2018-19

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001): 06M319
School Name: M.S. 319 - MARIA TERESA
Principal: YSIDRO ABREU
Comprehensive Educational Plan (CEP) Outline

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### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Maria Teresa Mirabal</th>
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<tbody>
<tr>
<td>School Number (DBN):</td>
<td>06M319</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>310600010319</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>6,7,8</td>
</tr>
<tr>
<td>School Address:</td>
<td>21 Jumel Place New York, N.Y. 10032</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>212 923-3827</td>
</tr>
<tr>
<td>Fax:</td>
<td>212 923 3676</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Alan Faulkner</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:afaulkn@schools.nyc.gov">afaulkn@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Ysidro Abreu</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Isabel Rosado</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Maria Figueroa</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Isabel Rosado</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Maria Figueroa</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### District Information

| Geographical District:          | 6                                        |
| Superintendent:                | Manuel Ramirez                           |
| Superintendent’s Office Address:| 4360 Broadway, New York, N.Y. 10033       |
| Superintendent’s Email Address: | Mramire4@schools.nyc.gov                 |
| Phone Number:                  | 917 521-3757                             |
| Fax:                           | 917 521-3797                             |

### Field Support Center (FSC)

| FSC:                             | Manhattan                                |
| Executive Director:              | Yuet Chu                                 |
Executive Director’s Office Address: 333 Seventh Avenue, 8th Floor N.Y. N.Y. 10001

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

Phone Number: 646 470-0721

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

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ysidro Abreu</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Isabel Rosado</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Maria Figueroa</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Lizbeth Cruz</td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td>Tiffany Braby</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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</tr>
<tr>
<td>Arabelly Garcia</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Carolina Vasquez</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Rafael Perez</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Jay Colon</td>
<td>Member/ Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Melissa Cruz</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Isabel Rosado</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Ysidro Abreu</td>
<td>Member/</td>
<td></td>
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<tr>
<td>Nely Garcia</td>
<td>Member/</td>
<td></td>
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</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

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

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

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

**NYCDOE’s Quality Review (QR)**

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

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

**School Quality Guide**

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

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

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

### Section 4: CEP Overview

<table>
<thead>
<tr>
<th>1.</th>
<th>What is your school’s mission statement?</th>
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<tbody>
<tr>
<td><strong>MISSION STATEMENT</strong></td>
<td></td>
</tr>
</tbody>
</table>

MS 319, Maria Teresa Mirabal School, prepares adolescents for academic excellence through a rigorous high school preparatory curriculum founded in the applied learning of math, science, literacy and the arts. This academic foundation will prepare youngsters to become the leaders of the 21st century and contributors to a global community— the latter being an addition by the teachers in our summer institute.
Our school is grounded in the philosophy of addressing the whole child. MS 319 will serve as a community resource. Parents will be not only proud of their children, but also assured they will not only succeed but excel. Our school atmosphere brings to life the American Dream of equity—Be all things to all people. We will instill in our students the Maria Teresa Mirabal Dream:

“We will continue to fight for what is just.”

We will persevere, achieve and excel.

VISION STATEMENT

MS 319 provides a small learning and nurturing community wherein students receive personal attention from all staff members. The school is grounded in the application of math, science, literacy and the arts. Students, teachers, parents and administrators are constantly learning and growing together—maintaining a community which is joined together in a network of support, responsibility and accountability striving for student achievement. Three sets of values guide all of our practices—perseverance, achievement and excellence.

Perseverance breeds achievement. Repeated success will encourage our students to excel and believe in themselves. Students are at the center of the learning experience. Our classrooms invite students to use inquiry and to apply their learning towards the completion of a final product. The academic rigor and character development we foster lead our students to excel and have earned MS 319 a stellar reputation. Our community of learners celebrate achievement. We provide our students with the opportunity to take their place among the most prestigious high schools in New York City. Finally, we provide our students with the tools for college and career readiness—an addition by the teachers in our summer institute.

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.

MS 319 is more than a special school. It is a home to a tight knit community of students, staff and parents. Among this partnership is an intense passion for building academic and social relationships coupled with an unmatched sense of pride in what we do here each and every day. In a word, 319 is defined by “ownership”—in the sense that our community of children and adults come to the building each day to do their part in making today better than yesterday.

We create and maintain an inviting and professional physical atmosphere by keeping our hallways clean and bright—filling them with not only student work, but cozy corners, colorful walls which come alive with paper trees, branches and leaves, and live plants. Inside the classrooms, the environment is sustained, offering benches, couches and rugs to students—so they feel at home—comfortable to learn and explore new and exciting opportunities.

We extend our professional environment further through the expectations in appearance we have from our students. When you walk down the halls of MS319 you see students in pressed shirts, blazers, ties and black dress shoes. We expect this level of professional appearance to set the bar for our school community—letting our students know that within their urban environment, they can show that they maintain habits of professionals, and push to operate at a level of maturity beyond their years. In addition to appearance, we initiated a “silent passing” policy in the hallways. Students are expected to interact at a certain level not only in their classrooms, but in the public and shared spaces of the school. Administrators, teachers, parents and students themselves work to monitor and maintain this high level of social behavior through specific systems, policies and practices.

Academically our community works together to make sure each student gets what he or she needs to help them succeed and strive to get to the next level. There are many efforts involved in this process, but two which we would like to highlight are our school wide clinics in Mathematics and Literacy and the Friday Clinics we have within our
classrooms. During school-wide clinics, every teacher becomes a math or ELA teacher. Several times a year, our students participate in a clinic, where they travel freely around the school, visiting three classes which address skills they personally need, as shown through data. Students receive a new schedule for that day, and visit teachers outside their grade level, where they engage in not only moving lessons, but also interactive activities and games which all work to strengthen their particular needs. Students receive tickets based on their performance in these clinics, which they later redeem for prizes of their choosing. We then collect the data these clinics provide and use it to help our instruction grow going forward. Friday clinics are a “miniature version” of school wide clinics, wherein students are grouped by areas of need and work together or independently on a skill specific to their needs within their literacy and mathematics classrooms.

Finally, we would like to mention a component which ties all of this together and works as not only a reward for students, but an experience which they look forward to and remember. At the end of each year, the eighth grade students attend a “Dinner Dance”, which is always held in a country club or a high-end restaurant outside of the city. The preparation before this event creates a buzz throughout the school. Students dress up in suits and gowns, and sit down to a dinner party at tables covered with linen table clothes, flowers, and polished silverware. They then enjoy themselves interacting socially and dancing. This is the final piece we give them as a send-off on their journey to high school and the future where they will continue to persevere, and achieve and excel.

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

**Specific Populations and Needs**

- MATH GRADE 6 - incoming Level 1 students (58% Level 1, 68% Level 1-2.25, 87% Level 1 or 2)
- MATH- Dual Language Classes- Current Grade 7/ Grade 8- (Based on limited growth as cohorts- 2017-2018 CCLS Exam Data
- LITERACY GRADE 6- Incoming Level 1 Students (52% Level 1, 73% Level 1-2.25, 91% Level 1 or 2)
- ELL Students- Vocabulary building--including application
- Special Education Students- Scaffolding, Modified Learning Environment, Leveled Assessments and Resources

**Strategies to address these needs**

1. Afterschool MATH--- Entire 6th Grade— to address incoming Level 1 students (58% Level 1, 68% Level 1-2.25, 87% Level 1 or 2)
2. Saturday Program Literacy and Math----addressing high level 2’s-mid level 3’s , Dual Language Students, Regents students
3. Regents and Pre- Regents (Bridge) classes to maintain levels 3-4 in Literacy and Mathematics
4. Tuesday Quizzes- Offering students multiple opportunities to demonstrate proficiency in specific skills -- weekly and school aide
5. Portfolio Tasks and Journal Tasks-- written pieces which students apply skills and standards---then return to these skills and standards by addressing teacher feedback (Week A/ Week B Cycle)
6. ICT Class for students with IEP's
7. Dual Language programs
8. ELL splits by proficiencies levels
9. Specific ELL protocols Buddy Systems, Literacy Circles and Learning Centers
10. Adapted assessments and text based on ability or language proficiency/reading levels/modification
11. Separation of 90 minute blocks into two distinct topics/ skills (Block A /Block B). During each block, a specific skill is taught, complete with mini lesson, extended practice and a "wrap up"
12. Adopting the "2-Day Cycle” for simulating CCLS Exams in ELA and Math (3 times per year) During the same cycle for ELA, Math is taught by all teachers after the test has been administered ---in this way preventing the disruption of Mathematics instruction.
13. "Mathematics in the Literacy Classrooms" Post CCLS ELA Exam, Literacy teachers will teach mini lessons designed in-house as well as shared and independent practice---ELA teachers are assigned "student tutors" from Grade 8 classes as well as provided with staff support during designated periods
14. Mathematics instruction is taught using two curricula taught in two distinct blocks (Block A/ Block B) to maximize the breadth and depth of math skills covered and practiced.
15. Implementation of a Balanced Literacy Approach to our curriculum and instructional practices to further support student growth.
16. SETUP Homework Policy- Homework's are S- Spiralled E- Easy to Difficult T- Time Limit U- Utilize Writing P- Purposeful
17. Math "Application" Period- Students apply mathematics to real-life situations
18. Homework Help-- After-school and Club during the school day
19. Pull-Out Programs: Targeting students with a proficiency rating of 1.25-1.99

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.

Framework for Great Schools-- Areas of Progress

Supportive Environment and Rigorous Instruction

Growth in overall proficiency in Math and ELA CCLS Exam Data in all grades, and in all subgroups, has significantly improved over past three years. For instance, in ELA we went from 25% (in 2016) to 28% (in 2017) to 31% proficiency in (2018). In Math, we went from 15% (in 2016) to 23% (in 2017) to 30% proficiency in 2018.

- LITERACY: As per the 2017-2018 ELA CCLS State test, we experienced a net gain of 13 % in the school wide percentage of students scoring level 3 and 4's. 63% of our students made progress in proficiency rating and we experienced a net drop of 5.5% in the schoolwide percentage of students scoring a level 1
- MATHEMATICS: As per the 2017-2018 mathematics CCLS State test, we experienced a school wide gain of 7% in the number of level 3 and 4’s. 60% of our students made progress in proficiency rating and we experienced a net drop 5.5% in the schoolwide percentage of students scoring a level 1
- SOCIAL STUDIES: 81% of students demonstrating progress on the 2017-2018 MOSL
- SCIENCE: A 18.4% growth in Level 3’s and 4’s based on the NYS Grade 8 Science Exam

School Wide Strategies to maintain Proficiency and Foster Growth

- Saturday Program
- Afterschool Program (Program re-evaluated and students who achieved in BL assessment were placed out of the program—program concentrated on 25 most deficient students per grade)
- Dual Language Saturday Program
- Pull Outs
- Laser Coaching
- Tuesday Quizzes (A/R scoring) In Literacy Tuesday quizzes were switched to a bi-weekly schedule in order to improve the success of re-takes, to re-inforce deficient skills and to invest increased time towards teaching and re-teaching of skills. Level of text complexity and length increased. In addition, rather than always support their own answer choice and chosen details questions asked students to refute 1 answer they believed to be incorrect and to support their answer with textual evidence. A word bank was also added to encourage students to utilize both in-class vocabulary and transitional words. Students also were assessed on “word parts”. Quizzes are tracked using School Wide Google Doc. Word Bank added to promote writing in mathematics and use vocabulary
- Portfolio Tasks (Week A/B Cycle) Level of text complexity and length increased. In addition a word bank was also added to encourage students to utilize both in-class vocabulary and transitional words. In Mathematics, Word Bank added to promote writing in mathematics and use vocabulary
- School-Wide Periodic Assessments and Retakes
• Looking at Student Work Protocol—A new Looking at Student Work Protocol was added to more closely link student expectations to student outcomes.  
• Classroom Clinics—Clinics conducted three times as of Feb. 2019. Twice based on Periodic Assessment 1 data and once using Periodic Assessment 2 Data  
• School Wide Clinics—Data Aggregated—students showed gains across the board based on pre test and post test results  
• Portfolio Interviews  
• Math A/B  
• Afterschool and Saturday Program  
• Two-day cycles (CCLS test simulations in ELA, Math, Science)  
• Spring/Winter Bootcamps  
• Mathematics through literacy  
• Regents Classes  
• Pre-Regents  
• Peer tutors  
• Math Application Periods  
• Bi Lingual Committee was formed to foster growth in vocabulary across the content areas  

• Collaborative Curriculum, Activity and Lab Development (Admin, Teachers, Students) using Glencoe Science and PK-8 Scope and Sequence  
• Webb’s Depth of Knowledge for lesson Development—Higher order thinking in Science  
• Fact Sheets in Social Studies  
• Pre-Designed Essay Lessons ---MOSL Traits  
• Pre-Selected Renaissance Reading in Social Studies  

Framework for Great Schools - Areas of Focus  

1. Trust—Improving trust within the school community----based on School Quality Reports

Target Strategies

• New Teachers have been paired up with selected existing teachers (Buddy System)  
• Classroom Inter-visitation  
• Principal meets with all new teachers every Thursday Period 7  
• Creation of “Equity Committee” Students and Teachers  
• Teacher Meetings—Cohorts for Teacher Voice  
• Weeklong Summer institute for new teachers  
• Revisiting of School’s Mission and Vision  
• Mentoring—Teacher-Coach Teacher-Teacher  
• Teacher Teams in all content areas  

2. Rigorous Instruction

Reducing the number of level ones and twos among incoming sixth graders

• MATH GRADE 6 - incoming Level 1 students (58% Level 1, 68% Level 1-2.25, 87% Level 1 or 2)  
• LITERACY GRADE 6- Incoming Level 1 Students (52% Level 1, 73% Level 1-2.25, 91% Level 1 or 2)  

Reducing and maintaining a drop in Level 1’s school-wide

• MATH- MS 319 experienced a net drop of 14% in Level 1 scores  
• LITERACY- MS 319 experienced a net drop of 13% in Level 1 scores
• SCIENCE- MS 319 experienced a 7.7% gain in Level 1's in the NYS Grade 8 Science Exam
## School Demographics and Accountability Snapshot for 06M319

### School Configuration (2018-19)
- **Grade Configuration**: 06,07,08
- **Total Enrollment (2017-18)**: 418
- **SIG Recipient (Y/N)**: No

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

### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 29
- **# SETSS (ELA)**: 41
- **# Integrated Collaborative Teaching (ELA)**: 45
- **# Special Classes (Math)**: 31
- **# SETSS (Math)**: 33
- **# Integrated Collaborative Teaching (Math)**: 42

### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: N/A
- **# Music**: N/A
- **# Dance**: N/A
- **# CTE**: N/A

### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 0.0%
- **% Hispanic or Latino**: 94.3%
- **% White**: 1.2%
- **% Multi-Racial**: 4.3%

### Years Principal Assigned to School (2018-19)
- **14.25**

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

### % Teaching Out of Certification (2015-16)
- **9%**

### Average Teacher Absences (2014-15)
- **1.2%**

### % Title I Population
- **98.0%**

### % Free Lunch
- **96.4%**

### % Limited English Proficient
- **37.3%**

### % Students with Disabilities
- **23.2%**

### % Hispanic or Latino
- **0%**

### % American Indian or Alaska Native
- **4.3%**

### % Reduced Lunch
- **2.4%**

### % Multi-Racial
- **0.0%**

### Graduation Rate
- **6 Year Graduation Rate**: 88.1%
- **7 Year Graduation Rate**: 87.0%
- ** graduation (AYP)**: N/A
- ** % ELA/Math A**: 88.1%
- ** % ELA/Math A (2015-16)**: 87.0%

### % ELA/Math Aspirational Performance Measures (2015-16)
- **% Limitati to 3 Years of Experience**: N/A
- **% Teaching with Fewer Than 3 Years of Experience**: 9%

### % Hispanic or Latino
- **94.3%**

### % American Indian or Alaska Native
- **0.0%**

### % Title I Population
- **98.0%**

### % Free Lunch
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- **0.0%**

### % Reduced Lunch
- **2.4%**

### % Multi-Racial
- **0.0%**

### ELA Performance at levels 3 & 4 (2016-17)
- **30.5%**

### Mathematics Performance at levels 3 & 4 (2016-17)
- **30.0%**

### ELA Performance at levels 3 & 4 (4th Grade) (2016-17)
- **30.0%**

### Mathematics Performance at levels 3 & 4 (2016-17)
- **47%**

### Overall NYSED Accountability Status (2018-19)
- **Yes Safe Harbor**
- **No**

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

#### Elementary/Middle School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Hispanic or Latino**: N/A
  - **White**: N/A
  - **Students with Disabilities**: NO
  - **Economically Disadvantaged**: NO

