2018-19

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001): 02M416

School Name: ELEANOR ROOSEVELT HIGH SCHOOL

Principal: DIMITRI SALIANI
Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

- Section 5A Framework for Great Schools Element - Rigorous Instruction
- Section 5B Framework for Great Schools Element - Supportive Environment
- Section 5C Framework for Great Schools Element - Collaborative Teachers
- Section 5D Framework for Great Schools Element - Effective School Leadership
- Section 5E Framework for Great Schools Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

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

Section 8: Title I Program Information

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

### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Eleanor Roosevelt High School</th>
<th>School Number (DBN):</th>
<th>02M416</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEDS Code:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>310200010416</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades Served:</td>
<td></td>
<td></td>
<td>9-12</td>
</tr>
<tr>
<td>School Address:</td>
<td></td>
<td></td>
<td>411 East 76th St. NY, NY 10021</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td></td>
<td></td>
<td>Maryellen Teaman</td>
</tr>
<tr>
<td>Email Address:</td>
<td></td>
<td></td>
<td><a href="mailto:mteaman@schools.nyc.gov">mteaman@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Phone Number:</td>
<td></td>
<td></td>
<td>212-772-1220</td>
</tr>
<tr>
<td>Fax:</td>
<td></td>
<td></td>
<td>212-772-1440</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td></td>
<td></td>
<td>Dimitri Saliani</td>
</tr>
<tr>
<td>Principal:</td>
<td></td>
<td></td>
<td>Arturo Molina</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td></td>
<td></td>
<td>Virginia Kindred</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td></td>
<td></td>
<td>Toni Rodriguez-Chavarria</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td></td>
<td></td>
<td>Grace Cen, Hannah Freiberg, Isha Kamara, Jordanna Palmer, Emma Reha, Zenaya Roache, Adam Vinson</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td></td>
<td></td>
<td>None</td>
</tr>
</tbody>
</table>

### District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>2</th>
<th>Superintendent:</th>
<th>Vivian Orlen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td></td>
<td>333 7th Ave. NY, NY 10001</td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td></td>
<td><a href="mailto:vorlen@schools.nyc.gov">vorlen@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td></td>
<td>212-356-7563</td>
<td></td>
</tr>
<tr>
<td>Fax:</td>
<td></td>
<td>212-356-7514</td>
<td></td>
</tr>
</tbody>
</table>

### Field Support Center (FSC)
FSC: Manhattan
Executive Director: Yuet Chu

Executive Director’s Office Address: 333 7th Ave., 8th Floor NY, NY 10001

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

Phone Number: 646-470-0721  Fax: 917-339-1765
**Section 2: School Leadership Team (SLT) Signature Page**

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dimitri Saliani</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Arturo Molina</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Virginia Kindred</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Jordanna Palmer</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>Grace Cen</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>Tamanna Shahid</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Genna Sperling</td>
<td>Member/Faculty</td>
<td></td>
</tr>
<tr>
<td>Beth Redler</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Michelle Best</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Ann Rachmansky</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Toni Rodriguez-Chavarria</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Hannah Freiberg</td>
<td>Member/Student Representative</td>
<td></td>
</tr>
<tr>
<td>IshaKamara</td>
<td>Member/Student Representative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/Faculty</td>
<td></td>
</tr>
<tr>
<td>Emma Rehac</td>
<td>Member/Student Representative</td>
<td></td>
</tr>
<tr>
<td>Zaneyah Roache</td>
<td>Member/Student Representative</td>
<td></td>
</tr>
<tr>
<td>Adam Vinson</td>
<td>Member/Student Representative</td>
<td></td>
</tr>
</tbody>
</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>
</tr>
</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:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
3. 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)
- a Title I Parent Advisory Council (PAC)

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

**Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

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

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Eleanor Roosevelt High School, our community thrives in a highly collaborative and supportive environment that embodies a commitment to continuous learning, curiosity and innovative practice. Our mission is to nurture students to be life-long learners who think critically, communicate effectively, solve problems creatively and can work both independently and collaboratively in order to serve an increasingly global and diverse community. Our commitment</td>
</tr>
</tbody>
</table>
to open, thoughtful exploration and expression ensures that Eleanor Roosevelt High School is a place where questions are as important as answers.

