and solicit parents as partners in the learning process. To that end, we regularly engage parents and community members in the school community as field experts, through community breakfasts, open classrooms, and family book clubs.

Teacher teams support the school’s focus on active student engagement through job-embedded professional development to examine student work in an effort to identify grade level trends and gaps. Teams plan next steps based on clear success criteria in order to meet the demands of the CCLS and rigorous performance tasks. We engage in ongoing collaborations to adjust and modify curriculum in an effort to customize instruction to ensure that students are advancing, are engaged and thinking critically. We then benchmark and ensure that the strategies implemented are rendering student performance and progress. Teams meet weekly with common planning scheduled daily. A differentiated professional development plan focuses on the sharing and modeling of best practices as well as targets areas of need for individuals and groups of teachers. Inter-visitation, instructional rounds focused on a problem of practice, and reflective feedback sessions support this work. Parents and families play an active role in our work by serving as field experts in our learning expeditions, participating in community circle, student-led conferences, and presentations of learning.

3. Describe any special student populations and what their specific needs are.
Addressing Special Populations and Identifying Needs

A primary focus of ours is to ensure that we are meeting the needs of all students in the school community, inclusive of English Language Learners, the highest-achieving students, and Students with Disabilities (18% of our students have an IEP).

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.

At WESS, the principal sets the tone for the school, develops a climate of inclusiveness, and inspires staff and students with a clear vision for student achievement. This is evidenced in our learning environment survey and assessment data.

Strong curriculum aligned to the common core standards is enlivened by teachers and is aligned within and across grades. Students are excited to learn and actively engage in classrooms that are welcoming, safe, and orderly. Staff engage in ongoing curriculum development and refinements based on a regular review of student data.

A student-centered learning environments develop students who push and support each other, creating a collaborative and generous atmosphere in the classroom. This atmosphere is supported by crew, our twice weekly advisory session that guarantees our students are known well and supported throughout their seven years at WESS.

Because high-quality instruction is the strongest influence on student achievement, our professional development plan is dedicated to teacher effectiveness and best practices as they relate to classroom instruction. This will continue to be an area of focus for us.
### School Demographics and Accountability Snapshot for 03M291

**School Configuration (2018-19):**
- **Grade Configuration:** 06.07.08.09.10.11.12
- **Total Enrollment (2017-18):** 339
- **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):**
- **Types and Number of Special Classes (ELA):** N/A
- **Students with Disabilities (ELA):** N/A
  - **White:** N/A
  - **Hispanic or Latino:** N/A
  - **American Indian or Alaska Native:** N/A
- **Students with Disabilities (Math):** N/A
  - **White:** N/A
  - **Hispanic or Latino:** N/A
  - **American Indian or Alaska Native:** N/A

**Focus School:**
- **In Good Standing:** No
- **Regents Diploma w/ Advanced Designation:** No
- **4 Year Graduation Rate:** No
- **Global History Performance:** No
- **ELA Performance at levels 3 & 4:** No
- **% Teaching with Fewer Than 3 Years of Experience:** N/A
- **% of Teachers with No Valid Teaching Certificate:** N/A
- **Years Principal Assigned to School:** N/A
- **% White:** N/A
- **% Hispanic or Latino:** N/A
- **% American Indian or Alaska Native:** N/A
- **% Limited English Proficient:** N/A
- **% Free Lunch:** N/A
- **% Title I Population:** N/A
- **% Free Lunch:** N/A
- **% Reduced Lunch:** N/A
- **% Limited English Proficient:** N/A
- **% Students with Disabilities:** N/A
- **Student Performance for Elementary/Middle Schools (2017-18):**
  - **ELA Performance at levels 3 & 4:** No
  - **Science Performance at levels 3 & 4:** No
- **Student Performance for High Schools (2016-17):**
  - **ELA Performance at levels 3 & 4:** No
  - **Mathematics Performance at levels 3 & 4:** No
  - **Global History Performance at levels 3 & 4:** No
  - **US History Performance at Levels 3 & 4:** No
  - **4 Year Graduation Rate:** No
  - **6 Year Graduation Rate (2011 Cohort):** No
  - **Regents Diploma w/ Advanced Designation:** No
  - **% ELA/Math Aspirational Performance Measures (2015-16):** No
- **Overall NYSED Accountability Status (2018-19):** No

**School Composition (2017-18):**
- **% Title I Population:** N/A
- **% Limited English Proficient:** N/A
- **% Students with Disabilities:** N/A

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

**Personnel (2015-16):**
- **% Teachers with No Valid Teaching Certificate:** N/A
- **% Teaching with Fewer Than 3 Years of Experience:** N/A
- **% Title I Population:** N/A
- **% Limited English Proficient:** N/A
- **% Students with Disabilities:** N/A

**Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor):**

#### Elementary/Middle School

<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in ELA (2016-17)</th>
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<tbody>
<tr>
<td>American Indian or Alaska Native</td>
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<tr>
<td>Hispanic or Latino</td>
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<tr>
<td>White</td>
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<tr>
<td>Students with Disabilities</td>
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<tr>
<td>Economically Disadvantaged</td>
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<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)</th>
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<tbody>
<tr>
<td>American Indian or Alaska Native</td>
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<tr>
<td>Hispanic or Latino</td>
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<td>White</td>
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<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in Science (2016-17)</th>
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<tr>
<td>American Indian or Alaska Native</td>
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<td>Hispanic or Latino</td>
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<tr>
<td>White</td>
</tr>
<tr>
<td>Students with Disabilities</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
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</tbody>
</table>

#### High School

<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in ELA (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
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<tr>
<td>White</td>
</tr>
<tr>
<td>Students with Disabilities</td>
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<tr>
<td>Economically Disadvantaged</td>
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<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)</th>
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</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
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<tr>
<td>Hispanic or Latino</td>
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<tr>
<td>White</td>
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<tr>
<td>Students with Disabilities</td>
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<tr>
<td>Economically Disadvantaged</td>
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<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in Graduation (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
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<tr>
<td>Hispanic or Latino</td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>Students with Disabilities</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
</tr>
</tbody>
</table>
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

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.

After a comprehensive assessment of the 2018 NYS Item Skills Analysis, 22 of our current 6th grade students scored a level 1 or 2 on the NYS ELA Exam and 16 of our current 7th grade students scored a level 1 or 2. Therefore, we selected our focus groups to be this cohort of current 7th and 8th grade students. Areas of strength include:

- 79.5% of our current 7th grade students scored a level 3 or 4 on the 2018 NYS ELA Exam
- 83.5% of our current 8th grade students scored a level 3 or 4 on the 2018 NYS ELA Exam
- All units are aligned to Common Core Standards.
- Research based strategies are incorporated into the curriculum
- Infusion of literacy into all content areas
- Differentiated instruction embedded into all unit and lesson plans
- Formative/Summative Assessments drive instruction and student goal setting
- All learning expeditions (units of study) are living documents and are regularly modified and refined in an effort to ensure rigor across all content areas

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, all 7th grade students who scored in the level 1 or level 2 range will demonstrate an average gain of .2 in their proficiency rating as measured by the 2019 NYS ELA exams.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>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>6th and 7th grade students who scored a 1.0-2.99 on the NYS 2018 ELA Exam</td>
<td>September 2018 through June 2019</td>
<td>The principal and Teachers</td>
</tr>
<tr>
<td>6th and 7th grade students who scored in the 1.0-2.99 range on the 2018 NYS ELA Exam</td>
<td>September 2018 through June 2019</td>
<td>The principal and Teachers</td>
</tr>
</tbody>
</table>

**Interdisciplinary teacher teams:** All teachers will meet weekly to create and plan for the implementation of three interdisciplinary learning expeditions crafted around compelling topics that include persuasive writing/texts, narrative writing/texts, and informational writing/texts. Embedded within these learning expeditions will be multiple opportunities to formatively and summatively assess student progress toward mastery of learning targets. These teams will also develop math tasks connected to the compelling topic (where possible) that align to Engage NY units.

This same team will analyze multiple work samples throughout each learning expedition, note patterns and trends, and make the appropriate modifications to unit/case study and instruction based on this student work. The principal will be an active participant in these weekly meetings.

**Progress Monitoring:** Mid and End of unit assessments (including written assessments) will be analyzed throughout each learning expedition to ensure progress toward mastery of learning targets. Support for students will be tailored to their unique needs identified by learning target through small group instruction. A standards-based grading system will ensure that assessments are appropriate matched to each learning target. Progress monitoring will inform small group instruction/strategy groups.

After each mini lesson in ELA, students will be expected to either work independently or in groups to practice the skill/concept taught during the mini lesson. Careful monitoring of this work time will drive small group and independent work. Reteach groups will target support for students struggling with the learning target(s).

**Expeditionary Learning and Engage NY:** WESS has a comprehensive partnership with New York City Outward Bound and Expeditionary Learning and will utilize the Expeditionary Learning modules to enhance and support...
teacher-generated CCLS-aligned curricula. Engage NY will inform math instruction. Both are aligned to the CCLS and will be adapted based upon students’ strengths and needs, thereby making learning and access to rigorous tasks accessible for all learners. Extensive professional development and planning time is woven into the school day to enhance instruction and build teacher capacity to challenge, engage, and support all learners.