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Hispanic or Latino**: N/A
  - **White**: N/A
  - **Students with Disabilities**: NO
  - **Economically Disadvantaged**: NO

- **Met Adequate Yearly Progress (AYP) in Science (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Hispanic or Latino**: YES
  - **White**: N/A
  - **Students with Disabilities**: YES
  - **Economically Disadvantaged**: YES

#### High School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Hispanic or Latino**: N/A
  - **White**: N/A
  - **Students with Disabilities**: NO
  - **Economically Disadvantaged**: NO

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Hispanic or Latino**: N/A
  - **White**: N/A
  - **Students with Disabilities**: NO
  - **Economically Disadvantaged**: N/A

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

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

Part 1 – Needs Assessment

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

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

1. School Strengths: As per the 2017-2018 CCLS Mathematics Exam, we experienced a school wide gain of 6.7% in the number of level 3 and 4’s. We experienced a 18.4% growth in Level 3’s and 4’s based on the NYS Grade 8 Science Exam

2. Priority Need(s):

A. Maintaining a consistent drop in Level 1 students--- We experienced a net drop of 5.5% in the school wide percentage of students scoring a Level 1 in Mathematics

B. Addressing Level 1’s and Low Level 2’s among incoming students in Mathematics—(58% Level 1, 68% Level 1-2.25, 87% Level 1 or 2). MS 319 experienced a 7.7% gain in Level 1’s in the NYS Grade 8 Science Exam

B. Maintaining and increasing rigor among math classes to maintain and continue to grow level 3 and 4 students in the area of mathematics and science. As per the 2017-2018 CCLS Mathematics Exam, we experienced a school wide gain of 6.7% in the number of level 3 and 4’s. We experienced a 18.4% growth in Level 3’s and 4’s based on the NYS Grade 8 Science Exam

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, Middle School 319 students will show progress in Mathematics and Science as measured by a 10% decrease of Level 1 scores in the 2018-2019 CCLS Exam in Mathematics (Grades 6-8) and the NYS Grade 8 Science Exam (Grade 8 students).
## 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)</th>
<th>Timeline</th>
<th>Key Personnel</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). | All Students and teachers in grade 6, 7 & 8 | BENCHMARK MET IN MATHEMATICS and science | Assistant Principals, school cabinet, Teacher Leaders, data specialist |

### Research-based instructional programs, professional development, and/or systems and structures needed to impact change.

#### Evidence Based Instructional Programs

- Saturday Program
- Afterschool Program *(Program re-evaluated and students who achieved in BL assessment were placed out of the program—program concentrated on 25 most deficient students per grade)*
- Dual Language Saturday Program
- Pull Outs
- Two-day cycles (CCLS test simulations in ELA, Math, Science)
- Spring/Winter Bootcamps
- Math Block A/ Block B
- Regents Classes
- Pre-Regents
- Math Application Periods
- STEM Program- School Wide

#### Systems and Structures to Impact Change

- Baseline Assessment, 4 Cumulative Periodic Assessments and Weekly Standard and Skill Based Schoolwide Quizzes
- November 2018
- 20% of students will show growth in Periodic Assessments and Tuesday Quizzes—growth will be measured between Baseline exam and Periodic Assessment
- **1 BENCHMARK MET IN MATHEMATICS and science**
- December 2018
- 30% of students will show growth in
- Tuesday Quizzes (A/R scoring)- *Word Bank added to promote writing in mathematics and use of vocabulary*
- Portfolio Tasks (Week A/B Cycle)- *Word Bank added to promote writing in mathematics and use of vocabulary*
- School-Wide Periodic Assessments and Retakes
- Looking at Student Work Protocol
- Classroom Clinics
- School Wide Clinics
- Portfolio Interviews
- Mathematics through literacy
- Math Application Periods-
- Peer tutors
- Looking at Student Work Protocol- Teacher Teams
- SETUP Homework
- Stakeholder feedback (Parents, Teachers and Students)- Curriculum and Instruction
- Student Requirement Progress Report- Science
- Student Requirement Progress Report- Science
- Pre-test simulating Performance Exam to identify areas of need (Grades 6/7/8)- Science Collaborative Curriculum, Activity and Lab Development (Admin, Teachers, Students) using Glencoe Science and PK-8 Scope and Sequence
- Webb’s Depth of Knowledge for lesson

**Professional Development**

- Teachers complete a reflection form which includes a section where they request professional development in areas they wish to make growth. These PD requests are then provided to teacher throughout the following school year. All professional development is

<table>
<thead>
<tr>
<th>Periodic Assessments and Tuesday Quizzes-</th>
<th>BENCHMARK MET IN MATHEMATICS and science</th>
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<tbody>
<tr>
<td>February 2019</td>
<td>40% of students will show growth in Periodic Assessments and Tuesday Quizzes-</td>
</tr>
<tr>
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<td>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH)</td>
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<tr>
<td>Evidence Based Instructional Programs</td>
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<tr>
<td>- ICT Class for students with IEPs</td>
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<td>- SETTS</td>
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<td>- AIS Pull Outs</td>
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<td>- Afterschool Program</td>
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<tr>
<td>- Mathematics Application Periods</td>
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<tr>
<td>- Regents, pre-regents and advance bridge classes for high performing students</td>
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<tr>
<td>- Separation of 90 minute blocks into two distinct topics/skills (Block A/Block B).</td>
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<tr>
<td>- STEM Programs</td>
<td></td>
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<td></td>
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<td>- ELL splits by proficiencies levels</td>
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<tr>
<td>- Specific ELL protocols—Buddy Systems, Literacy Circles and Learning Centers</td>
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<tr>
<td>- Adapted assessments and text based on proficiency or language proficiency</td>
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<tr>
<td>- Adopting the &quot;2-Day Cycle&quot; for simulating CCLS Mathematics Exams (3 times per year)</td>
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<tr>
<td>- Careful monitoring of student scaffolds—usage, progression and adaptation—GOOGLE Sheet</td>
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</tr>
<tr>
<td>- Granulated Curriculum and Student Goals</td>
<td></td>
</tr>
<tr>
<td>- Stakeholder feedback (Parents, Teachers and Students)-Curriculum and Instruction</td>
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</table>

<table>
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<tr>
<th>Math teachers</th>
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<table>
<thead>
<tr>
<th>Benchmarks:</th>
</tr>
</thead>
<tbody>
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<td>- Baseline Assessment</td>
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<tr>
<td>- 4 Cumulative Periodic Assessments</td>
</tr>
<tr>
<td>- Weekly Standard and Skill Based Schoolwide Quizzes</td>
</tr>
</tbody>
</table>

**November 2018**

20% of students will show growth in Periodic Assessments and Tuesday Quizzes—growth will be measured between Baseline exam and Periodic Assessment 1.

**BENCHMARK MET**

**December 2018**

30% of students will show growth in Periodic Assessments and Tuesday Quizzes—growth will be measured between Periodic Assessments and results of Tuesday Quizzes and Retakes.

Assistant Principals, school cabinet, data specialist, Teacher Leaders and Teacher Teams
### Professional Development

Teachers complete a reflection form which includes a section where they request professional development in areas they wish to make growth. These PD requests are then provided to teacher throughout the following school year. All professional development is tracked on a school wide Google doc PD plan form.

### BENCHMARK MET

**February 2018** 40% of students will show growth in Periodic Assessments and Tuesday Quizzes- growth will be measured between Periodic Assessments and results of Tuesday Quizzes and Retakes

**April 2019**

50% of students will show growth in Periodic Assessments and Tuesday Quizzes- growth will be measured between Periodic Assessments and results of Tuesday Quizzes and Retakes

### Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.

- Grade 6 Parent Cells
- Periodic Parent Meetings- "How to Help Your Student"
- "How to Help Your Student" Guidebook
- Parents conduct monthly Learning Walks based on CCLS shifts and specific foci..
- Stakeholder feedback (Parents, Teachers and Students)- Curriculum and Instruction

### Parents

**Benchmarks:**

- **November 2018**: parental involvement will increase by 5%
- **February 2019**: parental involvement will increase by an additional 5%
- **March 2019**: parental involvement will

### Stakeholders

Parent Coordinator, Parent Association, Technology Coordinator, Data Specialist, Assistant Principals, Bilingual Coordinator, Special Education Coordinator, Coaches and Cabinet.
### Learning objectives and students are posted are available online for parents to review.

- Parents can use the school website to access additional materials such as vacation packets, projects, and calendars.
- Parents are informed of various types of school events both in and out of the classroom via Thursday letters and school messenger system.
- Parents receive training on how to access and monitor their child’s learning goals on Schoology.
- Student planners
- Thursday Envelopes
- Progress Reports
- Parent participation in school trips.

### 3b – Parent and Family Engagement

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

Parents will engage in monthly "Learning Walks" by grade--attendance quantified by the Parent Coordinator monthly. These learning walks will educate parents on classroom instruction, learning environment and provide an opportunity for parents to present feedback to the school. In addition, through the use of Schoology, 90% of teachers or more enter students’ grades online for parents to see.

A "Thursday Letter" is sent home with students each week. This letter provides parents with instructional updates, key information, offer tips, solutions and/or strategies on how to help students and to gather parent feedback. The receipt, return of these letters is monitored weekly.

The school periodically provides materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology. Support includes:

- 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.
Hosting parent feedback sessions on topics such as Student Portfolios, In School Assessments, Curriculum, Student Extracurricular Activities and Overall Classroom Engagement

The introduction of "Parent Cells" by homeroom in grade 6. These groups serve as parent leadership among the community of the official class and the grade level. Parent Cells have a voice in not only school-based decisions but input on guiding the school community as a whole.

Finally, the school website provides a wealth of resources and information which parents can access to help their children move to the next level. These include, but are not limited to school based strategies, instructional videos and study guides.

**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.

### Instructional and Human Resources:

- After school - Per Session funds, CCLS- Pre-Requisite Material (Grades 5-8),
- Pull-Out Programs: Professional Periods, Scheduled "Pull-Out" Periods, Pre- Requisite Materials (Grades 5-8),
- ICT Class for students with IEP’s
- Dual Language programs- Bi- Weekly Teaching Cycle
- NY Cares Saturday Program in Math and Literacy- Per Session funds

### Scheduling and Programming Adjustments

- ELL splits by proficiencies levels
- Math Block A and Math B- This requires the use of two curricula (1 for Block A and 1 for Block B) during the instructional day. In addition, this scheduling requires the use for two distinct teachers for each "block" per class.
- Homework Help during school day
- Application Period
- Math Perquisite Periods
- 2 Day Cycle
- Electives (Whole class)-- Students have the choice to attend areas of interest (including areas in which mathematics is applied)
- Clubs (10 students) scheduled during the school day as part of teacher’s program---These include engineering, coding, Young Scientists and Green Building
- Science Labs- Scheduled as a two period block
- STEM

### Technological alignments include

- SMART Boards in all classrooms
- 1-1 laptop use
- I- Pads
- Dedicated Computer Lab
- Audio enhancement in all classrooms
- KAPP Boards in all classrooms
- ELMOs in all classrooms

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

**Benchmarks:**

**4 Periodic Assessments**

**By November 2018** 20% of students will show growth in Periodic Assessments and Tuesday Quizzes- growth will be measured between Baseline exam and Periodic Assessment 1 **BENCHMARK MET**

**By December 2018** 30% of students will show growth in Periodic Assessments and Tuesday Quizzes- growth will be measured between Periodic Assessments and results of Tuesday Quizzes and Retakes **BENCHMARK MET**

**By February 2019** 40% of students will show growth in Periodic Assessments and Tuesday Quizzes- growth will be measured between Periodic Assessments and results of Tuesday Quizzes and Retakes

**By April 2019** 50% of students will show growth in Periodic Assessments and Tuesday Quizzes- growth will be measured between Periodic Assessments and results of Tuesday Quizzes and Retakes

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

- Weekly Tuesday Quizzes based on selected CCLS based skills-- tracked by school wide, shared quantification form
- Bi Weekly Portfolio Tasks and Journal Tasks based on selected CCLS based skills
- Four formal periodic assessments throughout the school year---including retakes.
- 2 Day Cycle assessments designed to mirror CCLS Exams
- Weekly vertical-horizontal teacher teams to look at student work

**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.

   - A score of 20% higher than the citywide average in the area of Classroom Behavior
   - A score of 18% higher than the citywide average in the area of Peer Support for Academic Work
   - A score of 16% higher than the citywide average in the area of Personal Attention and Support
   - A score of 10% higher than the citywide average in the area of Safety
   - A score of 22% higher than the citywide average in the area of Preventing Bullying

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?

   - PAE Periods - Town Hall Forums focused on socio-emotional growth
   - Equity Committee - Ensuring the voices of all stakeholders
   - Student Government Feedback Sessions
   - Clubs (10 students) scheduled during the school day as part of teacher’s program – These include engineering, coding, Young Scientists and Green Building
   - Electives (Whole class) – Students have the choice to attend areas of interest (including areas in which mathematics is applied)
   - Curriculum Feedback Group Work Sessions - In Class
   - Peer to Peer Feedback
   - Portfolio Interviews
   - Reward Bucks - A structured rewards based behavior program
• Class Conduct Sheets
• Individual Conduct Sheets
• Comment Boxes in each classroom
• Question Charts in each classroom
• Continued Partnership and frequent meetings between school and CAS in order to find ways to connect our school culture and enrichment programs/services provided

Data on Supportive Environment at 319 is monitored, tracked and quantified by an ongoing "student survey" practice. The process described allows us to not only identify areas of need but more importantly to create action plans to address these areas. Once per month teachers ask students to formally submit concerns that they may have in or out of the classroom. These concerns are not limited to academic concerns, but may also include other socio-emotional topics and issues. Once these concerns are collected, they are reviewed and tallied. Upon review, teachers meet with each and supervisors to set up goals on ways to address these concerns. The teacher then implements the action plan(s) to address the concerns. The cycle repeats itself the next month. Teachers who often have "no concerns" in their classrooms are recommended to use additional feedback protocol/ strategies to make students feel comfortable voicing their concerns.

This information culminates in a school-wide survey, which quantifies results on a variety of questions---many of which revolve around Supportive Environment. Results are quantified and growth is monitored in December, February and April/May.

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, students at Middle School 319 will experience a growth of 5% in each periodic administration of the in-house 2018-2019 Middle School 319 Student Survey.
**Part 3a – Action Plan**

<table>
<thead>
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<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>
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<tr>
<td>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td>All Teachers and students</td>
<td>By December 2018, growth of 5% will be achieved in the area of Supportive Environment as monitored by the Middle School 319 School Wide Peri Student Survey</td>
<td>Assistant Principals, school cabinet, Teacher Leaders, Data Specialist</td>
</tr>
<tr>
<td>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
<td></td>
<td>By February 2019, growth of 5% will be achieved in the area of Supportive Environment as monitored by the Middle School 319 School Wide Peri Student Survey</td>
<td></td>
</tr>
</tbody>
</table>

**Research-based instructional programs, professional development, and/or systems and structures needed to impact change.**

**Socio Emotional Growth and School Community- Ensuring Students feel Safe and Supported**

- PAE Periods- Town Hall Forums focused on socio-emotional growth
- Equity Committee- Ensuring the voices of all stakeholders
- Student Government Feedback Sessions
- Clubs (10 students) scheduled during the school day as part of teacher's program---These include engineering, coding, Young Scientists and Green Building
- Electives (Whole class)-- Students have the choice to attend areas of interest (including areas in which mathematics is applied)
- Curriculum Feedback Group Work Sessions- In Class
- Peer to Peer Feedback
- Portfolio Interviews
- Reward Bucks - A structured rewards based behavior program
- Class Conduct Sheets
- Individual Conduct Sheets
- Comment and Concern Boxes in each classroom
- Question Charts in each classroom

**Quantification**

Data on Supportive Environment at 319 is monitored, tracked and quantified by an ongoing "student survey" practice. The process described allows us to not only identify areas of need but more importantly to create action plans to address these areas. Once per month teachers ask students to formally submit...
concerns that they may have in or out of the classroom. These concerns are not limited to academic concerns, but may also include other socio-emotional topics and issues. Once these concerns are collected, they are reviewed and tallied. Upon review, teachers meet with each and supervisors to set up goals on ways to address these concerns. The teacher then implements the action plan(s) to address the concerns. The cycle repeats itself the next month. Teachers who often have "no concerns" in their classrooms are recommended to use additional feedback protocol/strategies to make students feel comfortable voicing their concerns.