We prioritize and foster academic excellence in all core disciplines, while also recognizing the importance of the arts as an avenue to personal expression and cross-disciplinary connections. We are preparing our students to embrace the moral, social, and intellectual challenges of today, so that as the leaders of tomorrow they can act with courage, empathy and integrity.

“...as individuals we live cooperatively, and, to the best of our ability, serve the community in which we live...our own success, to be real, must contribute.” - Eleanor Roosevelt

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
</table>
| Since the inception of the school in 2002, we have served predominantly District #2 students/families, as well as students from all five boroughs. Our students are enrolled in a rigorous academic program that exceeds state requirements in all disciplines. After conducting an instructional needs assessment in the 2017-2018 school year, a 5 year improvement plan was developed to align the school’s instructional work to District goals. Year one focus- Elevating the rigor of academic tasks. Year Two- Elevating the effectiveness of the Assessment process.. Year Three (Current (2018-2019)- Refining curriculum to promote equity. Additionally, beginning in the 2017-2018 school year a strategic emphasis was placed on identifying gaps in learning for lowest third performing students. Theses students were tracked based on assessment data and instructional interventions were reviewed and revised during the course of the year to promote success. The ERHS community is made up of a diverse body of members. Our school population, from 2017-18 identified as 63.4% White, 20.4% Asian, 4.1% Black, 10.9% Latino, and Multiple race 1.3%. Students represent all five boroughs of New York City. Our diverse student population comes from homes where over 25 different languages/dialects are spoken. Approximately 20% of students are eligible for free lunch as part of the National School Lunch Program. Our school’s goal of creating college and career ready graduates is supported by our expectations of at least four years of math and Science with an emphasis on developing problem solving skills by the application of applicable course content. ERHS students take Geometry, Algebra 2/Trigonometry, Pre-calculus and Calculus (some taking AP Calculus BC) during their tenure, including several other STEM electives available. Our students also complete four years of study in Science, with Biology, Chemistry and Physics taken by all students in their first three years of study, followed by a fourth or fifth year of advanced science elective studies that include AP courses and advanced Science classes such as Robotics and Engineering Design, Introduction to Sports Medicine, Audio Science and Advanced STEM Research. In addition, all students study classics in literature, connected to the Social Studies curriculum and several advanced course options are offered throughout the four years of study, with two AP courses assigned to all students (AP World History and AP United States History). Students choose Spanish or French and often take additional advanced offerings in Foreign Language. We offer a rich array of arts offerings in music, visual arts, and media studies. Our Advisory program continues to evolve to address current social issues as well as being structured to support teen-related social emotional issues that are covered through in-class discussions and activities with a focus on placing value on all groups of people. Our Peer Leadership program, called ElRo Sibs focuses on trained 12th grade students leading discussions related to identified priority topics serving as role models for underclassman. This program supports our 9th and 10th grade students’ through exploration of social/emotional topics, enhancement of our supportive atmosphere (both collectively and individually) and provides academic support and advice. Our school’s vast extracurricular offerings, has enriched the experience of our students through participation in a variety of causes,
events and community efforts. Our growing PSAL program has created opportunities for students to compete in several sports, 16 overall, including the recently added PSAL Table Tennis (Girls) which is also a school club sport.

The school’s strengths and accomplishments include its academic program, advisory program, college/career readiness (high college acceptance and attendance rate), an array of clubs/extracurricular and athletic activities, veteran faculty, and an active and supportive parent body. In terms of challenges, we are continuing to develop our ICT program to better serve our students with disabilities (SWD) population, currently in its sixth year where a greater focus has been placed on collaborative ICT planning and the examination of IEPs to design the most effective learning environment for impacted students. With a greater number of students with diverse learning styles, our faculty continues to work collaboratively, both within and outside of departments to find additional ways to support these students via differentiated learning. Our Special Education Department continues to be the largest department in the school, demonstrating our school’s commitment to our neediest students. As last year’s academic focus was to decrease the performance gap among several identified subgroups, this year we will be re-examining all curriculum related documentation to identify "equitable entry points" so all students, including lowest 1/3 performers, can better connect to both the teacher and content. This is based on the most current brain research studies which support the hypothesis that academic success for lower performing students can be enhanced through a social connection to the learning environment. thus, promoting equity in instruction. Professional learning is driven through a collaborative committee of teachers and administration, where resources and other instructional supports are being made available to better support our faculty in serving our student body, including special workshops led by equity team members who attend regular workshops at the district level.