**Rigorous and Differentiated Professional Development Plan:**

Professional development is job-embedded and differentiated based on teacher need. The professional development plan for the 2018-2019 school year will target specific teacher need after a full analysis of Advance data and through individualized professional goals crafted by each teacher (in collaboration with the principal). PD sessions will include but not limited to, creating clear success criteria for lessons, effective questioning, discussion and assessment techniques, creating new 6th grade expeditions aligned to the CCLS with multiple entry points, and a study on text level indicators. The staff will continue to refine and modify curriculum. Additionally, the staff will engage in multiple book studies throughout the year.

Additional academic support: Additional and targeted academic support will be offered after-school utilizing I-Ready, an online program driven by a diagnostic assessment and subsequent individualized lesson plans based on that assessment. This tutoring will take place in a small group setting and offered by (2) of our teachers.

<table>
<thead>
<tr>
<th><strong>3b – Parent and Family Engagement</strong></th>
<th><strong>Part 4 – Budget and Resource Alignment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

Families play an active role in the development of our school. They do so by participating in monthly book clubs with the principal focused on Expeditionary Learning, Expeditionary Learning 101 workshops facilitated by teachers who encourage parents to partake in learning activities that mirror what takes place in the classroom, and weekly instructional newsletters compiled by grade teams.

<table>
<thead>
<tr>
<th>Learning School Designer</th>
</tr>
</thead>
<tbody>
<tr>
<td>All School Staff</td>
</tr>
<tr>
<td>September 2018 through June 2019</td>
</tr>
<tr>
<td>All School Staff</td>
</tr>
<tr>
<td>7th grade students who scored in the 1.0-2.99 range on the 2018 NYS ELA Exam</td>
</tr>
<tr>
<td>November 2017 - May 2018</td>
</tr>
<tr>
<td>Two designated after-school teachers/tutors</td>
</tr>
</tbody>
</table>
Teachers meet with their grade colleagues throughout the week during embedded professional learning sessions in order to engage in the Inquiry process, plan expeditions, and engage in the modification of unit plans based on a careful analysis of student work. With the support of the principal, who serves as the leader of instruction, teachers will modify and refine units as well as Teachers use the continuum and the CCLS during this time.

Performance Series will serve as the platform for which we test students' proficiency levels.

Jump Rope, an online standards-based grading platform will continue to guide the school’s work around student-engaged assessment.

Engage NY modules printed and binded.

Teachers will utilize data from written assessments, the lexile reports, and Engage NY beginning, mid, and end point assessments to monitor progress.

Professional development will take place during grade team and department meetings as well as during during (3) planning days throughout the year where students are not present. Professional development will also be offered before and after school and per session has been set aside for this work. Allocated funds and hours: Up to 45 hours per teachers for 25 teachers for this work.

Teacher teams will meet twice per week throughout the school year to develop, modify, and adapt lessons based on student work. Teacher teams will also schedule after-school time to modify and adjust curriculum. Thirty hours of per session has been allocated for up to 25 teachers to participate in this per session work.

Parents will continue to attend monthly workshops facilitated by the principal and team that will take place during and after school hours to accommodate schedules. Supports and resources for these workshops include comprehensive sessions around the Expeditionary Learning model, standards-based grading, student engagement, and grade-specific CCLS.

Saturday Academy will begin in the middle of January and will continue through the end of May. Per session for up to five teachers has been allocated. Saturday Academy will run from 9:30am-12:30pm each Saturday. $5000.00 in per session has been allocated to support this program.

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

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

The following mid-point benchmarks will occur:

- By February 2019, mid-year ELA CCLS-aligned performance series assessment will indicate 15% growth for students who scored in the level 1 or 2 range.

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

| 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

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.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

After a comprehensive assessment of the 2018 NYS Item Skills Analysis, 82% of our current 7th grades scored a level 3 or 4 on the 2018 NYS math assessment and 87.2 of our current 8th grade scored a level 3 or 4 on the 2018 NYS Math Exam. Due to these gains, we will continue to strengthen the culture of our math community to develop higher order tasks to both support and challenge students at varying levels. This year, the math team will be incorporating red, yellow, and green light tasks daily, with the added rainbow light task structure to challenge our highest achievers. This environment will shift our teachers math mindsets to utilizing data to inform the creation of tasks that represent higher-order thinking for all students to support and challenge our learning community.

- All units are aligned to Common Core Standards
- Research-based articles to cultivate teacher mindset on strengthening math pedagogy and curriculum to ensure equity and access for all students
- Differentiated instruction embedded into all unit and lesson plans
- Formative/Summative Assessments drive task design and student goal setting for both individual and groups of students
- All units are fueled by high level questioning in an effort to establish rigor across all content areas

Part 2 – Annual Goal

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

By June 2019, through the implementation of readiness task initiative in math, there will be a 5% increase in the level of student proficiency as measured by the 2019 NYS Math assessment.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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<tbody>
<tr>
<td></td>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
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</table>

**Teacher teams:** All math teachers will meet weekly to create and plan lessons that include opportunities to formatively and summatively assess student progress toward mastery of learning targets. These teams will also develop math tasks connected to the compelling topic (where possible) that align to Engage NY units.