This information culminates in a school-wide survey, which quantifies results on a variety of questions—many of which revolve around Supportive Environment. Results are quantified and growth is monitored in December, February and April/May.

**Evidence Based Instructional Programs**

- Saturday Program
- Afterschool Program
- Dual Language Saturday Program
- Pull Outs
- Two-day cycles (CCLS test simulations in ELA, Math, Science)
- Spring/Winter Bootcamps
- Math Block A/Block B
- Regents Classes
- Pre-Regents
- Math Application Periods
- STEM Program- School Wide
- Systems and Structures to Impact Change
- Tuesday Quizzes (A/R scoring)
- Portfolio Tasks (Week A/B Cycle)
- School-Wide Periodic Assessments and Retakes
- Looking at Student Work Protocol
- Classroom Clinics
- School Wide Clinics
- Mathematics through literacy
- Peer tutors
- Looking at Student Work Protocol-Teacher Teams
- SETUP Homework
- Stakeholder feedback (Parents, Teachers and Students)-Curriculum and Instruction

**Professional Development**

Teachers complete a reflection form which includes a section where they request professional development in areas they wish to make growth. These PD requests are then provided to teacher throughout the following school year. All professional
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)

These strategies, are used in conjunction with those above---to support the needs of high need subgroups

- Behavioral Plans
- Reward Bucks - A structured rewards based behavior program
- ICT Class for students with IEPs
- SETTS
- A1S Pull Outs
- Afterschool Program
- Saturday Program
- Dual Language programs
- Mathematics Application Periods
- Regents, pre-regents and advance bridge classes for high performing students
- Separation of 90 minute blocks into two distinct topics/skills (Block A/Block B).
- STEM Programs
- Systems and Structures to Impact Change
- ELL splits by proficiencies levels
- Specific ELL protocols — Buddy Systems, Literacy Circles and Learning Centers
- Adapted assessments and text based on proficiency or language proficiency
- Adopting the "2-Day Cycle" for simulating CCLS Mathematics Exams (3 times per year)
- Careful monitoring of student scaffolds—usage, progression and adaptation- GOOGLE Sheet
- Granulated Curriculum and Student Goals
- Stakeholder feedback (Parents, Teachers and Students)- Curriculum and Instruction

Professional Development

Teachers complete a reflection form which includes a section where they request professional development in areas they wish to make growth. These PD requests are then provided to teacher throughout the following school year. All professional
Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.

- Grade 6 Parent Cells
- Periodic Parent Meetings: "How to Help Your Student"
- "How to Help Your Student" Guidebook
- Parents conduct monthly Learning Walks based on CCLS shifts and specific foci.
- Stakeholder feedback (Parents, Teachers and Students) - Curriculum and Instruction
- Learning objectives and students are posted are available online for parents to review.
- Parents can use the school website to access additional materials such as vacation packets, projects, and calendars.
- Parents are informed of various types of school events both in and out of the classroom via Thursday letters and school messenger system.
- Parents receive training on how to access and monitor their child’s learning goals on Schoology
- Student planners
- Thursday Envelopes
- Progress Reports
- Parent participation in school trips.

<table>
<thead>
<tr>
<th>All Parents</th>
<th>November 2018- parental involvement will increase by 5%</th>
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<tr>
<td></td>
<td>February 2019- parental involvement will increase by an additional 5%</td>
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<td>March 2019- parental involvement will increase by an additional 5%</td>
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<td></td>
<td>May 2019- parental involvement will increase by an additional 5%</td>
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</table>

3b – Parent and Family Engagement

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

Parents will engage in monthly "Learning Walks" by grade—attendance quantified by the Parent Coordinator monthly. These learning walks will educate parents on classroom instruction, learning environment and provide an opportunity for parents to present feedback to the school. In addition, through the use of Schoology, 90% of teachers or more enter students’ grades online for parents to see.
A "Thursday Letter" is sent home with students each week. This letter provides parents with instructional updates, key information, offer tips, solutions and/or strategies on how to help students and to gather parent feedback. The receipt, return of these letters is monitored weekly.

The school periodically provides materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology. Support includes:

- 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
- Hosting parent feedback sessions on topics such as Student Portfolios, In School Assessments, Curriculum, Student Extracurricular Activities and Overall Classroom Engagement
- The introduction of "Parent Cells" by homeroom in grade 6. These groups serve as parent leadership among the community of the official class and the grade level. Parent Cells have a voice in not only school-based decisions but input on guiding the school community as a whole.

Finally, the school website provides a wealth of resources and information which parents can access to help their children move to the next level. These include, but are not limited to school based strategies, instructional videos and study guides.

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Part 4 – Budget and Resource Alignment

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

**Instructional/ Extracurricular and Human Resources:**

- After school - Per Session funds, CCLS- Pre-Requisite Material (Grades 5-8),
- Pull-Out Programs: Professional Periods, Scheduled "Pull-Out" Periods, Pre- Requisite Materials (Grades 5-8),
- ICT Class for students with IEP's
- Dual Language programs- Bi- Weekly Teaching Cycle
- NY Cares Saturday Program in Math and Literacy- Per Session funds
- Afterschool Sports Programs and Leagues- Soccer, Basketball and Baseball- Per Session Funds

**Scheduling and Programming Adjustments**

- PAE Periods- Town Hall Forums focused on socio-emotional growth
- Equity Committee- Ensuring the voices of all stakeholders
- Student Government Feedback Sessions
- Clubs (10 students) scheduled during the school day as part of teacher's program---These include engineering, coding, Young Scientists and Green Building. This is programmed into teachers schedules in Grade 6
- Electives (Whole class)-- Students have the choice to attend areas of interest (including areas in which mathematics is applied) This is programmed into teacher's schedules in Grade 8. Students select Electives based on a menu of choices.
- Scheduled time for formally voicing student concerns in the classroom (monthly)
- Scheduled time to administer Middle School 319 Student Survey-- three times per year
- ELL splits by proficiencies levels

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• Math Block A and Math B - This requires the use of two curricula (1 for Block A and 1 for Block B) during the instructional day. In addition, this scheduling requires the use of two distinct teachers for each "block" per class.
• Homework Help during school day
• Application Period
• 2 Day Cycle
• Science Labs - Scheduled as a two period block
• STEM

Technological alignments include

• SMART Boards in all classrooms
• 1-1 laptop use
• iPads
• Dedicated Computer Lab
• Audio enhancement in all classrooms
• KAPP Boards in all classrooms
• ELMOs in all classrooms

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

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</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.

Benchmarks

By December 2018, growth of 5% will be achieved in the area of Supportive Environment as monitored by the Middle School 319 School Wide Periodic Student Survey

By February 2019, growth of 5% will be achieved in the area of Supportive Environment as monitored by the Middle School 319 School Wide Periodic Student Survey

By May 2019, growth of 5% will be achieved in the area of Supportive Environment as monitored by the Middle School 319 School Wide Periodic Student Survey

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

School Community

• Periodic Student Surveys- In House
• Student Concern Sessions in the Classroom
• Student Government Sessions

Instructional Rigor
- Weekly Tuesday Quizzes based on selected CCLS based skills—tracked by school wide, shared quantification form
- Bi Weekly Portfolio Tasks and Journal Tasks based on selected CCLS based skills
- Four formal periodic assessments throughout the school year—including retakes.
- 2 Day Cycle assessments designed to mirror CCLS Exams
- Weekly vertical-horizontal teacher teams to look at student work

**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.
   - As per the 2017-2018 NYS School Survey/ 2017-2018 School Quality Guide, we experienced a gain of .35 points in the Survey Element Score of Supportive Environment.

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.
   - As per the 2017-2018 NYC School Survey/ School Quality Guide, we experienced a drop of .12 points in the Framework Element Score for Collaborative Teachers.

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, 90% of Teachers will meet once a month to discuss and address academic and socio-emotional trends in order to improve student outcomes and achievement.
### 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>
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<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
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<tr>
<td>- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
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</table>

<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>
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</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>Much of our work in &quot;Teacher Teams&quot; is guided by our Vertical and Horizontal Sessions Plan. This is a living document --- therefore it changes as needs arise. Below is the timeline for Vertical Sessions.</td>
<td>Technology Coordinator, Data Specialist, Assistant Principals, Bilingual Coordinator, Special Education Coordinator, Coaches and Cabinet.</td>
</tr>
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</table>

### Research-based instructional programs, professional development, and/or systems and structures needed to impact change.

### Looking at Student Work:

A school specific protocol is used by "Teacher Teams" in order to identify trends in data analysis by looking at student work for accuracies and misconceptions, and match findings to trends and student goals. Misconceptions are addressed through "re-teaching" and the creation of different entry points. Results of the change strategy are measured. The cycle is repeated.

### Professional Development, Building Instructional Practices and Fostering Teacher Voice:

"Study Groups" based on standards and instruction, research topics, socio-emotional/academic strategies are used to refine practice and classroom environment. Specific Professional Development Opportunities are used to support ELL student and those with Special Needs. Examples include:

- Explicit Teaching
- School Wide Assessment Collaboration Sessions Curriculum Feedback Sessions
- Programming of School Wide Clinics Based on Student Need
- Highlighting and Showcasing Areas of Teacher Expertise
- Advanced Literacy
- Math Application planning sessions
- Weekly "New Teacher" meeting with Principal
• Teacher led professional development opportunities which showcase areas of teacher expertise and turn-key best practices

Additional Practices

1. Coordinate school-based support activities (such as assisting teachers in setting SMART goals for their professional development)
2. Provide coaching and feedback on teaching practices. This is a role played among all staff groups, Teachers, Teacher Leaders, Coach's, Mentors, Assistant Principals, Dean, and the School Principal
3. Take leadership roles in “Teacher Teams” by leading discussion in Study Group.
4. Provide resources to support the professional growth of colleagues through analysis of student work
5. Demonstrate and narrate effective teaching practices.
6. Open Door Cabinet Sessions
7. Equity Committee
8. Bi-Lingual Committee
9. Inter-visititation
10. Teachers are "Buddied Up" with staff members for support and to build ownership of craft and trust

Program, a.
Domain 6-Culture, b.)

9.24
Advanced Literacy PD Series-
Unpacking Hallmarks/
Math Application PD Series- Error Analysis
(Domain 2-Instructional Program, a.
Domain 6-Culture, b.)

10.1
Advanced Literacy PD Series- TASC Rubric Alignment/
Math Application PD Series (Domain 1-Culture, a,
Domain 2-Sustainability, a.)

10.15
Looking at Student Work Cycle-
Identifying Trends and Misconceptions
(Domain 2-Sustainability, a.)

10.22
MOSL Norming (Domain 1
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<td>Teacher Voice-Data Reflection and Instructional Calibration</td>
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<td>Election Day PD Session- Student Achievement and Building Trust (Domain 4)</td>
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<td>Looking at Student Work Cycle-Identifying Trends and Misconceptions –</td>
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Looking at Student Work Cycle-Identifying Trends and Misconceptions/Change Strategy-Periodic Assessment (Domain 2-Sustainability, a. Strategic Planning, a.)

12.3

Student Achievement and Rigor: Portfolio Interview Calibration (Domain 5, Sustainability, a.)

12.10

Teacher Voice: School Wide Clinic Calibration Session (Domain 3-Instructional Program, a.)

12.17

Teacher Voice: School Wide Clinic Calibration Session (Domain 5, Sustainability, a.)

1.7

Teacher Voice-Data Reflection and Instructional
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### 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)

- Teachers are provided with training sessions in specific strategies and skills — i.e. REWARDS reading system
- Paraprofessionals work hand-in-hand with teachers and coach's in sessions that focus on student achievement
- Paraprofessionals receive professional development in process and content
- Principal engages in periodic meetings with Para's to infuse their voice into the learning in self-contained and ICT classrooms
- Calibration meetings are held between teachers who share ICT classes
- Bi-Lingual Committee works with strategies to build proficiencies among ELL students — i.e.: push to the widespread application of "newly learned" vocabulary
- Dual Language Classes-- Bi Weekly Cycle

### Ensure that all student needs are being met: Granulating Curriculum into achievable goals

Teachers, coach's and administrators work together to granulate, pace and break down curriculum so that it directly aligns with CCLS standards. These standards then become a set of student goals and objectives which each learner needs to negotiate each unit. **In this way, ALL students have access to learning and achievement.** The curriculum is also broken down into a series of tasks and weekly quizzes. These are the materials we use to discuss student work and, discover trends, and refine our weekly practices in the classroom. **These quizzes are also refined, modified, translated to address the needs of ELL students and those with disabilities.** This manifests itself in the form of the weekly flow, which demonstrates a truly dynamic curriculum and programs which are adjusted and refined based on the percent of student who need to “Retake” weekly quizzes. Finally, ALL students are asked to take part in reviewing and
offering suggestions to modify curricula and learning activities—a process which speaks particularly to ELL and Students With Special Needs.

**Processes to support teachers in analyzing student work**

Part of our looking at student work process (detailed above) involves carefully looking at student work through the lens of high-need subgroups. During this process, we look for misconceptions specific to these groups. We then work on ways to address these misconceptions/make the skill tangible and successful for these students.

**Building teacher and student capacity to engage in rigorous discussions and tasks**

Student capacity to engage in rigorous discussion is built through many of the systems mentioned in the questions above. Our school wide discussion protocol models a pattern of discussion for our students which helps ensure that classroom conversation is collegial. In addition, students work with grade level topics, texts and tasks—being offered multiple entry points to not only access but succeed at tackling material. The school wide belief of explaining the “why” of a response is carried across classrooms, deepening both knowledge and discussion. Through modeling, coaching and rich discussion surrounding student work, capacity for rigorous discussion is being built each and every day.

**Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.**

- Grade 6 Parent Cells
- Periodic Parent Meetings- "How to Help Your Student"
- "How to Help Your Student" Guidebook
- Parents conduct monthly Learning Walks based on CCLS shifts and specific foci..
- Stakeholder feedback (Parents, Teachers and Students)- Curriculum and Instruction
- Learning objectives and students are posted are available online for parents to review.
- Parents can use the school website to access additional materials such as vacation packets, projects, and calendars.
- Parents are informed of various types of school events both in and out of the classroom via Thursday letters and school messenger system.

**All Literacy and ESL teachers**

**Monthly learning walks**

**Parent Coordinator, Parent Association, Technology Coordinator, Data Specialist, Assistant Principals, Bilingual Coordinator, Special Education Coordinator, Coaches and Cabinet.**
Parents receive training on how to access and monitor their child’s learning goals on Schoology
- Student planners
- Thursday Envelopes
- Progress Reports
- Parent participation in school trips.

3b – Parent and Family Engagement

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

Parents will engage in monthly "Learning Walks" by grade--attendance quantified by the Parent Coordinator monthly. These learning walks will educate parents on classroom instruction, learning environment and provide an opportunity for parents to present feedback to the school. In addition, through the use of Schoology, 90% of teachers or more enter students’ grades online for parents to see.

A "Thursday Letter" is sent home with students each week. This letter provides parents with instructional updates, key information, offer tips, solutions and/or strategies on how to help students and to gather parent feedback. The receipt, return of these letters is monitored weekly.

The school periodically provides materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology. Support includes:

- 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
- Hosting parent feedback sessions on topics such as Student Portfolios, In School Assessments, Curriculum, Student Extracurricular Activities and Overall Classroom Engagement
- The introduction of "Parent Cells" by homeroom in grade 6. These groups serve as parent leadership among the community of the official class and the grade level. Parent Cells have a voice in not only school-based decisions but input on guiding the school community as a whole.

Finally, the school website provides a wealth of resources and information which parents can access to help their children move to the next level. These include, but are not limited to school based strategies, instructional videos and study guides.