According to our most recent Quality Review (April 2017), we have made great gains in a variety of areas including two of the three subtopics, under the instructional core, Pedagogy (Area of Celebration) and Rigorous Instruction, ensuring engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards, while identifying Assessment, as an area of need (our rational for targeting assessment in the 2017-2018 school year). This coincided with other data points that reinforce this need and lead us to focus on assessment as a driver of our efforts to support our students. The results of the 2017-18 Learning Environment Survey showed consistent results outperforming both the city and borough results while also providing valuable data points used to drive future professional development as well as serving to help teachers generate their own yearlong goals.

We continue to employ several web-based applications to support our community. In terms of transparency and communication with ERHS community members, in addition to our weekly calendar to the community (highlighting the upcoming week and school news/initiatives/events), we created parental grade email lists that enable us to directly reach out to families. Through the Learning Environment Survey, families identified email communication as their preferred means of contact. We continue to integrate PupilPath/Skedula to further increase contact between the school and the home including providing teachers with the ability to reach out to all their classes and families by email. This has been an effective addition to our school’s goal to provide information regarding current progress to all stakeholders as well as seeking the support of families in helping to address gaps in learning reveled through assessment data. During the previous year, teachers used the weekly contractual Family Engagement period on Tuesdays to schedule meetings with families, update PupilPath/Skedula (providing access to grades and attendance) and other outreach to families. OPW time was used biweekly for IEP Meetings where multiple faculty and administration attended to provide additional support to students with IEPs and families. As our school will be transitioning to a multi-session structure beginning in September 2018, family engagement, OPW and professional learning will be reconfigured to align with the new scheduling. The principal continues to hold grade specific “Coffee with the Principal” for families to visit the school while in session, to discuss curriculum, school-wide programs and goals, Q-A and visit classes. New to this process is sharing administrative feedback during class visits with parents so they are better informed with the work of the school.
As we continue to focus on students self-assessing their work in all academic classes in a more targeted manner, we will also be incorporating a COGEN structure of regular scheduled student conferences designed to "socially connect" students to their learning where families will be made aware of learning needs that can be reinforced in the home. The application Teachboost, in conjunction with the Advance Web Application, has led to teachers and administration having clearer, more collaborative, impactful conversations centered around identified instructional goals. Teachers use the site to post their goals, identified and agreed upon in the IPC meetings, and revisited in mid-year and EOY meetings. The goals are also cited in official observations to frame current status and ratings and to offer tangible feedback, directly connected to each teacher’s practice. Observations conclude with “next steps” to offer a path to instructional improvement. The web-based application Rubicon Atlas continues to be a place for the school’s curriculum planning initiative. As of the beginning of the 2018-19 school year, all core courses have corresponding curriculum maps emphasizing vertical course alignment. The mapping site includes all the released CCLS goals, allowing for teachers to seamlessly incorporate CCLS goals into the unit planning. Teachers received feedback from administration throughout the draft process, revisions were requested and completed maps were submitted and approved. The public ERHS Curriculum Mapping site was released to our community last year. Feedback has been positive and supports our goal of effective planning, transparency and communication.

In terms of promoting and maintaining positive school tone, as well as individual student behaviors, the revised Citywide Behavioral Expectations will continue to serve as the resource for our restorative responses to any infractions.

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

11.4% of our students are students with disabilities.

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.