The math team will regularly analyze multiple work samples for patterns and trends, and make the appropriate modifications to unit/case study and instruction based on this student work. The principal will be an active participant in these weekly meetings.

The math team will create tiered readiness tasks based on exit ticket data that addresses the multiple entry points of our learners.

**Progress Monitoring:** Mid and End of unit assessments will be analyzed throughout each learning expedition to ensure progress toward mastery of learning targets. Support for students will be tailored to their unique needs identified by learning target through small group instruction. A standards-based grading system will ensure that assessments are appropriate matched to each learning target. Progress monitoring will inform small group instruction/strategy groups.

After each mini lesson in Math, students will be expected to either work independently or in groups to practice the skill/concept taught during the mini lesson. Careful monitoring of this work time will drive small group and independent work. Re-teach groups will target support for students struggling with the learning target(s)

**Rigorous and Differentiated Professional Development Plan:** Professional development is job-embedded and differentiated based on teacher need. The professional development plan for the 2018-2019 school year will target specific teacher need after

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<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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<tbody>
<tr>
<td>Teachers &amp; All 7th and 8th grade students</td>
<td>September 2018 - June 2019</td>
<td>Principal, teachers, NYCOB School Designer</td>
</tr>
<tr>
<td>Teachers</td>
<td>August 2018 - June 2019</td>
<td>Principal, department leader, and School Designer</td>
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</table>
a full analysis of Advance data and through individualized professional goals crafted by each teacher (in collaboration with the principal). PD sessions will include but not limited to, creating readiness tasks, creating clear success criteria for lessons, effective questioning, discussion and assessment techniques, and differentiated task development.

| Additional academic support: Additional and targeted academic support will be offered after-school and during Saturday Academy utilizing data gleaned from our online mastery based grading system. This tutoring will take place in a small group setting and offered by (2) of our teachers. | Teachers & All 7th and 8th grade students who scored below proficiency on the 2018 NYS Math assessment | November 2018- June 2019 | (2) additional teachers who will work per session to provide individualized tutoring. |

### 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.

Monthly PA meetings focus on strategies to support students at home, units of study, and workshops led by teaching staff.

### Part 4 – Budget and Resource Alignment

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

- Teachers meet with their grade colleagues during designated professional periods in order to engage in the Inquiry process, plan readiness tasks, and engage in the modification of unit plans based on a careful analysis of student work. With the support of the principal, who serves as the leader of instruction, teachers will modify and refine units as well as Teachers use the continuum and the CCLS during this time.

- Jump Rope, an online standards-based grading platform will continue to guide the school's work around student-engaged assessment.

- Engage NY modules printed and binded.

- Teachers will utilize data from math assessments and Engage NY beginning, mid, and end point assessments to monitor progress.

- Professional development during (3) planning days throughout the year where students are not present. Professional development will also be offered before and after school and per session has been set aside for this work. Allocated funds and hours: Up to 45 hours per teachers for fifteen teachers for this work.
Teacher teams will meet three times per week throughout the school year to develop, modify, and adapt lessons based on student work. Teacher teams will also schedule after-school time to modify and adjust curriculum. Thirty hours of per session has been allocated for up to 15 teachers to participate in this per session work.

Parents will continue to attend monthly workshops facilitated by the principal and team that will take place during and after school hours to accommodate schedules. Supports and resources for these workshops include comprehensive sessions around the Expeditionary Learning model, standards-based grading, student engagement, and grade-specific CCLS.

Saturday Academy will begin in the middle of January and will continue through the end of May. Per session for up to five teachers has been allocated. Saturday Academy will run from 9:30am-12:30pm each Saturday. $5000.00 in per session has been allocated to support this program.

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

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

Part 5 – Progress Monitoring

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

The following mid-point benchmarks will occur:

- By February 2019, students will be administered a mock NYS math assessment and be analyzed to assess student achievement and progress in math. It is expected that students will demonstrate a 3% growth in students meeting proficiency.

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

NYS mock math assessment

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

Section 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.

WESS is in its fourth year. According to the 2017-2018 Learning Environment Survey, teacher’s surveys indicate a 96-100% satisfaction rate across all facets of the school community, including feeling supported in their development. Research shows that effective teachers are the most important factor contributing to student achievement. Although curricula, reduced class size, district funding, family and community involvement all contribute to school improvement and student achievement, the most influential factor is the teacher. As we scale up, we will continue to commit to building a sustainable and cohesive community focused on student engagement and the development of higher order tasks. Last year’s schoolwide component average for 3C (student engagement) was 2.8 and we are focusing on strengthening this component with a 5% increase. As a school community we reflect on our practices and value the professional learning that will occur throughout the school year. Teachers will continue to receive extensive professional development in Expeditionary Learning (attending 4-5 national institutes) as well as have the opportunity to facilitate multiple professional developments in an area of their expertise. As part of the WESS professional learning community, it is our expectation that the team will be receptive and reflective to actionable feedback regularly provided by peers and the school leader and colleagues.