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.
Title 1 and Tax Levy funds will continue to be used to fund a Literacy Coach, Math Coach, Bi-lingual Coordinator, Special Education Coach and ESL Coach to support teachers in this endeavour.

**Instructional/ Extracurricular and Human Resources:**

- Modified In House Assessment and Leveled Classroom Materials for ELL Students and those with Special Needs
- ICT Class for students with IEP's
- Dual Language programs- Bi- Weekly Teaching Cycle
- PD Sessions- Weekly by department

**Scheduling and Programming Adjustments**

- Equity Committee- Ensuring the voices of all stakeholders
- Student Government Feedback Sessions
- ELL splits by proficiencies levels
- Dual Language Program- Bi Weekly Cycle

**Technological alignments include**

- SMART Boards in all classrooms
- 1-1 laptop use
- I- Pads
- Dedicated Computer Lab
- Audio enhancement in all classrooms
- KAPP Boards in all classrooms
- ELMOs in all classrooms

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

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**Part 5 – Progress Monitoring**

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

*By February 2019 the School Based Committee and the Equity Committee will conduct a needs assessment regarding Teacher Collaboration—progress, problems of practice and next steps.*

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

- Vertical and Horizontal Session Document
- Looking At Student Work
- February Benchmark (see above)
Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
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.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year

Academic Progress

Growth in overall proficiency in Math and ELA CCLS Exam Data in all grades, and in all subgroups, has significantly improved over past three years. For instance, in ELA we went from 25% (in 2016) to 28% (in 2017) to 31% proficiency in (2018). In Math, we went from 15% (in 2016) to 23% (in 2017) to 30% proficiency in 2018.

- LITERACY: As per the 2017-2018 ELA CCLS State test, we experienced a net gain of 13 % in the school wide percentage of students scoring level 3 and 4's. 63% of our students made progress in proficiency rating and we experienced a net drop of 5.5% in the schoolwide percentage of students scoring a level 1

Baseline to Periodic Assessment

6- 81% of students show growth

7- 76% of students show growth

8-58% of students show growth

Periodic Assessment 1 to Periodic Assessment 2

6- 65% of students show growth

7- 57% of students show growth

8- 60 % of students show growth

- MATHEMATICS: As per the 2017-2018 mathematics CCLS State test, we experienced a school wide gain of 7% in the number of level 3 and 4's. 60% of our students made progress in proficiency rating and we experienced a net drop 5.5% in the schoolwide percentage of students scoring a level 1
- SOCIAL STUDIES: 81% of students demonstrating progress on the 2017-2018 MOSL
- SCIENCE: A 18.4% growth in Level 3's and 4's based on the NYS Grade 8 Science Exam
96% of teachers say that the principal sets high standards for student learning as per the 2017-2018 School Quality Guide/ School Survey

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 conducting a thorough analysis of the 2016-2017 Advance Report break down by Danielson category, it was determined that the areas of 3b(Using Questioning and Discussion Techniques) and 3d(using assessment) were deficiencies or demonstrated limited growth based on the school wide average. As a school, our teachers experienced a loss of .09 points in 3D and a gain of .06 in 3B.

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, 75% of teachers will improve at least .07 points in their Advance Rating in domain elements 3d and 3b.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Teachers</td>
<td>The information below will be guided by our school wide observation schedule</td>
<td>Principal, Assistant Principals, and Teacher Leaders and School Cabinet</td>
</tr>
</tbody>
</table>

**Research-based instructional programs, professional development, and/or systems and structures needed to impact change.**

1. By December 15th, 100% of Teachers will have received feedback (either formally or informally from either the coach and/or AP. Teachers' goals were accessed and provided verbal and written feedback. Students' actions, teachers' actions and specific content were discussed to make specific improvements.
2. Supervisors are quantifying utilizing ADVANCE breakdowns, the selected element by teachers to analyze progress. Coaches will be conducting classroom visits, and conferring with teachers to support best practices.
3. Teachers will be observed and feedback provided as per the school observation schedule.
4. Teachers will be provided with Staff Development addressing areas of need as a Department as well as Individualized areas of concern. (These areas will be determined through observation and consultation with the Coaches and through teacher input)
5. Looking at staff requested Professional Learning and ensuring that learning is received and implemented- STAFF DEVELOPMENT DOCUMENT.
6. Progress towards this goal will be monitored throughout the year by a shared Teacher Effectiveness Document
7. Weekly meeting for new teachers held by the principal
8. "Buddy' Teachers to promote student achievement and best practices

By January 2019 – 50% of personnel will exhibit .10 point growth in the areas of 3b/3d as per Advance Observations BENCHMARK MET

By March 2019 – 60% of personnel will exhibit .10 point growth in the areas of 3b/3d as per Advance Observations
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)

1. Collaborative plans, lessons, instructional materials, assessments and projects by Teacher Teams, coaches and co-teachers are developed based on student work, classroom behaviors, student voice and promoting application and engagement.
2. Coaches will be conducting classroom visits, and conferring with teachers to support best practices particularly in ways which we can further engage our Special Education Students and provide a deeper access and instances of application for our ELL students.
3. Teachers making limited progress particularly in the area of Special Education, Dual Language and Bi-Lingual Classes will receive additional supports by coach's and administration in the area of explicit teaching and the TASC rubric.

Math/Literacy Teachers

The information below will be guided by our school wide observation schedule.

By January 2019 – 50% of personnel will exhibit .10 point growth in the areas of 3b/3d as per Advance Observations.

By March 2019 – 60% of personnel will exhibit .10 point growth in the areas of 3b/3d as per Advance Observations.

By May 2019 – 75% of personnel

Principal, Assistant Principals, and Teacher Leaders and School Cabinet
Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.

- Grade 6 Parent Cells
- Periodic Parent Meetings- "How to Help Your Student"
- "How to Help Your Student" Guidebook
- Parents conduct monthly Learning Walks based on CCLS shifts and specific foci.
- Stakeholder feedback (Parents, Teachers and Students)- Curriculum and Instruction
- Learning objectives and students are posted are available online for parents to review.
- Parents can use the school website to access additional materials such as vacation packets, projects, and calendars.
- Parents are informed of various types of school events both in and out of the classroom via Thursday letters and school messenger system.
- Parents receive training on how to access and monitor their child’s learning goals on Schoology
- Student planners
- Thursday Envelopes
- Progress Reports
- Parent participation in school trips.

Parents will exhibit .10 point growth in the areas of 3b/3d as per Advance Observations

<table>
<thead>
<tr>
<th>Parents</th>
<th>Monthly</th>
<th>Parent Coordinator and Parent Association</th>
</tr>
</thead>
</table>

3b – Parent and Family Engagement

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

Parents will engage in monthly "Learning Walks" by grade--attendance quantified by the Parent Coordinator monthly. These learning walks will educate parents on classroom instruction, learning environment and provide an opportunity for parents to present feedback to the school. In addition, through the use of Schoology, 90% of teachers or more enter students’ grades online for parents to see.
A "Thursday Letter" is sent home with students each week. This letter provides parents with instructional updates, key information, offer tips, solutions and/or strategies on how to help students and to gather parent feedback. The receipt, return of these letters is monitored weekly.

The school periodically provides materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology. Support includes:

- 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
- Hosting parent feedback sessions on topics such as Student Portfolios, In School Assessments, Curriculum, Student Extracurricular Activities and Overall Classroom Engagement
- The introduction of "Parent Cells" by homeroom in grade 6. These groups serve as parent leadership among the community of the official class and the grade level. Parent Cells have a voice in not only school-based decisions but input on guiding the school community as a whole.

Finally, the school website provides a wealth of resources and information which parents can access to help their children move to the next level. These include, but are not limited to school based strategies, instructional videos and study guides.

**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.

Resources that will leverage the achievement of this goal include adapted assessment, curricula and assignments. This includes the purchase of certain leveled materials and translated materials. In addition, time and resources are dedicated to the adaptation and translation of school wide materials on the "school-wide" and classroom level.

**Technological alignments include**

- SMART Boards in all classrooms
- 1-1 laptop use
- i- Pads
- Dedicated Computer Lab
- Audio enhancement in all classrooms
- KAPP Boards in all classrooms
- ELMOs in all classrooms

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

**Part 5 – Progress Monitoring**

2018-19 CEP
Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By December 31, 2018 Advance Data is reviewed and summarized in all areas (specifically 3b/3d)

By February 28, 2019 Advance Data is reviewed and summarized in all areas (specifically 3b/3d). Progress between December checkpoint and February checkpoint is measured. Instructional adjustments are considered and implemented.

By June 2019, Final Review ---Advance Data is reviewed and summarized in all areas (specifically 3b/3d) to determine if our goal was met

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

2018-2019 Advance Reports

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

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>As per the 2018-2019 School Quality Guide</td>
</tr>
<tr>
<td>• 99% of families say they are satisfied with the response they get when they contact their school</td>
</tr>
<tr>
<td>• 99% of families say that they are satisfied with the education their child receives</td>
</tr>
<tr>
<td>• 98% of families say that school staff work hard to build trusting relationships with families like them</td>
</tr>
<tr>
<td>• 99% of families say that teachers and families think of each other as partners in educating children</td>
</tr>
<tr>
<td>• 98% of families say that the principal at their school works hard to build trusting relationships with families like them</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 81% of families say that they have had the opportunity to volunteer time to support their school</td>
</tr>
<tr>
<td>• 92% of teachers say that families are offered the opportunity to visit their child’s classroom, such as observing instruction or participating in an activity with their child</td>
</tr>
</tbody>
</table>

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The percentage of parents taking an active part in the school community will increase 5% when comparing 2017-2018 data with 2018-2019 data—with support from The Children’s Aid Society.</td>
</tr>
</tbody>
</table>
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).

### Key Initiatives

- Grade 6 Parent Cells
- Periodic Parent Meetings- "How to Help Your Student"
- "How to Help Your Student" Guidebook
- Parents conduct monthly Learning Walks based on CCLS shifts and specific foci..
- Stakeholder feedback (Parents, Teachers and Students)- Curriculum and Instruction
- Learning objectives and students are posted are available online for parents to review.
- Parents can use the school website to access additional materials such as vacation packets, projects, and calendars.
- Parents are informed of various types of school events both in and out of the classroom via Thursday letters and school messenger system.
- Parents receive training on how to access and monitor their child’s learning goals on Schoology
- Student planners
- Thursday Envelopes
- Progress Reports
- Parent participation in school trips.
- Continuing to grow, expand and calibrate partnership with CAS. This includes holding periodic meetings

### Benchmarks:

<table>
<thead>
<tr>
<th>All Parents</th>
<th>Parent Coordinator, technology coordinator, All teachers &amp; Assistant Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 2018- parental involvement will increase by 5%</td>
<td></td>
</tr>
<tr>
<td>February 2019- parental involvement will increase by an additional 5%</td>
<td></td>
</tr>
<tr>
<td>March 2019- parental involvement will increase by an additional 5%</td>
<td></td>
</tr>
<tr>
<td>May 2019- parental involvement will increase by an additional 5%</td>
<td></td>
</tr>
</tbody>
</table>
which serve to calibrate CAS efforts and those of the school. Keeping both entities on the "same page" when it comes to what is going on in and out of the classroom and providing resources which align to school wide learning, practices and protocol.

<table>
<thead>
<tr>
<th>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)</th>
</tr>
</thead>
<tbody>
<tr>
<td>See above</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 8: 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>All parents</td>
</tr>
<tr>
<td>September 2018-June 2019</td>
</tr>
<tr>
<td>Parent Coordinator, all teachers and Assistant Principal</td>
</tr>
</tbody>
</table>

Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.

<table>
<thead>
<tr>
<th>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</th>
</tr>
</thead>
<tbody>
<tr>
<td>See above</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>All parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly</td>
</tr>
<tr>
<td>Parent Coordinator, APs, &amp; Coaches</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

Parents will engage in monthly "Learning Walks" by grade--attendance quantified by the Parent Coordinator monthly. These learning walks will educate parents on classroom instruction, learning environment and provide an opportunity for parents to present feedback to the school. In addition, through the use of Schoology, 90% of teachers or more enter students’ grades online for parents to see.

A "Thursday Letter" is sent home with students each week. This letter provides parents with instructional updates, key information, offer tips, solutions and/or strategies on how to help students and to gather parent feedback. The receipt, return of these letters is monitored weekly.

The school periodically provides materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology. Support includes:

- Partnership with NY Cares for Saturday Math and ELA enrichment programs
- 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
Hosting parent feedback sessions on topics such as Student Portfolios, In School Assessments, Curriculum, Student Extracurricular Activities and Overall Classroom Engagement
The introduction of "Parent Cells" by homeroom in grade 6. These groups serve as parent leadership among the community of the official class and the grade level. Parent Cells have a voice in not only school-based decisions but input on guiding the school community as a whole.

Finally, the school website provides a wealth of resources and information which parents can access to help their children move to the next level. These include, but are not limited to school based strategies, instructional videos and study guides

### Part 4 – Budget and Resource Alignment

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
</table>
| • 1% of Title I Funds  
• Creation and Distribution of Weekly Thursday Letter  
• Parent Workshops for accessing student information/ grades etc..  
• Parents Workshops -- How to Help Your Child in School  
• NY Cares Saturday Program - Per Session Funds |

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Levy</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Part 5 – Progress Monitoring

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
</table>

**Benchmarks:**

- November 2018-parental involvement will increase by 5% as measured by quantifying participation in all school-based parental events **BENCHMARK MET**.
- February 2019-parental involvement will increase by an additional 5% as measured by quantifying participation in all school-based parental events
- March 2019- parental involvement will increase by an additional 5% as measured by quantifying participation in all school-based parental events
- May 2019-parental involvement will increase by an additional 5% as measured by quantifying participation in all school-based parental events

| Part 5b. Indicate the specific instrument of measure that is used to assess progress. |
Parent Teacher Conferences, Family Nights, PA Meetings, Parent Workshops

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

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
</table>
| English Language Arts (ELA)                | - Pull Outs Groups of students based on mandated services and a range of CCLS performance levels (mid to high level 1s)  
- Saturday Tutoring Program: Mid-High Level 2-3 students Based  
- In the Class Room—ALL Students—Week A/ B Cycle—Tier 2 Services—Fridays  
AIS Skill Based Clinics, Buddy System Clinics, Portfolio Clinics  
- School Wide Clinics—ALL STUDENTS | Pull Out—Structured CCLS Test Readiness Material—By grade  
Saturday | 1. Small tutoring group  
2. One-to-one conferencing | 1. During Pull-Out and Professional Periods  
2. Saturdays  
3. In class |
| Mathematics                               | - Pull Outs Groups of students based on mandated services and a range of CCLS performance levels (mid to high level 1s)  
- Saturday Tutoring Program: Mid- | Pull Out—Structured CCLS Test Readiness Material—By grade—Prerequisites | 1. Small tutoring groups  
2. One-to-one conferencing | 1. During Pull-Out/Professional Periods  
2. After school (Wednesday and Thursday)  
3. Saturdays  
4. In class |
<table>
<thead>
<tr>
<th>Science</th>
<th>Science After School Bootcamp</th>
<th>Preparation Program for State Science test</th>
<th>All Grade 8 students</th>
<th>Afterschool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>At-risk services</td>
<td>The following criteria will be considered in determining student eligibility:</td>
<td>Types of AIS that may be provided by GC:</td>
<td>As appropriate:</td>
<td>Guidance support is provided:</td>
</tr>
<tr>
<td>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Established cut scores on ELA or Math State exams (For students who take state exams).</td>
<td>Letters from to parents regarding attendance problems</td>
<td>Small group Or Individual sessions in the guidance suite</td>
<td>Monday and Tuesday during school hours and after school until 3:40; Wednesday – Friday it is provided during school hours or before/after by scheduled appointment.</td>
</tr>
</tbody>
</table>
- Following criteria:
  - Standardized Testing, Woodcock Johnson, etc., STAR (lack of growth and/or well below grade level), Acuity and/or Benchmark assessments
  - Score at 64% or below on Regents exams - Local Final exams at 70% or below - Report card grades at 75% or below - Teacher, counselor, staff, administrator, psychologist, speech/language therapists, school psychologist or parent recommendation
  - Attendance records – ISC recommendation
  - Other student records, reports, evaluations including discipline records, mobility issues, health-related issues, family issues
  - Diagnostic Assessments - Student transcripts (for those students transferring in)

<table>
<thead>
<tr>
<th>Partnership, as available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling sessions</td>
</tr>
<tr>
<td>Progress monitoring (for those students not in need of additional instruction)</td>
</tr>
<tr>
<td>Parent contact (meeting, phone call, email)</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)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website:


### Part A: FOR TITLE I SCHOOLS

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.)