The Framework for Great Schools served to guide us as we transitioned to a more collaborative community. Progress was made in all six elements to varying degrees. However, our most dramatic increases were in the areas of rigorous instruction where assessment data was analyzed using a variety of “Looking at Student Work (LASW)” protocols to identify appropriate next steps to address any gaps in learning and/or learning needs. This often resulted in a more rigorous construction of learning tasks and activities that helped to promote advanced critical thinking skills.

Our curricula is aligned to the standards associated with a wide variety of courses, including AP and college level, in the school’s program of instruction. Rigorous tasks and college level skills are embedded in all lesson plans and also include the names of all targeted students along with the appropriate intervention revealed form LASW. Across all departments and grade levels the learning needs of students with disabilities are addressed. Our combination of AP courses coupled with common core aligned lessons resulted in a 100% graduation rate. Effective Leadership and the strategic allocation of resources was another area that helped to promote strong family and community ties. This school year we will be focusing on the area of Supportive Environment.

Our plan is to create a more inclusive learning environment by revising curriculum in a manner that allows marginalized, as well as all students, to connect to their learning in a more personal way. This is grounded in the assumption that inclusivity will promote academic success. Teachers will continue to collaborate around this common vision while creating challenging lessons that create an environment and school culture of differentiated learning and a feeling of belonging.
### School Demographics and Accountability Snapshot for 02M416

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>09,10,11,12</td>
<td>541</td>
<td>No</td>
</tr>
</tbody>
</table>

#### English Language Learner Programs (2018-19)

<table>
<thead>
<tr>
<th>Transitional Bilingual</th>
<th>Dual Language</th>
<th>Self-Contained English as a Second Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>7</td>
<td>43</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># Special Classes (Math)</th>
<th># SETSS (Math)</th>
<th># Integrated Collaborative Teaching (Math)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>5</td>
<td>39</td>
</tr>
</tbody>
</table>

#### Types and Number of Special Classes (2018-19)

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>7</td>
<td>1</td>
</tr>
</tbody>
</table>

### School Composition (2017-18)

- % Title I Population: 21.0%
- % Free Lunch: 18.7%
- % Limited English Proficient: 0.0%

#### Racial/Ethnic Origin (2017-18)

- % American Indian or Alaska Native: 1.5%
- % Black or African American: 3.3%
- % Hispanic or Latino: 12.2%
- % Asian or Native Hawaiian/Pacific Islander: 16.8%
- % White: 64.1%
- % Multi-Racial: 3.5%

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

| 10.23 |

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

| 0% |

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

| 6% |

#### Average Teacher Absences (2014-15)

| 88.4% |

#### % Attendance Rate (2015-16)

| 96.5% |

#### % Students with Disabilities (2017-18)

| 14.4% |

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

| 15% |

#### Teacher Absences (2015-16)

| 0% |

### Student Performance for Elementary and Middle Schools (2017-18)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science Performance at levels 3 &amp; 4 (Grade 2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A Science Performance at levels 3 &amp; 4 (Grade 2016-17)</td>
</tr>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

### Student Performance for High Schools (2016-17)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>99%</td>
<td>99%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Global History Performance at levels 3 &amp; 4</th>
<th>US History Performance at Levels 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>96%</td>
<td>99%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4 Year Graduation Rate</th>
<th>6 Year Graduation Rate (2011 Cohort)</th>
</tr>
</thead>
<tbody>
<tr>
<td>98.6%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Regents Diploma w/ Advanced Designation</th>
<th>% ELA/Math Aspirational Performance Measures (2015-16)</th>
</tr>
</thead>
<tbody>
<tr>
<td>88.4%</td>
<td>96%</td>
</tr>
</tbody>
</table>

### Overall NYSED Accountability Status (2018-19)

#### Reward

Yes Recognition

#### In Good Standing

Yes Local Assistance Plan

#### Focus District

Yes Focus School Identified by a Focus District

#### Priority School

No Focus Subgroups

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

#### Elementary/Middle School

- American Indian or Alaska Native
  - N/A
  - Black or African American
  - N/A
- Hispanic or Latino
  - N/A
  - Asian or Native Hawaiian/Other Pacific Islander
  - N/A
- White
  - N/A
  - Multi-Racial
  - N/A
- Students with Disabilities
  - N/A
  - Limited English Proficient
  - N/A
- Economically Disadvantaged
  - N/A
  - ALL STUDENTS