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, 100% all teachers will have successfully incorporated best practices as they relate to effective pedagogy and the Expeditionary Learning model, resulting in a 5% schoolwide average in Danielson component 3C.
### 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><strong>Expeditionary Learning Professional Development</strong></td>
<td>Teachers</td>
<td>July 2018-August 2018</td>
</tr>
<tr>
<td><strong>Instructional Rounds and Inter-visitations</strong></td>
<td>Teachers</td>
<td>September 2018- June 2019</td>
</tr>
<tr>
<td><strong>Observation and Feedback</strong></td>
<td>Teachers</td>
<td>September 2018 - June 2019</td>
</tr>
<tr>
<td><strong>Differentiated Professional Development Plan</strong></td>
<td>Teachers</td>
<td>August 2018 - June 2019</td>
</tr>
</tbody>
</table>

**Expeditionary Learning Professional Development**: All staff members participate in three weeks of professional development in the summer.

**Instructional Rounds and Inter-visitations**: As a school community, we will engage in cycles of Instructional Rounds with a focus on Domain 3. During this time we will take low inference observations, norm, identify best practices and create actionable next steps that will increase student performance and enhance teacher pedagogy.

**Observation and Feedback**: The principal will observe teachers based on their selected option and then meet with teachers within 48 hours to provide verbal feedback that is grounded within the Danielson Rubric and addresses the various subgroups within the classroom, inclusive of ELLs and SWDs. During the feedback session, teachers will be given time to reflect on their pedagogy using the Danielson Rubric. Feedback will be actionable and include a series of next steps. During this time, tools and resources will also be shared to move instruction and improve teacher pedagogy. Analysis of observational data will take place after each observation cycle (3 observations of each teacher) to look for patterns and trends.

**Differentiated Professional Development Plan**

At WESS, we believe that high-quality professional development leads teachers to gain and refine knowledge of both content and pedagogy. Furthermore, high-quality professional development reflects best practices in teaching and learning, helping adults with varied interests, learning profiles, and readiness learn to work together and feel part of a community of learners. At WESS, the PD plan has a positive impact on the classroom in terms of both teacher effectiveness and student learning. We accept the challenge to differentiate professional development systematically and consistently. We can then increase the likelihood of teacher success by acknowledging teachers’ varied readiness levels for new learning, honoring and celebrating their unique
preferences for how they learn new information and practice new skills.

<table>
<thead>
<tr>
<th>3b – Parent and Family Engagement</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Teachers engage in regular email communication with families, including weekly parent meetings during parent-engagement time. Grade teams send out monthly instructional newsletters.</td>
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<table>
<thead>
<tr>
<th>Part 4 – Budget and Resource Alignment</th>
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<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>● Teachers meet with their grade colleagues on Monday and Tuesday afternoons in order to engage in the Inquiry process, and to the plan and refine earning expeditions. Teachers will update units of study using student work, seeking out patterns and trends. Additionally, teachers will craft both long and supporting learning targets during this time.</td>
</tr>
<tr>
<td>● Teachers visit colleague's classrooms during the school day in order through inter-visitations and more formal instructional rounds. Substitute teachers are hired to accommodate these Instructional Rounds. Teachers use the Danielson Framework during this time.</td>
</tr>
<tr>
<td>● Teachers voluntarily meet with the principal and each other to engage in reflective feedback around their observations. As teachers reflect, they use the Danielson Framework. Teachers will be paid a prep period coverage for lunch and learns designated for book study. An additional 185 prep period coverages have been allocated to this work.</td>
</tr>
<tr>
<td>● Professional development will take place on Monday and Tuesday mornings, during planning days throughout the year, and during designated after-school hours. An additional 200 hours of per session has been allocated for this work.</td>
</tr>
<tr>
<td>● Parents as Partners learning sessions will take place during and after school hours to accommodate parent schedules. Supports and resources such as the CCLS, Shifts, school expectations, etc. are shared and discussed. The principal, teachers, and our primary partners will facilitate these meetings as part of our differentiated professional development plan.</td>
</tr>
<tr>
<td>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</td>
</tr>
<tr>
<td>□ Tax Levy □ Title I SWP □ Title I TA □ Title II, Part A □ Title III, Part A □ Title III, Immigrant</td>
</tr>
<tr>
<td>□ C4E □ 21st Century Grant □ SIG □ PTA Funded □ In Kind □ Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5 – Progress Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>The following mid-point benchmark will occur:</td>
</tr>
</tbody>
</table>
- By February 2019, there will be a 5% increase in Danielson component 3C, as measured by Advance.