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

The services that plan to provide these students include and are not limited to:

- Allocating $100 in emergency funds per students
- full fare transportation
- choice to remain the school regardless of shelter location
- uniforms
- winter coats
- shoes
- school supplies
- medical and optical services through the school clinic and Helen Keller Organization.

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

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

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: Title I Program Information

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

School beliefs about how adults learn best and our beliefs drive teacher feedback cycles

We believe that adults learn best when they:

1. Understand why something is important to know or do.
2. Feel empowered, valued and respected for their experiences, perspectives and contributions.
3. Know the learning experience is active rather than passive.
4. Know that learning occurs in small groups and that the process is positive and encouraging.
5. Realize that learning is applied immediately.
6. Our beliefs help teachers provide feedback that promotes students’ intellectual growth, autonomy and equity in their classrooms. Furthermore, it helps teachers create opportunities for their own growth as they identify and revise strategies that do not serve them, their students, or the schools.

Strategies for recruitment, retention, growth and assignments

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers in all disciplines.
- Teachers are contacted based on resume and areas of expertise---after reviewing "open market" documents.
- Hiring Committee to conduct interviews and demo lessons.
- Summer training for newly hired staff and ongoing Professional learning—1 week “bootcamp”
- Scheduled New Teachers Meeting with Principal (weekly)
- Mentoring Program
- Teacher Buddies
- Teacher assignments based not only on license but area of expertise, instructional matches and preferences.
- The pupil personnel secretary will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.
- Frequent coaching, modeling and planning support by instructional coaches, mentors, buddies and teacher leaders.
- School Cabinet—"open door" meeting once per week to discuss teacher needs and revise school support and practices.
Growth and Monitoring of Teacher Practice

- A school-wide observation calendar is issued which designates the roles and responsibilities of the Principal, APs, and Coaches in regards to feedback, and informal/formal observations.
- Teachers are given feedback which includes: best-practices, areas of improvement, a time-line and next steps. Teachers and administration then discuss student work to show improvement in classroom practice.
- Teachers set goals and benchmarks. They show evidence of improvement through student work portfolios.
- Teachers work with coach's and other leads, mentors and "buddies" to improve problems of practice and set goals for growth and achievement.
- Advance reports are "dissected" to identify problems of practice, and areas of expertise and to develop teacher partnerships and action plans.

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).

Teacher Selected Professional Learning System

Teachers complete a reflection form which includes a section where they request professional development in areas they wish to make growth. These PD requests are then provided to teacher throughout the following school year. All professional development is tracked on a school wide Google doc PD plan form. These Professional Learning opportunities include trainings/ workshops in and out of the school building.

Professional Learning "outside" the building

- Bank St- Socio Emotional Training (3 week training session)
- Professional development in Renaissance Reading Program--Working with data
- Running Records Training-NYC Teaching and Learning
- STEM Leadership Conference- Orlando, Florida
- Digital Portfolio Professional Development-- GO Announce
- District 6- Instructional Coaching Meetings
- District 6- Principal's Meetings
- District 6- Coach's Summit
- District 6- Assistant Principal Meetings
- LEAP Sessions for Administrative Apprentice
- TLP Sessions for Teacher Leaders
- TIF- District 6 Master Teacher Sessions
- Respect For All-- Deans
- Para-Professional Prof Learning Sessions
• CPR Training

In House Professional Learning Professional Learning Opportunity and Topics

• Paraprofessionals work hand-in-hand with teachers and coach’s in sessions that focus on student achievement
• Paraprofessionals receive professional development in process and content
• Principal engages in periodic meetings and Professional Learning opportunities with Para’s to infuse their voice into the learning in self-contained and ICT classrooms
• In-House SPED Training on REWARDS Reading Program
• Explicit Teaching PD’s - ongoing
• Lesson Component PD’s - ongoing
• Technology (GOOGLE Drive, Schoology, SMART Board, ELMO, Audio Enhancement, Tech Project, MYON, Renaissance)
• Advance Literacy
• School Wide System and Protocol PD’s (Lit Circle, Buddy System, Turn and Talk Rubric)
• Assessment During Instruction

Part 3: TA Schools Only

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

3b. TA Coordination with the Regular Program
Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
non TA school MS 319 IS SWP

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.).
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.

**Approach to the use of assessments our school community**

Multiple school-wide tools, in all subjects, are used to assess student learning. Some examples are: Weekly fluency practices, weekly Tuesday quizzes, Daily Exit Tickets, cumulative unit assessments, end of unit projects and learning goal trials (up to three trials per learning goal). The rationale behind using frequent and diverse assessment tools is to offer students multiple opportunities for improvement. We offer students several trials (up to 3), within pre-determined time periods, to show mastery of the skill(s). Throughout these trials, teacher teams looks for errors and misconceptions that might impede or interfere with student progress. When students get a task right the first time, the task is labeled “A” for “achieved”. If he/she gets the task wrong, it is labeled “R” for “re-take”. The “R-students” receive additional interventions (pull-out, clinics and after school services) and are later re-assessed in an identical task. In addition, students are given CCLS aligned portfolio tasks, in all subjects. These tasks are scored, feedback is given (Week A), and students systemically address teacher feedback bi-weekly (Week B).

**Examples of what assessment data has revealed in terms of student knowledge and skills**

For instance, teacher teams have observed that errors and misconceptions are rooted in either conceptual confusion, developmental deficiency (lack of real world application) or language issues (question wording stand-alone words etc.). For example: Teacher teams have observed that when 7th graders work with ratios, some students write a ratio with reverse values; or when they work with percents they thinking that percents cannot be bigger that 100%, and therefore consistently demonstrate difficulty understanding that an “increase by 5%” is the same as “multiply by 1.05.” In addition, when 7th graders work with money—such as calculating sales tax---some students round the sales tax to three decimal places failing to realize that there is no such thing as a “thousandth of a dollar” or a coin whose value is less than a penny. Such misconceptions resulted in adaptation of the unit of study to address a series of misconceptions. From this “bank”, scaffolding is created to help overcome the re-occurrence of these misunderstandings. In Literacy, both 7th and 8th grade students share the misconception of ‘Evidence vs Explanation’---to varying degrees of severity. In other words, students have the ability to select and extract information which may support an inference they make. However, when it comes to explaining how this evidence supports the inference, responses can be convoluted and disconnected---or students simply extract another piece of text evidence instead of explaining the first.

**Building teacher capacity in using different types of data to adjust curriculum and instruction**

We build teacher capacity by using different types of data to adjust curriculum and instruction. We have developed a process in which Teacher Teams meet weekly (vertically by department, horizontally by grade level) in order to promote sharing of strong practices, analysis student work, identification of trends, accuracies and misconceptions. We strive to improve student learning by, adjusting curriculum pacing, designing mini-lessons and students offering multiple-entry points. Finally, we track and quantify those students who are consistently or chronically in need of multiple opportunities for success and offer them multiple outlets by adjusting pull-out groups, and diversifying instruction.
How do teachers check for understanding? How do they create structures for students to self-assess and reflect on their own progress? What has been the impact of such assessments on teaching and learning?

School-wide, teachers use a variety of tools to check for understanding. For instance, teachers and students:

Use traffic lights, thumbs up/down/sideways to check for understanding during instruction.

Teacher and students engage in a bi-weekly cycles (Week A and Week B) in which students work independently to address teacher’s feedback.

Students engage in Turn-and-Talk and Buddy system protocols to negotiate meaning and arrive at solutions.

Both students and teachers populate “Learning Objective/Goal” charts throughout the course of the unit of study identifying goals that have been met. These charts are based on the results of “Tuesday Quizzes” and serve as a way to easily identify and address (through re-teaching and re-assessment) misconceptions based on specific standards and skills. Parents are able to monitor student performance via Engrade. This structure helps redirect resources in an effort to support those students who have not met their learning goals. Additionally, parents have access to instructional videos aligned with both CCLS and learning goals in order to support their children at home.

Assessments are cumulative and aligned to New York State CCLS. Unit assessments are made up of both multiple choice and open-ended responses that are standard based. Each unit assessment questioned is matched to a specific Common Core standard, domain and cluster.

Periodic Assessment Data is analyzed in house. Data is broken down by grade, standard, level of deficiency and frequency. This data is used to inform classroom groupings and future assessments, tasks and lessons.

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 (i.e. $333,136)</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 Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$333,136</td>
<td>X</td>
<td>Sections 5A, B,C,D,E PART 4B</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Title III, Part A

Title III, Immigrant

Tax Levy (FSF)

<table>
<thead>
<tr>
<th></th>
<th>Federal</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Title III, Part A</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>$20,814</td>
<td>$x</td>
<td></td>
<td></td>
<td>Sections 5A,B,C PART 4B</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>3,718,662</td>
<td>$x</td>
<td></td>
<td></td>
<td>Sections 5A,B,C,D PART 4B</td>
</tr>
</tbody>
</table>

2Explanation/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.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
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</table>

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. M.S 319 Maria Teresa School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

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.

Support for Parents and Family Members of Title I Students
M.S. 319 Maria Teresa Mirabal 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;

Parental Involvement and School Quality

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, Progress 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 Every Student Succeeds Act (ESSA);

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

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

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

**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 parents with professional development in the use of Engrade and other online grading tools utilized by the school;
- 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)**

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

### I. School Responsibilities: High Quality Curriculum

**School Responsibilities**

*s Standards and Assessments by:

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

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

**Support home-school relationships and improve communication by:**

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

*Provide parents reasonable access to staff by:*

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

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

*Provide general support to parents by:*

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

## II. Parent/Guardian Responsibilities

*Parent/Guardian Responsibilities:*

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

### III. Student Responsibilities

**III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.

- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
</table>

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

### Part B: Direct Instruction Supplemental Program Information

| The direct instruction component of the program will consist of (check all that apply): |
|---------------------------------|-----------------|
| [ ] Before school | [X] After school | [X] Saturday academy |

Total # of ELLs to be served: ______
Grades to be served by this program (check all that apply):
- [ ] K
- [X] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [X] 7
- [X] 8
- [ ] 9
- [ ] 10
- [ ] 11
- [ ] 12

Total # of teachers in this program: ______
# of certified ESL/Bilingual teachers: ______
# of content area teachers: ______
**Part B: Direct Instruction Supplemental Program Information**

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: 

MS 319's Saturday Direct Instructional Program focuses on Newcomers, Developing ELLs, and long term ELLs who are struggling academically based on the student's risk level from the EDAT data in conjunction with ongoing school-wide assessments in both ELA/ENL and mathematics. Approximately 75 students (5 classes of 15 students each) will be serviced in this program throughout the school year. The students were selected based on their needs as reflected on the 2018 NYSESLAT results in conjunction with their academic achievement in Math and ELA. In addition, a English Reading and Writing-focused after school program will be provided to those students that need the extra support as indicated on the 2018 NYSESLAT Scores (3 classes of 10 students each). The language or instruction will be English for the ELA classes, and English and Spanish for Math depending on the student's choice and English language proficiency level.

MS 319's adherence to the 90/90/90 tenet of Multiple Opportunities for Improvement has resulted in the development of school-wide weekly quizzes in both ELA and mathematics. This past year, the school piloted a method of tracking student performance on these weekly quizzes through an online spreadsheet shared by the teachers and administrators. When students Achieve (perform at or above 80%) on a quiz, they move on to the next skill or goal in each class. However, when a student performs under the 80% threshold, their quiz is marked as Retake. This means that while the student will also be exposed to the new skill or goals, they will be receiving targeted intervention in the skill that they have not mastered in order to be able to demonstrate achievement on a future retake opportunity. One of the outcomes of this year's data analysis was that ELLs were underachieving in both mathematics and ELA quizzes, yet unsurprisingly, noticeably more in ELA.

In order to better support MS 319's ELL students, the school will be providing a supplemental direct instruction program on Saturdays based on the skills on which a need is demonstrated through weekly assessments. This focus on revisiting those skills that students had difficulty with will compose the ENL portion of the Saturday program. The program will take place on Saturdays, 10:00 - 12:00 over 20 weeks. Instruction will be allocated for explicit teaching in English Literacy and ENL instruction focused on the four modalities (Listening, Speaking, Reading, and Writing).

Students who demonstrated regression or lack of progress (remained at the same level) on their English proficiency level as reflected on the EDAT and also have low achievement in the content areas will be prioritized when creating the classes. The program will respond to students' specific needs by separating them by English Performance Levels according to the 2018 NYSESLAT results as follows:

- Two bridge classes (6-7 & 7-8) will each be composed of 15 Entering and Emerging students. These students will receive mathematics instruction in their home language and ENL instruction with a focus on English language acquisition in the four modalities (Listening, Speaking, Reading, and Writing). Two bilingual teachers will split their instructional time amongst these two classes. While one class works on math, the other works on ENL and vice versa.
Three classes will be composed of 15 Transitioning and Expanding students each by grade level (6th, 7th, & 8th). These students will receive explicit mathematics instruction in English with home language support, ENL instruction with a focus on English language acquisition in the four modalities (Listening, Speaking, Reading, and Writing), and ELA instruction based on the skills they have missed according to quiz results. Three teachers (1 bilingual, 1 ENL, 1 content area) will split their instructional time amongst these three groups so that the groups rotate through the three subject areas: Math, ENL, and ELA.

Each class will have 15 students total taught by four ENL or bilingually certified teachers and one content area math teacher serving all the ELLs. The program will run for 16 weeks, culminating in May, 2019. The teachers serving the ELLs in the Title III program are either bilingual certified, mathematics content area teachers or ENL certified teachers.

Saturday Program: ENL in the Four Modalities

- # of classes and # of students per class: 3 classes, 15 students per class
- # of teachers and certification: 3 Bilingual and/or ENL certified

Supervisor: 1 Assistant Principal (only supervisor in building at that time)

- Begin and end date: November 3rd, 2018 - April 13, 2019
- Exact # of sessions: 16
- Schedule (days and time): Saturdays 10:00 am - 12:00 pm

After School program: ENL through the Content of Math (focus on word problems)

- # of classes and # of students per class: 3 classes, 15 students per class
- # of teachers and certification: 3 Mathematics with Bilingual extension

Supervisor: 1 Assistant Principal (only supervisor in building at that time)

- Begin and end date: October 3, 2018 - April 18, 2019
- Exact # of sessions: 50
- Schedule (days and time): Wednesday and Thursday 2:20 to 4pm

Materials for this program (Materials are onsite): Engage NY Materials; school-created, Common Core-aligned lessons in both Mathematics and ELA; supplies to copy these lessons and practice items; Finish Line New York ELLs Bilingual Common Core for 6TH, 7TH, & 8TH grades. In order to further support student development of English literacy while continuing to grapple with the grade-level expectations, our students greatly benefit from the MyON online reading program. Teachers assign texts that support ELLs to simultaneously build literacy skills and prior knowledge aligned with the current unit of study in ELA. This program has many visuals, highlights new vocabulary, reads text out-loud to struggling readers while they follow along, provides students and teachers a way to interact with the text electronically, allows teachers to monitor student engagement, and can be used independently, with a small group, or on the school’s interactive whiteboards. One of the goals of MS 319 is to have each student read 25 books per year, including at least four books in social studies and three books in science. The MyON library is a priceless resource to meet this goal. MyON provides students a plethora of reading material that they can choose to interact with, particularly non-fictions texts on scientific and historical topics. Many studies have shown that in addition to a rigorous curriculum, free, voluntary reading plays a significant role in literacy development. MyON can be accessed from anywhere due its online nature. Students are able to engage with the texts on computers, tablets, even on their phones. MS319 provides training for parents in order to encourage family involvement and collaboration. The school monitors student comprehension of MyON texts through the Renaissance Reading Program. The background knowledge students attain from reading through MyON supports higher comprehension levels of the Common Core curriculum and therefore improves student engagement with higher-level texts.
### Part C: Professional Development

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

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

Begin description here: ____

MS 319's Title III Professional Development focuses on training teachers to implement rigorous, Common Core-aligned instruction focused on the scaffolding necessary for ELLs to succeed academically. Five teachers will receive three two-hour sessions for a total of six hours of professional development. Teachers will be trained in Explicit Teaching for ELA and Mathematics according to their teaching assignments, and Cooperative Learning Strategies (i.e. Emerging Bilingual Literacy Protocol, Emerging Bilingual Mini-Lesson Protocol, Literary Circles, and Buddy System). The trainings will be conducted by the supervisor of the program as well as MS 319's Bilingual Coordinator. These sessions will take place after school on selected Fridays and will therefore result in per session costs to the Title III Program. Once the teachers who participate in these five teachers are trained, they will turn-key the strategies and share them with their colleagues during Monday's contractual PD sessions. Professional development hours will also be used to provide teachers with feedback and planning for next steps based on observations made by the program supervisor.