#### High School

- American Indian or Alaska Native
  - N/A
  - Black or African American
  - N/A
- Hispanic or Latino
  - N/A
  - Asian or Native Hawaiian/Other Pacific Islander
  - N/A
- White
  - N/A
  - Multi-Racial
  - N/A
- Students with Disabilities
  - N/A
  - Limited English Proficient
  - N/A
- Economically Disadvantaged
  - N/A
  - ALL STUDENTS

### Notes

- Met Adequate Yearly Progress (AYP) in ELA (2016-17)
- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
- Met Adequate Yearly Progress (AYP) in Science (2016-17)

#### Met Adequate Yearly Progress (AYP) in Graduation (2016-17)

- American Indian or Alaska Native
  - N/A
  - Black or African American
  - N/A
- Hispanic or Latino
  - N/A
  - Asian or Native Hawaiian/Other Pacific Islander
  - N/A
- White
  - YES
  - Multi-Racial
  - YES
- Students with Disabilities
  - N/A
  - Limited English Proficient
  - N/A
- Economically Disadvantaged
  - YES
  - ALL STUDENTS

#### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

- American Indian or Alaska Native
  - N/A
  - Black or African American
  - N/A
- Hispanic or Latino
  - N/A
  - Asian or Native Hawaiian/Other Pacific Islander
  - N/A
- White
  - YES
  - Multi-Racial
  - YES
- Students with Disabilities
  - N/A
  - Limited English Proficient
  - N/A
- Economically Disadvantaged
  - YES
  - ALL STUDENTS
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.

- According to our most recent Quality Review, conducted on April 2017, the Instructional Core was identified as Well Developed in ensuring that engaging, rigorous, and coherent curricula was implemented in all subjects, made accessible to a variety of learners and aligned to Common Core Learning Standards and/or content standards. Additionally, it was pointed out that teacher pedagogy was developed from a coherent set of beliefs about how students learn best, informed by the instructional shifts and Danielson Framework for Teaching. Teachers aligned their instruction to the curricula that was engaging, and met the needs of all learners so that all students produce meaningful work products. Also reflected in the QR findings was that there is a coherent belief that students learn best when they are actively involved in learning, which is reflected in the vast majority of curricula-aligned instructional practices. Teachers provide high-quality extensions and strategic entry points so that all students have access to the curricula.
- During District Team school visits, the results of classroom walk through visits revealed that in a majority of classrooms, teachers aligned their instruction to the school’s problem of practice and theory of action in the areas of student engagement, assessment, support for lowest 1/3 students and adjusting instruction.
- The power of high level student engagement to promote learning and college and career readiness was evident in lessons that were largely student directed and driven by LASW data. Students collaborate with each other to explore the content in many classes.
- Students and staff are familiar with Webb’s Depth of Knowledge (DOK) and are expected to create complex questions using DOK question stems to generate rigorous discussion.
- Students with disabilities are provided with individualized entry points that enable them to engage in challenging tasks with their fellow students. Lessons are planned and strategies implemented.
- To support students with differentiated learning needs by providing modified worksheets, access to calculators, and one-on-one support, as needed, etc.
- As reflected in the most recent School Quality Snapshot, 94% of the students responded positively to questions about Rigorous Instruction, such as indicating that they learn a lot from feedback on their work and that they know what their teachers want them to learn in class.
- Through the collaborative leadership model that was a driver for improving student performance, students were able to demonstrate exceptional performance on both AP and Regents exams as a result of a school wide effort to enhance scholarship by focusing on high levels of engagement, critical thinking and using assessment data to drive instruction.

- ERHS is a high performing school, with strong academic results in both national and state-wide assessments. Students consistently reach their academic goals and achieve a high level of college readiness, proven from...
both data analysis and related anecdotal information. Alumni have reported that they are well prepared for the collegiate level.