<table>
<thead>
<tr>
<th>Part 5b. Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advance Data Reports</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5c. In <strong>February 2019</strong>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>


### Section 5: Needs Assessment, Annual Goals, and Action Plans

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

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

#### Part 1 – Needs Assessment

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

This is West End Secondary School’s first year with a 9th grade class. To ensure all students are college and career ready and on track for graduation with an Advanced Regents diploma, it is necessary to create systems and structures to regularly monitor student progress and attainment of credits. We have created a tracking system specific to each grade band to ensure that our 9th grade students earn the necessary credits to advance to more sophisticated coursework yearly. This is aligned to the NYCDOE’s academic policy and requirements for high school graduation.

#### 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, a data-tracking system will be incorporated to ensure 100% of our 9th grade students earn the necessary credits in the four major content areas to advance to 10th grade coursework.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>

- The data team will review the online grading portal quarterly to track mastery of learning targets.

- Monthly academic advisement period will be built into crew so that students can track progress toward mastery of learning targets.

- Student-led conferences twice yearly where students set SMART goals related to work habits and academic mastery.

### Part 4 – Budget and Resource Alignment

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

1. Per session has been allocated crew leaders and the data team to track student mastery and make the necessary adjustments to student schedules.

2. Additional per session has been allocated to teachers to provide individualized and small group tutoring after school.

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<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>
</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.

In January, student progress will be assessed to ensure all students are on track to accumulate all high school credits possible for the first term. The data team (9th grade team leader, school counselor, special education coordinator, and principal) will determine what shifts need to be made for the second semester to ensure that students are on track for earning all possible credits.

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

An excel spreadsheet will track student progress toward credit accumulation.

**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.

The 2017-2018 Learning Environment Survey indicate that 96-100% of parents feel that WESS is an inclusive environment, that there is trust in the principal, and that there is a highly effective teacher teaching their child. As a new school in its second year, nurturing strong family-community ties will be an integral part of our development. By utilizing resources from the outside community and the unique resources within our school building, we will continue to build upon the creation of a welcoming, supportive and inclusive environment by establishing a true partnership with families to meet the needs of all students, cultivate their individual talents, and build upon their strengths.

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, through the implementation of WESS family engagement and outreach programs, there will be a 2% increase in the "parent involvement in school" section of the Framework for Great Schools.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | Parents/Families | September 2018 through June 2019 | Administration, Teachers and External Presenters |
| Expeditionary Learning Parent Sessions: Parents and families will be invited to Parent Engagement sessions throughout the year in which they will be engaged in learning standards-based grading, best practices in the EL classroom, learning targets, curricula expectations and ways that parents can support their child at home in regards to rigorous instruction. At the end of each workshop, parents and families will have an opportunity to fill out a survey to rate the effectiveness of the workshop as well as an "exit ticket" where they will capture burning questions that will be followed up on by the principal. In August 2017, parents and families will be also be asked to identify workshops of interest/need which will enhance relevance and increase engagement and participation. Surveys will be created using google forms and survey monkey to elicit RSVP data and interest in parent learning opportunities. | | |
| Family Book Clubs: Family book clubs will be hosted on a regular basis and are designed to encourage parents, grandparents, aunts, uncles, and siblings to read a book in common. Through a partnership with the New York Public Library, class sets of books can be loaned on a monthly basis and made available to all. A student and his or her family will meet to discuss aspects of the book that were particularly intriguing, enlightening, and compelling. Joint reading ventures such as these are certain to transform students’ appreciation of literature, seeing in them an opportunity to share opinions and interpretations with those they love. Likewise, | Parents/Families/Students | September 2018 through June 2019 | Principal and Teacher, NYCOB School Designer |
families who participate will enjoy observing their child’s enthusiasm while deepening their own love of reading. Book selection will be open to suggestions from the entire school community. The Family Book Club will be a cherished component of our community gatherings.

**Student-Led Conferences**: These conferences require and empower students to take the lead role in communicating their progress toward mastery of learning targets. SLC’s put students in charge of sharing information about their progress, builds students’ sense of responsibility and accountability for their own learning, and helps to hone their understanding of what it means to meet learning targets.

**Parent Education Nights**: These workshop sessions will be focused on middle-school/high-school specific topics of interest including managing technology for adolescents, healthy relationships, effective communication strategy for the adolescent, and the college process.