**Session 1: "New Teacher Boot Camp":** This session will be offered to teachers who are new to MS 319 as well as returning teachers who are in need of support. Sessions will be held from August 27 to 31 and will focus on all classroom practices that support ELLs.

**Session 2:**

A - 11/16/18: Explicit Teaching in the ELA/ENL classroom (2 hours) - ELA Teachers

B - 12/14/18: Explicit Teaching in the Mathematics classroom (2 hours) - Math Teachers

**Session 3:** 1/11/18: Use of Cooperative Learning Strategies to Maximize ELL Engagement and Performance (2 hours) - All Teachers

PD Provider: Rose Abreu (Bilingual Coordinator) and Penelope Duda (Assistant Principal in charge of ELL Services)

These sessions are conducted during the school day either during set-aside staff development times or using flexible scheduling.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: ____

Parent involvement is an essential aspect of the culture at MS 319, as a result three workshops will be offered throughout the duration of the program. Parents of Emergent Bilingual students will be invited to the school in order to attend an introductory meeting as well as progress meetings regarding their students. Informing parents about the materials and programs
Part D: Parental Engagement Activities

that their students will be exposed to throughout the year will allow them to be more involved in the students' education. Parents and students will also benefit from the ongoing communication between the school and the home regarding the progress of our Emergent Bilingual students. These meetings will be conducted by bilingual staff members. Throughout these meetings parents of Emergent Bilingual students will also be receiving information regarding opportunities to continue engaging their students in learning outside of school.

Parents will be notified of these meetings through bilingual school mailings as well as reminded by phone calls in their home language. These meetings will be conducted by bilingual staff members including and ENL teachers who will be paired up with the support of bilingual teachers for translation purposes. Attendance records will be kept in the Title III binder and will be offered by offering rewards (at through MS 319's rewards program) to students whose parents attend the workshops.

MEETING 1 (12/8/18) will be the dual language and bilingual pin ceremony in which parents are invited to celebrate their students' efforts in becoming bilingual, biliterate and bicultural, life-long language learners. Teachers and students will share student work and all students will receive their "pins of biliteracy"

MEETINGS 2, 3 and 4 (May 2019); Building on the success of the 2017-18 series of arts and crafts workshops, MS will continue a series of workshops organized in conjunction with the MS 319 Parents Association focused on arts, crafts and cooking projects for the whole family. Parents of students from all backgrounds, and primarily students from the MS 319 bilingual and dual language program, are invited to share skills with the school community.

Part E: Budget

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

<table>
<thead>
<tr>
<th>Allocation Amount: $</th>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>n/a</td>
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<tr>
<td></td>
<td>Per session</td>
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<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Per diem</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Purchased services</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>High quality staff and curriculum development contracts.</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Supplies and materials</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Must be supplemental.</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Additional curricula, instructional materials.</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Must be clearly listed.</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>
### Part E: Budget

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

Allocation Amount: $____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Software (Object Code 199)</td>
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</tr>
<tr>
<td>Travel</td>
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<td>n/a</td>
</tr>
<tr>
<td>Other</td>
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<td>n/a</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

### Part I: School ELL Profile

#### A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Name</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>06</td>
<td>Manhattan</td>
<td>M.S. 319</td>
<td>319</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>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Ysidro Abreu</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Penelope Duda</td>
</tr>
<tr>
<td>Coach</td>
<td>Rose Abreu</td>
</tr>
<tr>
<td>Coach</td>
<td>Derek Pilla</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Denise Diglio/ENL</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Melanie Yu</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Guillermina Reynoso/Bilingual</td>
</tr>
<tr>
<td>Parent</td>
<td>Maria Figueroa</td>
</tr>
<tr>
<td>Teacher/Subject Area Data Specialist</td>
<td>Lora/Data Specialist</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Willie Frias</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Leirilyn Montero</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>n/a</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Manuel Ramirez</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>Andrea Delgado, Pupil Accounti</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>Certification Details</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>7</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>3</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

#### D. Student Demographics

2018-19 CEP
Total number of students in school (excluding pre-K) | 450 | Total number of ELLs | 154 | ELLs as share of total student population (%) | 34.22%

**Part II: ELL Demographics**

**A. ELL Programs**

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

Check all that apply

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>DL</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
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</tbody>
</table>

This school offers (check all that apply):

- Transitional bilingual education program (TBE) | Yes | No |
- Dual language program (DL) | Yes | No |
- Freestanding ENL | Yes | No |

If yes, indicate language(s): Spanish

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

### Bilingual Program Breakdown

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

**Part III: Assessment Analysis**

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

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

Emergent Bilingual students at MS 319 participate in all school wide assessments throughout the content areas. Each department administers baselines, periodic, and summative assessments. All assessments are translated for DL and TBE classes.

In mathematics all students take departmental weekly quizzes that are closely monitored by teachers and administrators to ensure that students are meeting grade level standards. Students are given multiple opportunities to achieve on quizzes through in-class clinics. Emergent Bilingual students who are placed in Transitional Bilingual or Dual Language programs have access to these quizzes in their Home Language, Spanish. Emergent Bilingual students who are placed in ENL classes are provided with grade-level mathematics glossaries according to their home languages. Students are also assessed through the
use of STAR Math tests on Renaissance, which are available in Spanish for Emergent Bilingual students to demonstrate their mathematics level independently from their ENL level. These assessments can pinpoint to a student’s area of focus. Transitioning and Expanding Emergent Bilingual students participate in weekly departmental quizzes as part of their Integrated ENL/ELA courses. Teachers provide appropriate scaffolding such as word banks, sentence frames, or graphic organizers as needed. The results are closely monitored by teachers and administrators. These students also produce English essays that are Common Core aligned with appropriate scaffolding from their ENL/ELA teacher. Entering and Emerging Emerging Bilingual students are accountable for departmental ENL vocabulary quizzes instead of the ELA quizzes. Additionally, all Emergent Bilingual students participate in STAR Reading Assessments at least three times throughout the school year in order to demonstrate their English reading comprehension progress. These assessments pinpoint to particular areas of strength and weakness that teachers can use in their instructional planning. Students also use Renaissance Reading book quizzes as assessments of their developing reading skills. All students, including Emergent Bilingual students are expected to achieve 80% or higher on 25 book quizzes throughout the school year. In the case of Emergent Bilingual students, these books may be a combination of English and home language books.

As part of Emergent Bilingual students’ Freestanding ENL course, students are exposed to unit quizzes in the USA Learns online English Language development program.

In order to assess Emergent Bilingual students’ home language literacy skills, students are assessed thoroughly in their HLA classes. Assessments include departmental reading quizzes, CCLS-aligned portfolio tasks, and unit projects which include graphic organizers as well as multiple drafts of written pieces. Students are also assessed in their Spanish reading levels three times a year through the Spanish STAR Test in Renaissance. Weekly Quizzes and Writing Performance Tasks are used to track students’ achievement in Social Studies. Portfolio Tasks and End-of Unit Assessments are provided to measure achievement in Science. All of these assessments are provided in the home language for bilingual students in the TBE or DL programs. ENL program students receive ENL support, strategies, and bilingual glossaries to assist them in completing these tasks.

2. What structures do you have in place to support this effort?
   MS 319 is able to implement and closely monitor these assessments through the use of the school wide Quiz Quantification Form. All teachers are able to input results as they administer and mark the assessments. Administrators can also access this data and make decisions about interventions. Additionally, MS319 has a Literacy Coach, Math Coach, Science Teacher Leader, Social Studies Teacher Leader, and the Bilingual Coordinator (ENL & HLA departments) who facilitate teacher discussions and efforts to administer and analyze assessments. Teachers meet weekly with their Department Coaches or Teacher Leaders to analyze student work. At these meetings, ENL or bilingual teachers sit together in order to compare results, analyze trends that are specific to Emergent Bilingual student subgroups, and prepare scaffolds and lessons to share with the group.

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?
   MS319 also utilizes city wide and department created assessments to monitor Emergent Bilingual students’ progress. The school administers HLA, ENL, Mathematics, ELA, Science, and Social Studies Baselines (Fall), Benchmark (Spring), and End of Year assessments in order to gauge annual growth in all content areas. These assessments are provided in the home language for Emergent Bilingual students in TBE or DL programs. Glossaries are provided for students in the ENL programs. The detailed rubrics of these assessments are used as guidelines for instructional planning according to the “Traits” or skills in which students demonstrate greater need.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   Students who do not achieve an 80% or higher on any given departmental quiz will have an opportunity to retake the assessment after a targeted skill clinic in their own classroom. The results of this second attempt are also tracked on each department’s’ Quiz Quantification Form. ENL and bilingual content area teachers pull out Emergent Bilingual students who do not demonstrate mastery after their second quiz administration for support in certain skills according to the tracking documents and provide targeted intervention before administering the assessment for a third attempt. In this way, the school ensures that students have had multiple opportunities to achieve on all grade-level skills. This data is also tracked on each department’s Quiz Quantification Form. Correlations between teacher team planning, intervention, and student achievement
on periodic assessments are also analyzed in order to provide feedback to content area teachers, intervention teachers, and instructional coaches.

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.] MS 319 does not have K - 5 classes.

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]. One of the first assessments that MS319 considers while programming Emergent Bilingual students is the NYSESLAT. According to student progress on English Language Proficiency Levels, students must be programmed to meet at least their minimum ENL and HLA minutes. Additionally, the school makes decisions about push in or pull out services according to student achievement as demonstrated on ELA, Mathematics, Social Studies, and Science assessments. Since Emergent Bilingual students in TBE or DL programs (according to parental choice) may be assessed in Spanish in the content areas, the school can tailor intervention for them according to their academic and language needs jointly. Students in the ENL program (according to parental choice) are carefully assessed and provided with flexibility during testing including bilingual glossaries in all NY State Exams. An Entering or Emerging student, as evidenced by NYSESLAT results, may not need mathematics intervention if she is scoring proficiently (levels 3 or 4) on the NY State Mathematics Assessment. On the other hand, a student who reaches a Transitioning or Expanding level on the NYSESLAT, but only reaches a level 1 or 2 in mathematics may need more support in this content area. All of these factors are taken into consideration when programming Emergent Bilingual students’ ENL and intervention services. The school uses the ELL Data Analysis Tool (formerly the AMAO) to look for trends and patterns in risk factors for students.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? Assessment results and analyses are disseminated among the school staff through professional development and teacher team sessions (Mondays) as well as through the Quiz Quantification Form. At the beginning of the school year, all teachers receive assessment data for all students. This information is printed, presented, and discussed at staff meetings. Teachers also receive this information digitally. NYSESLAT results (or NYSITELL in case of new arrivals) is also shared through the school’s “Flow of the Day”, a daily email with important information. Teachers are trained as to the meaning of the English Proficiency Levels as well as appropriate activities and expectations of language support. As mentioned before, students’ weekly quizzes are tracked through a school wide system online. This Quiz Quantification Form identifies students who are Emergent Bilingual students, Students with Disabilities, and/or students who scored in the lowest 25% in the specific content area assessments from the previous year. Additionally, this sheet identifies the students who are receiving pull out intervention by a content area or ENL teacher. In this way, teachers, coaches, and school leaders can identify class trends and particular students or subgroups who are exceeding grade level expectations or are performing at very low levels. As a result of these analyses, decisions are made regarding the next steps and goals for each department. This is reflected weekly through the “Weekly Flows” that are prepared and shared by the coaches and teacher leaders. These “Weekly Flows” highlight vocabulary and content skills of focus for the upcoming week in each department. Teacher teams meet on Mondays to analyze student work and prepare new lessons to address students’ needs.

**Part IV: ELL Programming**

**Programming and Scheduling Information**

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
Students whose parents opt for the Freestanding ENL program are placed in heterogeneous classes by grade level. These students are exposed to an English only curriculum with some home language support through educational materials, bilingual glossaries, and technology support. Students who are placed in these monolingual classes are provided ENL services through an integrated model with the ENL teacher pushing-in during content area instruction according to students’ needs. Students at Entering and Emerging levels also receive pull out services as their Stand-Alone ENL component.

b. TBE program. If applicable.

Students whose parents select the transitional Bilingual Education program are grouped by grade level for their content areas (mathematics, science, social studies, HLA, and electives). However, these students go into homogeneous groups for their integrated ELA/ENL classes daily. Students in the school’s seventh and eighth grade TBE classes split into two groups. One group is composed of Entering and Emerging seventh and eighth graders who go to one ENL teacher and the Transitioning and Expanding students go to another. After the two periods of ELA/ENL, students return to their grade-level classes. Content area teachers use a variety of heterogeneous and homogeneous grouping during their classes in order to ensure that each student’s language development is supported. While most of the content is taught in the home language, Spanish, students receive differentiated materials according to their English proficiency levels. Entering and Emerging students work mostly in Spanish, while also receiving English instruction appropriate to their level through trade books and technology. Transitioning and Expanding students work mostly in English. Students continue to develop their home language literacy skills through the HLA class. This is a Spanish class in which students engage in rigorous text discussions and CCLS-aligned tasks throughout the school year. Students also have bilingual libraries in their classrooms to support their HLA literacy development.

c. DL program. If applicable.

MS319’s Dual Language Program is composed of English proficient students and Emergent Bilingual Students. At the sixth-grade level, the ratio is close to 50-50. As Emergent Bilingual Students achieve proficiency, parents often choose to remain in the program. This leads to the ratio of Emergent Bilingual Students decreasing in the seventh and eighth grades with former Emergent Bilingual Students becoming the largest ratio of the population overall. According to the 2016 NYSESLAT most of the Emergent Bilingual Students have achieved the Transitioning or Expanding levels, with a few scoring at the Commanding level. MS319’s DL program achieves a 50-50 ratio of Spanish and English instruction through bilingual Core Content Areas, ELA/ENL classes, and the HLA class. The sixth-grade ELA class is taught by an ENL certified teacher who provides Integrated ENL/ELA leveled scaffolds to the high-level CCLS-aligned Balanced Literacy curriculum. The eighth grade DL ELA class is taught by an ENL certified teacher as well. Twice a week (4 periods in total or 180 minutes), the DL seventh and eighth graders split into homogeneous groups with the Emergent Bilingual Students and former Emergent Bilingual Students receiving ENL/ELA instruction by the ENL certified teacher who usually teaches the eighth grade class. The remainder of the students would go to the seventh grade ELA teacher for continued ELA instruction during those periods. The mathematics curriculum is broken up into units. Half of the units will be taught in English, while the other half will be taught in Spanish by a bilingual certified teacher. The science and social studies content areas are taught by bilingual teachers and instruction will switch languages weekly. All DL students will also have a separate HLA class which will always be taught in Spanish. HLA literacy is supported by bilingual libraries in all DL classrooms.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Students who are in the FENL program receive Integrated ENL through an ENL teacher supporting them through Core Content Areas four periods a week or 180 minutes. This may happen during ELA periods or other content areas, according to students’ needs. Students who are in the Entering or Emerging levels will also receive Stand-Alone ENL services by being pulled out of class in small groups by an ENL teacher for four periods or 180 additional minutes. This would ensure that Entering and Emerging students receive a total of 360 ENL minutes, while Transitioning, Expanding, or recently (last 2 years) Commanding students receive 180 ENL minutes.

In the TBE program students receive Integrated ENL/ELA and Stand-Alone services directly by their ELA teacher. In the sixth-
grade, this would be a Common Branch Bilingual Certified teacher. The seventh and eighth graders in the TBE program receive Integrated ENL/ELA in homogeneous groups. The EN and EM students from both grades go to one ENL teacher, while the TR and EX students go to another. This split/bridge is exclusively programmed for the ENL/ELA periods. The TR/EX students receive Integrated ENL/ELA with leveled scaffolds for 10 periods per week or 450 minutes. Students in the EN/EM split receive Integrated ENL/ELA three times a week, 6 periods per week or 270 minutes. Students are instructed on CCLS-aligned lessons that have been adapted and leveled with the guidance of the Bilingual Common Core Initiative by skill. These students also receive 180 minutes of Stand-Alone ENL twice a week, for a total of 4 periods or 180 minutes. During these periods students rotate through different language centers such as English learning digital programs, listening centers with scaffolds and questions, lesson-related vocabulary practice activities, readers theater activities with teacher guidance, and instruction on English language structures appropriate to their level. These students are additionally programmed for five periods or 225 minutes per week of HLA. Other Core Content Areas (mathematics, science, and social studies) are instructed mostly by bilingual teachers with English language activities woven throughout according to student levels.

Students in the sixth-grade and eighth-grade DL program have an ENL certified teacher as their ELA teacher, ensuring that they receive all the ENL service they need (up to 450 minutes). The ENL teacher appropriately designs activities for this student to receive a minimum of 180 Stand-Alone ENL minutes during their ELA periods. DL seventh-grade students who are entitled to ENL services all achieved at the TR/EX and CM (last 2 years) levels. These students receive Integrated ENL services twice a week or 4 periods (180 minutes) when they split from their classes into a homogeneous group that is instructed by the eighth-grade ENL teacher. If any students at the EN or EM levels should enter the seventh-grade with a parental selection of DL programming in the, these students would be pulled out to receive 4 Stand-Alone ENL periods or 180 additional minutes for a total of 360 ENL minutes. All DL students are programmed for HLA instruction 5 periods per week or 225 minutes. The remaining content areas alternate between Spanish and English by week (math, science, and social studies).

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.

Teachers at MS319 design lessons in alignment with the RSE-TASC Explicit Teaching Rubric, which ensures that students are exposed to new materials in a thoughtful, systematic way. It includes connections to previous learning and future applications, introduction to relevant vocabulary, and a gradual release model of presenting the lesson objectives. First, the teacher models (I do), then the students take part in guided practice (We do), lastly, the students are sent off to work independently or in collaborative groups that are strategically designed with tasks that provide multiple entry points. Throughout the lessons, students take notes and are encouraged to show their level of understanding through the use of “Traffic Lights”. Each student has a key ring with a red, yellow, and green card which they use to show their mastery level throughout the lesson. This model has been implemented in all Core Content Areas.

All teachers at MS319 are trained and supported in the use of school-wide systems that support language development and engagement with rigorous CCLS-aligned content for all students. These systems, protocols, and rubrics have been created and implemented by the school staff. All of the systems are made available to students in all classrooms as well as in students’ Agendas. Additionally, all of these have been translated and are practiced in all Content Areas according to the instructional language of the class/day. The first few weeks of school (particularly in the sixth-grade), the whole school reviews the protocols in order to allow students to focus on the processes of making meaning, collaborating, and ensuring that they are guided by the rubrics with which their work will be marked throughout the school year. These protocols also provide students with sample language structures to pull from as they share their thoughts with each other.

Some of the systems are designed with a focus on reading including the Literary Circles Rubric, Buddy System Protocol for Reading, and the Emergent Bilingual Literacy Protocol. As a common thread, they all specify steps that students should take before reading, during reading, and after reading to ensure deep comprehension of texts. Other systems support students in the completion of collaborative class work. These include: the Buddy System Protocol for Writing, Buddy System Protocol for Mathematics, and the Turn and Talk Rubric. Again, these protocols contain steps that students should take before beginning to answer, during their work, and after they have completed the task, ensuring that they see the value of the writing process in all assignments. Lastly, MS319 uses systems for students to manage their own learning including the Clinics Rubric and the Self-Management of Learning Protocol. These protocols focus students’ attention on learning by guiding them through reading, collaborating, completing tasks, and also assessing and reflecting on their own learning. Providing students with familiar processes with which to explore content throughout all Core Content Areas encourages students to focus on the
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Students in the TBE and DL programs are assessed in Spanish throughout the school year. As soon as students are registered, the Bilingual Coordinator administers the Spanish Lab and conducts an informal Spanish literacy assessment. Information gathered through the intake process is then shared with all the teachers, coaches, and administration. As students begin the school year they participate in the HLA Fall Benchmark in Spanish. The results of this exam are used to plan the learning objectives of the first unit of study and to create flexible instructional groupings. These results are shared with the Core Content Area teachers during Teacher Team meetings. Teachers can monitor student improvement through the administration of the Central HLA Spring Assessment. Additionally, students are assessed through the Renaissance Star Reading Test in Spanish. The participate in this assessment three times during the year: in September, January, and May. Students also participate in Core Content Assessments in Spanish (at the school level). Students will receive assessments (quiz, portfolio tasks) according to the language of instruction of the class/day. Exams, on the other hand are provided in both English and Spanish and students may choose to take it in either language or side-by-side. English proficient students in the DL classes as well as Emergent Bilingual students in DL and TBE classes all take the ELE exam every spring. The results of this exam allow the school to determine the effectiveness of Spanish instruction. Emergent Bilingual students from different language groups in the ENL program are assessed through interactive websites that have leveled quizzes which provide scores. The other language group, besides Spanish, that is shared by Emergent Bilingual students at MS319 is Arabic. Arabic speaking students who are newcomers are assessed using www.madinaharabic.com/quiz. This website provides quizzes that range in levels, including beginner, intermediate, and advanced. The quizzes include listening, grammar, and reading comprehension assessments. Since the school does not have any Arabic speaking staff, English proficient students who speak Arabic are used as resources for the newly arrived students.

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

All teachers at MS319 are trained in the use of protocols that support student comprehension and productive language. These protocols are used throughout all content areas and they specify roles for students. Teachers can strategically assign roles according to students content and language mastery. These practices in and of themselves provide a differentiated learning environment for all students in all classes.

In general, most (68 out of 85) parents of Newcomers select the TBE program for their children. Additionally, Emergent Bilinguals who come from different elementary schools are mostly in the TBE program as well. This trend results in most (80/155) of the school’s Emergent Bilingual population being in the TBE program. Students that are in the TBE program are grouped by language proficiency instead of grade level (up to two grades per group) for ENL/ELA. This means that the seventh and eighth graders in the TBE program split from their Content Area grade level classes into language proficiency groups for ENL/ELA. In these ENL/ELA classes, teachers can target the specific skills that are developmentally appropriate for each subgroup: SIFE, Newcomers, Developing, and Long Term ELLs. Emergent Bilinguals who are in the DL program are also monitored according to their English proficiency levels. There have been two Newcomers in the 2016-2017 school year who were placed in the DL program by their parents. These students receive differentiated work in ENL/ELA and during English weeks.

SIFE: Students who have been identified as SIFE through the identification process are closely monitored throughout their daily classes. Parents of fourteen out of the sixteen students who are identified as SIFE have selected the TBE program. This means that these students are grouped by English proficiency for their ENL/ELA class. Additionally, they receive targeted home
language literacy intervention in the Core Content Areas and in HLA class. Students labeled as SIFE who are not in the TBE program are in the ENL program. These students receive literacy intervention during their ELA periods as well as through Social Studies ENL support. Spanish libraries are available in the bilingual classrooms in many different levels in order to support continued literacy engagement.

Newcomers: As stated above, most Newcomers’ parents opt for the TBE program in which ENL/ELA Integrated classes are split by English language proficiency. Additionally, these students receive most of their Core Content Area instruction in Spanish or through ENL strategies appropriate for each level. Newcomers in the DL and FENL programs are also closely monitored. When possible, they too are sent to the Newcomer class of the TBE program (for ENL/ELA class only) and then they return to their regular class. If this is not a possibility, the student is pulled out to work Stand-Alone ENL in a small group setting. MS319 uses the Bilingual Common Core Progressions to design English Literacy lessons in which student output is scaffolded according to their level. In the case of Entering and Emerging level students, this means that they receive questions and answers separately and are tasked to match each question to the answer that corresponds to it. In the case of writing activities, it might mean that students receive cloze activities with wordbanks. Additionally, these students participate in “Language Development Centers” twice a week. These Stand-alone ENL classes (4 periods per week) allow students to focus on social and academic language development in the four modalities. Content Area teachers are trained to apply strategies that will make content comprehensible and support students in producing language (writing or speaking) for assessment purposes. Many Spanish books are included in the classroom libraries for these students to engage with both literature and content reading. Developing: Developing ELLs are equally distributed between the school’s bilingual programs (DL and TBE) and the FENL program. Half of the Developing ELLs in the FENL program are also Students with Disabilities. These students benefit from the use of the Bilingual Common Core Progressions that guide lesson planning as well as from access to bilingual libraries and glossaries.

Long-Term ELLs: Long Term ELLs are mostly (13 out of 18) part of the FENL program. Most of them (10 out of 18) are considered Students with Disabilities. These students’ NYSESLAT results are shared with all service providers so that the language needs are addressed holistically. While many of these students have achieved native-like conversational English, they have a difficult time applying academic language, particularly in their writing. In order to address this need, students are trained throughout the school year in the use of transitional words, essay structure, as well as construction of short and extended responses. Additionally, students participate in extensive vocabulary instruction focused on deconstructing words into prefixes, lexemes, and suffixes in order to figure out their meaning. These skills are spiraled into all the Core Content Areas.

Former ELLs up to two years: As much as possible, parents of students who exit out of the ELL status are encouraged to remain or move into the DL program. They are usually in agreement as they see the value of their children’s bilingualism. These students are then monitored by the ELA, ENL, and Content Area bilingual teachers in order to ensure that they are able to demonstrate their learning in English or Spanish appropriately. They become part of the English Proficient group as they continue to participate in bilingual instruction. Students who are not in the DL program are placed in classes in which there are Emergent Bilingual students at different levels receiving services. They are included in the intervention list of the ENL teacher assigned to the group. In either case, these students are pushed to continue developing academic language as many of the supports provided for Emergent Bilingual Students are not directly provided to them, but remain available if needed.

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? Through the use of multiple entry points, presentation of content in different formats, and hands-on activities, students are able to develop both their content area skills and language skills. The Bilingual and Special Education teams collaborate throughout the year to ensure that appropriate materials are ordered and teachers are trained in their use when necessary. These materials may include: graphic novels, differentiated vocabulary books, independent white boards, writing utensils, manipulatives, and technology to address specific needs of the school’s ELL-SWD population.

7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment? Students with Disabilities participate in all Common Core Aligned units and designed by each Core Content Area department. The Special Education Teachers who work with these students are part of the Teacher Teams and are in charge of scaffolding and differentiating the work for their students. As stated above, all service providers (Special Education Teachers,
Speech Teacher, Counselors, Occupational Therapists, etc.) are made aware of each student’s needs with regards to academic language development. All teachers are required to create instructional goals around the student’s IEP, which means all teachers must look at each student’s IEP and based on what the IEP says they must create short term goals (for the marking period) and a plan with strategies they plan to use to ensure the student meets their semester goals. When looking at the IEP, the teacher also looks at the NYSESLAT data results and creates a plan with the language goals and targets as well. When designing the plan the teacher must consider the child’s disabilities as well as their language proficiency. The Special education department and the ENL department co-facilitate workshops throughout the year to support the teachers in helping them address and support this population of learners.

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.

All teachers at MS319 are trained to implement many intervention strategies within their classrooms. These include: strategic grouping, use of self-assessment strategies in class through the “traffic lights” system, purposefully designed tasks with multiple entry points, use of protocols that differentiate process and provide language scaffolds, monitoring of quiz data through departmental quizzes, designing content clinics that target specific skills a student may need support in, use of technology to implement interactive whole-class lessons as well as individualized instruction.

Beyond the classroom, students are selected for pull out services in mathematics and ELA according to the previous year’s state assessment results and classroom performance. Teachers have pull-out periods in their programs as part of their teaching load and professional period assignments. Emergent Bilingual students are paired with ENL or bilingual teachers. This is in addition to the ENL services they receive. Pull-out teachers access Quiz Quantification data in order to provide students with support in the specific skills they have not been able to master. These teachers provide students with the opportunity to retake assessments after demonstrating success with the skill through the intervention. Additionally, MS319 uses Title III funds, Bilingual, Immigrant and other NYCDOE grants to provide students with Saturday programs. These programs are designed with specific populations in mind.

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

The focus will continue to be improving the quality of instruction for Emergent Bilingual Students. To this end the school plans to expose students with more English content in the areas of Social Studies and Science through ENL strategies. The school has acquired simple language, trade books in English that correlate to the units of study and that can be used to introduce English vocabulary and language structures even as the grade-level content is mostly presented and developed in Spanish. ENL teachers will continue to implement leveled lessons planned through the use of the Bilingual Common Core Progressions.

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

None of the school’s bilingual programs are closing.

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

MS319 uses Title III funds, Bilingual, Immigrant and other NYCDOE grants to provide students with Saturday programs. These programs are designed with specific populations in mind. For example, on Saturdays the school offers two programs. One of these programs targets Newcomers and is focused on developing mathematical prerequisites for the Common Core-aligned grade level curriculum in Spanish and English language skills through the use of the Middle School Units for Newcomers developed by the American Institute for Research. The other program is designed to target the needs of Transitioning and Expanding Emergent Bilinguals who have received 3 or more years of ENL services. This program is focused on frontloading mathematics content by exposing students to the skills and vocabulary that will be covered in each grade level in the following week as well as practicing the four language modalities in English and deepening understanding of the rubrics of academic language used in the NYSESLAT. Emergent Bilingual students are also targeted for after school programs through the ELA and mathematics departments. Students are selected for these programs by their content area teachers who in the case of Emergent Bilingual students are ENL or bilingual teachers.

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.
Many instructional materials and programs are in place to support Emergent Bilinguals. These include: MyOn reading program, Renaissance, Rosetta Stone in English and Spanish, USALeans English development software, Perfection Learning curriculum, AIR curricula, bilingual classroom libraries, Dictionaries and Thesauruses, Laptop computers available for group and independent work, highlighters, whiteboards, SmartBoards, instructional games, and others. Through the use of all of these resources teachers are able to create meaningful, high-impact lessons that engage students with content and language objectives.

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

Students in the TBE and DL classes receive 45 minutes of HLA instruction per day, or 225 minutes per week. SIFE students and students with low home language literacy skills as identified from the SLab and the ELE tests also receive home language intervention through a pull-out program. The HLA curriculum has been aligned to the ELA and ENL curriculum to ensure that students begin making connections across content. Students are exposed to the same literacy skills (based on the CCLS) in both English classes and their Home Language classes. The HLA curriculum includes quizzes, writing tasks, end-of-unit projects, and exams. Additionally, students’ reading in the TBE and DL programs is supported by mandated reading of grade level independent reading books in English and Spanish.

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

Incoming students at MS319 are placed in the appropriate grade level according to their age and their last completed grade level as evidenced by report cards. Instead of giving Entering and Emerging Bilingual Students low-level work, the school uses the Bilingual Common Core Progressions to scaffold ENL/ELA lessons that correspond to each student’s language level. Additionally, these students in the TBE and DL programs receive Common Core-aligned grade level instruction in HLA and other content area classes in their home language. Emergent Bilingual students in the FENL program are also exposed to curriculum at their grade level, regardless of English proficiency. Through the use of the Buddy System, bilingual glossaries, and ENL strategies, content is made comprehensible and students are allowed multiple opportunities to succeed in all assessments. The school maximizes academic pull-out, after school, and Saturday programs to assist students in catching up to their peers. In this manner, they are not removed from their Core Content Areas and are receiving support in grade-level as well as foundational skills.

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?

There are a total of four schools in the former IS 90 Campus. The Building Council, comprised of administrators from all schools, regularly meets in order to coordinate use of the lunch room, gymnasiums, yard, auditorium, and other common areas. A schedule is created at the beginning of the school year and changes may be made for special occasions with approval. The Campus also counts with a Children’s Aid Society Center in which all students may participate in afterschool, holiday, and summer programs. Additionally, CSA provides Medical, Dental, and Mental health services. They also help families with first needs, uniforms, and adult programs (career training, ESL classes). All of these services are available to MS319’s student population and their families. When students register for the school they are informed of CSA’s offerings.