### 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.

- Parent learning sessions will take place during and after school hours to accommodate parent schedules. Supports and resources to gain a better understanding of our Expeditionary Learning Core Practices, the CCLS, instructional shifts, school expectations, etc. are shared and discussed. The school leader, teachers and our school designer through Expeditionary Learning will facilitate these meetings. An additional 45 hour of per session has been allocated to support these workshops and an additional $1500 has been set aside for refreshments.

- Survey monkey will be used to collect RSVP’s (in each of our students’ home language), reflections from parents, and suggestions for improvement. This data will be analyzed by school staff. Tax Levy funds will pay the annual subscription cost of $235.00 for this membership.

- Teams that consist of both parents and school staff will be held during and after the school day.

- Family book clubs, celebrations of learning, and community circle will be held during and after the school day.

- Student-Led Conferences will occur at least (2) times during the school year and will be scheduled to accommodate individual parent schedules.

**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></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

**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.

The following mid-point benchmarks will occur:

- By February 2019, we will review on-line survey RSVP data and sign-in sheets to benchmark and ensure that parents have been invited to multiple community building events.

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

Online survey data and attendance sheets.

**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>Periodic assessment data, conference notes, writing assessments, on demand tasks</td>
<td>Interactive Writing, Guided Reading</td>
<td>Small group and one-to-one</td>
<td>Before, during and after school</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Teacher-created assessments, exit tickets, unit assessments, tasks</td>
<td>Re-teach lessons</td>
<td>Small group and one-to-one</td>
<td>Before, during and after school</td>
</tr>
<tr>
<td>Science</td>
<td>Rubrics aligned to learning outcomes</td>
<td>Provide additional scaffolds to meet the content standard</td>
<td>Small group and one-to-one</td>
<td>During the school day</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Rubrics aligned to learning outcomes</td>
<td>Provide additional scaffolds to meet the content standard</td>
<td>Small group and one-to-one</td>
<td>During the school day</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Low inference observations</td>
<td>Advisory resources, creation of BIPs</td>
<td>Small group and one-to-one</td>
<td>Before, during and after school</td>
</tr>
</tbody>
</table>
### Section 7: Support for Students in Temporary Housing (STH)

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

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

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

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>We currently have 10 students in temporary housing.</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
Students in temporary housing receive a laptop and school supplies throughout the year.

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.

West End Secondary School received $7198.00 in funding.
Section 8: Title I Program Information

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

Part 1: Title I Status

<table>
<thead>
<tr>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>X</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.

NA

2b. High Quality and Ongoing Professional Development
Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

NA

Part 3: TA Schools Only

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

NA

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

NA
Part 4: SWP Schools Only

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

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

NA

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

NA

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts))</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</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.

2The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:
- Title I, Part A – Schoolwide Programs: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- Title I Priority and Focus School Improvement Funding: Support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- Title II, Part A: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- Title III, Part A: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- Title III Immigrant: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:
- Title I Parent Involvement Set-aside: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- IDEA: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- Grant funds awarded via a competitive process: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
**Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)**

*(Required for All Title I Schools)*

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

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

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

---

### Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. 03M291, 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.

### Support for Parents and Family Members of Title I Students

03M291 will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

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

The school’s Parent Involvement

### Parental Involvement and School Quality

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

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

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

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

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

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

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

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

- provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the 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)

03M291, in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary School (ESSA) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between
the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

<table>
<thead>
<tr>
<th>I. School Responsibilities: High Quality Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide high quality curriculum and instruction consistent with Common Core State Standards to enable participating children to meet the State’s Standards and Assessments by:</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>I. School Responsibilities: Supporting Home-School Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support home-school relationships and improve communication by:</td>
</tr>
</tbody>
</table>

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

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

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

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

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

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

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

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

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

● supporting parental involvement activities as requested by parents;

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

● advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Elementary and Secondary School Act Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;
II. Parent/Guardian Responsibilities

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

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

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

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

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

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

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

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

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

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

- respond to surveys, feedback forms and notices when requested;

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

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

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

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

III. Student Responsibilities

Student Responsibilities:

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

● regularly exhibit our school’s core values;

● show respect for myself, other people and property;

● try to resolve disagreements or conflicts peacefully;

● reflect on my progress toward mastery of learning targets.
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>03</td>
<td>Manhattan</td>
<td>West End Secondary School</td>
</tr>
</tbody>
</table>

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
<th>Coach</th>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>School Counselor</th>
<th>Teacher/Subject Area</th>
<th>Parent</th>
<th>Related-Service Provider</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jessica Jenkins</td>
<td>Rebecca Tatistcheff</td>
<td>NA</td>
<td>Molly Dunbar</td>
<td>John Carullo</td>
<td>Alicia Cervantes/ENL</td>
<td>Karyn Goodin</td>
<td>Lynne Galyas</td>
<td>Ilene Altschul</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
<th>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</th>
<th>Number of special education teachers with bilingual extensions</th>
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<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>348</td>
<td>9</td>
<td>2.59%</td>
</tr>
</tbody>
</table>
Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   Teachers use a combination of teacher-created assessments to assess writing skills as well as a computerized program called I-Ready that provides student lexile levels. This is administered three times per year to track progress. Lessons are individualized for lexile levels and provide multiple resources for small group instruction, depending on areas of strength/weakness.