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).

When families go through the enrollment process they are given a tour of the school where they meet key staff members such as the Assistant Principal of their grade, the School Secretary, Parent Coordinator, Bilingual Coordinator, their teachers, the Deans, and school counselors. They are also introduced to the CSA staff. Students are promptly invited to join the Saturday Program designed for EN/EM students in which they will receive foundational English practice as well as work on the mathematical prerequisites for their grade level. Teachers promptly assign a “Buddy” to support the student through the first few weeks of school - teaching him/her the school processes, protocols, and culture. This buddy is always in the same home language group as the Newcomer.

17. What language electives are offered to ELLs?

At the moment, students are offered instruction in English and Spanish. The Spanish course culminates in the SLP Spanish exam, through which eighth-graders accrue high school credits.
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)?

The model used by the school is a self-contained program in which EPs and Emergent Bilinguals are integrated throughout the entire school day. While students receive Core Content Area instruction one week in English and one in Spanish, they are programmed for daily ELA and HLA classes. ELA is always taught in English with Spanish support as needed according to students’ proficiency levels. HLA is always taught in Spanish with some English support provided for students who are learning the target language. Connections are made throughout both curricula in order to promote skill transfer. Science, Social Studies, and Mathematics alternate between English and Spanish on a weekly basis.

Students in the DL classes mostly stay in their classrooms. These classrooms are divided into two sections. On one section the boards are covered in blue paper and the books are placed in blue baskets. This is the English section. Teacher-created charts, student work, and vocabulary that is in English is placed in this section. The opposite side is the Spanish side, in which Spanish items are placed on red backgrounds and baskets. Additionally, teachers use blue or red markers and paper to differentiate the language of instruction of each week/subject.

Since this is a middle school, there are few cases of emergent literacy instruction. In case this need arises, the school would develop a simultaneous approach. The students would be pulled out to receive reading intervention in each language according to their needs.

### 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?

   MS 319 holds five ELL specific Professional Development sessions throughout the school year. These sessions are designed and facilitated by the Bilingual and ENL Department. The entire staff (including school secretaries and paraprofessionals) is included in all of these trainings as MS 319 agrees that all teachers are teachers of ELLs, as stated in the Blueprint for English Language Learner Success (NYSED, 2016).

   September 6th, 2017: “Preparing for Emergent Bilingual Students”

   Before the students come into the school, all teachers receive their class lists with English Proficiency levels according to the previous year’s NYSESLAT and current NYSITELL levels for newly admitted students. Teachers are exposed to the meaning and expectations of language production of each level and they are given sample questions that can be used at each level. Teachers also discuss Cummin’s Quadrants (Cummins, 1984) for adjusting tasks with regards to context and cognitive demands. In addition to receiving this information, teachers are trained on grouping strategies. For example, teachers practice creating homogeneous and heterogeneous groups according to the demands of different learning tasks. All of this information supports teacher in planning Common Core aligned tasks and lessons that are appropriate to Emergent Bilingual students’ language levels.
September 25th, 2017: “CR Part 154 Updates”
All staff members are trained on the current regulations regarding the intake process for Emergent Bilingual students and instructional mandates for Emergent Bilinguals. Staff members are brought up to date on the most recent regulations and they discuss how MS 319 is meeting these regulations. Topics include: the intake process, SIFE identification process, parental information and program choice, language allocation in each program type (FENL, DL, TBE), mandated minutes per student according to level, the difference between integrated and standalone ENL, NYSESLAT administration every spring, Professional Development mandates, parent meetings, and extracurricular programs available to the Emergent Bilingual students. Since the NYSESLAT has been aligned to the CCLS ELA standards, teachers are given sample questions that students may encounter as they improve their language proficiency. These questions are often reflective of other Core Content Areas, which is why all staff members are included in the training.

November 6th, 2017: “Buddy System for Writing”
All Core Content Area departments incorporate many writing tasks into the curriculum. In order to support Emergent Bilingual students and struggling writers, teachers receive training on implementing the Buddy System for Writing. Sample argumentative writing tasks are provided by subject area. Argumentative writing is selected as the task across content areas since it is aligned to all grade levels and the CCLS. Teachers are asked to bring two students to practice the Buddy System at the training. These students then become experts who will assist the teacher in training the entire class.

January 8th, 2018: “Bilingual Common Core Progressions”
All teachers are trained on the use of the Bilingual Common Core Progressions and their use for planning and scaffolding assessments. ENL teachers demonstrate how they have used these progressions in ENL/ELA and assist Content Area Teams in developing CCLS-aligned lessons using this tool. The outcomes and experiences are reflected on in the following weeks and the tool continues to be implemented as necessary.

March 5th, 2018: “Developing Listening Skills with Emergent Bilinguals”
All teachers are trained with different learning strategies that assist students in the development of their listening skills. As the school has noticed that listening is one of the modalities or areas in which Emergent Bilinguals need support, strategies for introducing text and skills through listening are presented. Strategies such as the “Dictado”, “Telephone Game”, “Barrier Games”, and jigsaw activities are presented through different content areas. Teachers have the opportunity to debrief after each strategy. As Content Area teams, teachers develop a model lesson that incorporates at least one of these activities. The following week, teachers reflect on the experience.

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

The five sessions described in the previous section ensure that a minimum of 15% of the hours of PD required for all staff members are focused on Emergent Bilingual students. In addition to these sessions all Monday PD sessions include ELL-specific teachers who focus on the needs of this particular population of students. At these sessions, teachers meet according to their specific content areas to follow the “Looking at Student Work Protocol”. MS 319 added a section into the protocol that specifies the misconceptions ENL and bilingual teachers sit together in around a table in order to collaborate. The culminating task in these meetings is to redesign a lesson to specifically address the misconceptions or difficulties that students demonstrated in their work. By collaborating, ENL and Bilingual teachers can share strategies and research that best supports this population of students. Attendance is taken at the beginning of each section by the Team Leaders. All PD sessions are documented and tracked in an electronic school-wide Staff Development Plan and Log. At the end of the school year, teachers receive a certificate indicating their participation in these sessions. All teachers, regardless of license area, who come into MS 319 for the first time are invited to a week of training before the beginning of the school year in order to practice the implementation of the protocols used for content delivery.
1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

MS 319 uses Tuesday afternoons to meet with parents. Parents of Emergent Bilingual students are contacted through mailings and phone calls by program. First, the school makes appointments for the parents of students in the TBE program since this covers the majority of our ELLs. Next, the school makes appointments for the students enrolled in the FENL program. Lastly, the parents of DL students are contacted. During these meetings, all the teachers who instruct these classes are grouped in the library at different tables so that parents can come to a central location to meet all of them. At this particular meetings teachers meet with each parent individually and explain the growth in ENL, the modalities in which the student is strongest and weakest, how these modalities affect the student’s achievement in each content area, and suggestions for families to support their children at home. Because all the teachers are in one location, bilingual teachers are able to translate between parents and teachers who might need support. In the case of Arabic parents the teachers use translation software and the help of an English speaking family member to communicate with parents.

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

Families of Emergent Bilingual students are sent a letter every Thursday in their native language (Spanish) and English informing them of major school events. There is a section of the letters in which parents write concerns and questions. Then, the following week a response is sent.

Parents are also offered workshops to help them in helping their children in school:
- Accessing grades online for all parents (engrade training)
- ELL buddy system PD (October and January)
- Bilingual classroom (September – October)
- Mental Health (November)
- Technology, etc. (December, January)
- Ways to help your child in language acquisition (October - November)
- State Exams and tips for your student (March-April)

Parents are trained on how to operate a computer, navigate the WEB and how to look for instructional activities for their children.

The school is lucky enough to have a very active parent teacher association, which ensures parents who are present work with the school to get parents who are out of reach to our doorsteps. The school capitalizes on the parent’s association involvement to create programs and workshop around the needs of the parents in the community. For example, a large number of parents requested ESL classes for adults, which is something that with the collaboration of another organization the school is able to provide. The school has been serving parents in the community with free adult ESL classes for the past three years. In addition MS 319 works with the School Based Organization Children’s Aid society to provide students and their families’ resources that they may not be able to obtain otherwise. Children’s aid helps the community immensely in getting parents and their families help with counseling services, health and wellness services, etc.

Every year, several staff members create a series of workshops where parents receive information and orientations around how to help their children with academics and school life regardless of language, social class or race. These workshops are offered in both English and Spanish and translated as well. Parents receive valuable information and introductions to technology and getting themselves and their child for the 21st Century, college and the work force. The Parent Coordinator organizes parental activities that bring parents to school such as:
- Cultural celebrations
- Fundraisers
- Parent volunteers
- Monthly Learning Walks in which parents participate along with the principal the PTA e-board and the Parent coordinator. As part of these walkthrough parents are informed of what is going on in the school across the contents and grade levels. They are given a checklist which includes some of the components that reflect the quality review. During the walkthrough, parents
go to different classrooms and take notes based on what they see in terms of student engagement, scaffolding of instruction and classroom environment. There is a debrief meeting where parents discuss their findings and plan with the principal, the parent coordinator and the PTA e-board moving forward. Additionally, parents are invited to meetings and orientations throughout the school year (aside from parent teacher conference night) in these individual and group meeting where parents are informed about their child’s progress.

**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.
Part V: ELL Identification Attestation

Principal Certification

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

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ysidro Abreu</td>
<td>Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Penelope Duda</td>
<td>Assistant Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Willie Frias</td>
<td>Parent Coordinator</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Guillermina Reynoso</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Maria Figueroa</td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Denise Diglio</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Rose Abreu</td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Derek Pilla</td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Melanie Yu</td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Manuel Ramirez</td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Luis Lora</td>
<td>Other Data Specialist</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Andrea Delgado</td>
<td>Other Pupil Accounting</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Secretary</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
**2018-2019 Language Translation and Interpretation Plan for Parents**

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

**DBN:** 06M319  **School Name:** Maria Teresa Mirabal  **Superintendent:** Manny Ramirez

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

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

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

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

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

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

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

Parents of all incoming students are asked to complete the New York City Department of Education “Parent / Guardian Home Language Identification Survey”. Using the information gathered from the language survey and parent interviews, the school determines individual written translation and oral interpretation needs to ensure that all family members of the school community are provided with appropriate and timely information in a language that they can understand. There are several bilingual (Spanish, Portuguese, and French) staff who are designated to provide translation support, as necessary, for students and parents. The 6th grade Assistant principal (who speaks English, Spanish and Portuguese) oversees the ESL and bilingual department admission process. Additionally, the Bilingual coordinator (bilingual as well) and the Parent Coordinator collaborate as needed to provide translation services. The school counselor also provides translation support (Spanish) to families throughout the school year. In addition, there are several parent volunteers who help to facilitate communication with parents and family members who require translation or clarification in other languages like Arabic.
The major findings of the needs of parents within the M.S. 319 community with regard to the school's written translation and oral interpretation is that a majority of parents feel that our English/Spanish translations of newsletters, parent-teacher letters and parent reports provide appropriate opportunity for parents to keep informed about school curriculum, instruction, assessment and special programs. In addition, the school provides translations in several different languages, as needed, with changing enrollment. The school strategically pairs staff members in conferences, meetings and orientation programs to ensure that all parents and visitors can understand and participate. For example, during school orientations held at the school, different pedagogues are invited to serve as guides for parents and are always available to answer questions. Parent feedback, as per the Learning Environment Survey, each year indicate that parents are highly satisfied with all aspects of their child's educational program and feel that the school communicates frequently with them.

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

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>8</td>
<td>1.22</td>
<td>9</td>
<td>1.38</td>
</tr>
<tr>
<td>French</td>
<td>1</td>
<td>0.15</td>
<td>1</td>
<td>0.15</td>
</tr>
<tr>
<td>English</td>
<td>143</td>
<td>21.87</td>
<td>139</td>
<td>21.25</td>
</tr>
<tr>
<td>Spanish</td>
<td>501</td>
<td>76.61</td>
<td>505</td>
<td>77.2</td>
</tr>
<tr>
<td>Slovak</td>
<td>1</td>
<td>0.15</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

---

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly newsletters</td>
<td>Weekly</td>
<td>Parent coordinator will provide the weekly newsletter to a bilingual teacher for translation two days before the letter goes out on Thursday.</td>
</tr>
<tr>
<td>Parent Teacher Conferences</td>
<td>Sept. 26, Nov. 29, Mar. 6, May. 9</td>
<td>Letters will be handed to the parent coordinator (LAC) one week before</td>
</tr>
</tbody>
</table>
they are distributed. The LA will distribute letters to bilingual teachers by grade level to collaborate in translations.

<table>
<thead>
<tr>
<th>Departmental Promotional Requirements</th>
<th>September</th>
<th>Each department will select a bilingual teacher to translate the departmental requirements for each grade.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title III, Saturday, and after school program notifications</td>
<td>September, November</td>
<td>All program permission slips and invitations will be translated by bilingual teachers at each department. Teachers will be given time on Tuesdays for this purpose.</td>
</tr>
<tr>
<td>Parent Learning Walks Invitations</td>
<td>Monthly</td>
<td>One letter will be translated in September by a bilingual teacher and it will be used as a template for each month.</td>
</tr>
<tr>
<td>Assessment dates letters</td>
<td>January, March, April, May</td>
<td>The letter will be translated by a bilingual teacher one week before distribution.</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>Curriculum Night</td>
<td>9/26/17</td>
<td>Each department will have two orientations, one in English and one in Spanish. Teachers will collaborate in the development of the presentation so that they mirror each other. Parents may choose which orientation they assist.</td>
</tr>
<tr>
<td>PTC</td>
<td>11/29/17</td>
<td>Teachers are paired strategically so that all rooms have at least one bilingual pedagogue to act as translator.</td>
</tr>
<tr>
<td>PTC</td>
<td>3/6/18</td>
<td>Teachers are paired strategically so that all rooms have at least one bilingual pedagogue to act as translator.</td>
</tr>
<tr>
<td>PTC</td>
<td>5/9/18</td>
<td>Teachers are paired strategically so that all rooms have at least one bilingual pedagogue to act as translator.</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.

MS 319 uses school Messenger, an automated calling system. The Parent Coordinator uploads language preferences into the system and records two messages (one in English and one in Spanish). Calls go out automatically by language preference. This system can be accessed remotely in case of emergencies. This system also has a texting feature. If parents activate the texting features on their phones, they will receive both English and Spanish texts with critical information.

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.

At the beginning of the school year all staff is trained on the mandated services for Emergent Bilingual students. This includes information about Chancellor's Regulation A-663. Additionally, this regulation is included in the staff packets with all current regulations.

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.)

The parent’s bill of rights Bill of rights is distributed at the beginning of the year at the initial parent meeting. Additionally, multilingual welcome posters are placed all over the school in the hallways. All of this information is shared throughout the year in the Thursday envelopes that are sent once a week every week. There are learning walkthroughs that happen once a month conducted by the administration and the parent coordinator. All of these documents are sent home, and are additionally always available at parent meetings, SLT meetings, and whenever there is a possibility to interact with parents. The school uses the Language Access Kit and has an iPad set up in the office with GoogleTranslate. Although translations are imperfect, basic information can be served while the school contacts the Translation and Interpretation Unit for more in-depth communication over the phone.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

The PTA conducts surveys where they assess the needs of the parents beyond the instructional needs of the students. The school uses this information to set up workshops to support the parents with those specific needs. For example: parents had expressed the need to learn how to access Engrade (the program the school uses to records class grades). A workshop was set up, parents came in, and they were given username and passwords attached to the grades of their individual child. Then parents were shown step by step in both English and Spanish how to access and message the teachers on Engrade. Another example of a need expressed by the parents was the need for adult English classes. The administration brought in an organization and hired certified pedagogues to teach the adult English program to...
the parents in the community. As aforementioned M.S. 319 enjoys a strong parent teacher association, as a result there is constant communication between the needs of the parents in the community. The school most accesses the needs of the parents through the aforementioned PTA survey created in house. Finally, As a result of such an active PA, the school has high rates of completion of the city wide parent survey every year. That data is also used to cater to the specific needs of the parents in the community.