2. What structures do you have in place to support this effort?
   Teachers have common planning embedded in their schedule and meet in grade teams weekly to analyze data.

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?
   I-Ready provides a baseline assessment.
4. What structures do you have in place to address interventions once the summative data has been gathered? 
An additional ENL teacher provides pull-out support for struggling students. Before and after-school tutoring is also offered.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.] Our teachers are trained in differentiating instruction for ELL’s. In collaboration with our classroom teachers, our ELL teachers have been trained in how to collect data and monitor ongoing progress through conferring and small group instruction. Teachers co-plan lessons and each lesson includes differentiation strategies (varied graphic organizers, leveled readings, vocabulary banks) and plans for small group instruction.

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]. Both the NYSELAT results and the results from the NYS ELA assessments inform our programs.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? Teachers receive data for the students they teach and analyze this data with the principal as well as in grade teams.

**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.
      Teachers use the NYSELAT results to determine the number of minutes each student receives. Schedules are then created based on when English Language Arts and Social Studies classes meet. Students are heterogeneously grouped throughout the school. While students travel in grade bands, students do not travel by cohort. Similar to a high school, they are individually programmed.
   b. TBE program. If applicable.
      NA
   c. DL program. If applicable.
      NA

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

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.
   Our program is a push-in program and content is delivered by content-area teachers, with the support of an ENL provider.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
   ELLs are appropriately evaluated using the Home Language Survey.
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
   We do not have any students who are considered SIFE. However, differentiation strategies for newcomers, developing, long term, and former ELLs include leveled texts (according to lexile level), a variety of graphic organizers, word banks, vocabulary work, and small group instruction.

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?
   Teachers co-plan lessons with the ENL providers to ensure that there are multiple entry points for all learners.

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

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.
   Targeted intervention includes small group instruction and the use of I-Ready in both ELA and Math.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
   We will continue to monitor and evaluate student progress using I-Ready.

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

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    All students are given the opportunity to participate in our comprehensive and free after-school programs and ELL's are offered targeted supports before and after-school through individualized tutoring and study labs.

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.
    I-Ready, Prodigy Math

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
    Our ENL providers evaluate this data at the beginning of the year.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
    Our curriculum is driven by common-core aligned curricula at each grade level.

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?
    NA
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).

   New student orientation, one-to-one meetings with parent/child and the ENL provider.

17. What language electives are offered to ELLs?

   French or Spanish are offered to all students, including ELLs.

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

   NA

---

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?

   In addition to in school professional development on differentiation, using data to drive instruction, and small group instruction, ENL providers attend outside PD related to ELL’s.

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.

   Both ENL providers attend monthly professional development offered through Affinity that is specific to ELL’s. Additionally, these teachers participate in weekly professional development at the school level.

---

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?

   ENL providers schedule meetings with parents of our ELL students at the beginning of each school year and schedule meetings as needed during parent engagement time.

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

   Parents are invited to participate in book clubs.
### 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.

NA
<table>
<thead>
<tr>
<th>Principal Certification</th>
</tr>
</thead>
</table>

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s *ELL Policy and Reference Guide*, I, Jessica Jenkins, 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.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
**Part VI: LAP Assurances**

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jessica Jenkins</td>
<td>Principal</td>
<td></td>
<td>09/26/17</td>
</tr>
<tr>
<td>Rebecca Tatistcheff</td>
<td>Assistant Principal</td>
<td></td>
<td>09/26/17</td>
</tr>
<tr>
<td>NA</td>
<td>Parent Coordinator</td>
<td></td>
<td>09/26/17</td>
</tr>
<tr>
<td>Molly Dunbar</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>09/26/17</td>
</tr>
<tr>
<td>Karyn Goodin</td>
<td>Parent</td>
<td></td>
<td>09/26/17</td>
</tr>
<tr>
<td>Alicia Cervantes/ENL</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>09/26/17</td>
</tr>
<tr>
<td>NA</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>NA</td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>John Carullo</td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Ilene Altschul</td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>NA</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>NA</td>
<td>Jocelyn Santana</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>NA</td>
<td>Other NA</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td>NA</td>
<td>Other NA</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>NA</td>
<td>Other NA</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
**2018-2019 Language Translation and Interpretation Plan for Parents**

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

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**DBN:**   

**School Name:**   

**Superintendent:**

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

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
</table>

(*Primary)

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
</table>

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2018-19 CEP
3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td></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></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?