In terms of priority needs, this year will find us reacting to the District priority to promote school wide equity and inclusivity by revising curriculum and generating learning opportunities that appeal to all learners from all backgrounds. The focus on equity will also allow us to promote students’ active participation in their learning, and respond to displayed gaps in learning. As a component of the equity process, our goal is to support progress for all learners by helping them connect to the content in a more personal manner via resource selection, [instructional] task development and targeted feedback.

This will allow groups of teachers to pinpoint areas for both reinforcement and enrichment. We plan to continue to use and revise faculty created rubrics to facilitate this process. Team meetings will also serve as the foundation for our goal of promoting equity across the curriculum allowing for differentiating instruction where the analysis of student work products can reveal both growth and strength areas in the content and allow teachers to incorporate a wider array of instructional resources to best meet the needs of learners. The potential also exists, once the learning gaps are identified, to design lessons with multiple entry points based on individual and group learning needs.

- Continued growth of our ICT program is another instructional priority in terms of more acutely aligning learning needs to both individual and groups of learners using equity as a driver. Teachers will be encouraged to continue to develop lesson plans via UBD and to implement strategies to ensure that our ICT students’ needs are being met and use conferencing and student self assessment to better target instructional needs.
- Further evidence to support equity as our priority area comes from the LES where it was highlighted that only fill in% of students responded that, in most or all of their classes, teachers know when they are upset.

**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.

In the 2018-19 school year, there will be a 2-3% gain in performance as measured by standardized tests by those students identified as lowest 1/3 in the school, reducing the achievement gap between the lowest third subgroup and overall student performance on NY State Regents.
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).

**Target Group(s)**
Who will be targeted?

**Timeline**
What is the start and end date?

**Key Personnel**
Who is responsible for implementing and overseeing the activity/strategy?

---

We will facilitate faculty collaboration on using assessment data to target subgroup students who do not perform as well as their peers. These students’ assessments will be reviewed on a regular basis to reveal to the teacher(s) what instructional changes need to occur to promote comprehension and thus perform better on formative and summative assessments.

Utilize the PL block to implement regular Looking at Student Work protocols grounded in equity practice.

Train staff in UBD structures to identify knowledge, skills and abilities for inclusion on assessments.

Administration and faculty teams will review all classroom assessments with teachers where connections will be examined that show correlation to the content and address support of neediest learners.

PL committee will turn-key, support and work with staff to ensure all central initiatives / District and School SIAPs are shared as they related to assessment and instructional priorities.

Student work will be evaluated and differentiated strategies will be explored to meet the needs of lowest 1/3 subgroup learners.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lowest 1/3 and struggling students</td>
<td>09/18-06/19</td>
<td>Members of the Professional Learning Committee, entire staff</td>
</tr>
</tbody>
</table>
Teachers of lowest 1/3 learners will work together to refine and adopt instructional best practices for each student.

**Implement a COGEN structure of student conferencing.**

A variety of *Looking at Student Work* protocols are being promoted through Professional Learning activities to assist in differentiating lessons and instruction.

During Grade Team meetings, IEPs are examined to provide differentiated supports for identified students.

The resource "Questions to Uncover Student Learning" will be used to ground teacher discussions and promote effective PL planning.

Teacher feedback will be a focus of Administrative visits where Danielson component 3d will be evaluated during every lesson.

Consistent outreach to families to celebrate achievements and address areas of concern, through email and phone calls. Use of Family Engagement time (Tuesdays 3:15-3:55pm) to hold in-person meetings and conduct outreach to families. SPED meetings are consistently held with attendance/progress as foci along with input from GE teachers to structure/implement additional interventions.

Faculty meetings, IEP meetings with families, PTA meetings, variety of conferences, open school days for families to visit classrooms and special highlight events, as well as periodic “Coffee with the Principal” gatherings for parents.

Faculty will work collaboratively during PL to review student work to create grading norms across classes within disciplines, allowing for consistent, constructive feedback.

**3b – Parent and Family Engagement**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Recipients</th>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lowest 1/3 and struggling students</td>
<td>ICT Teachers, GE Teachers, Counselors and Administration</td>
<td>09/18-06/19</td>
<td></td>
</tr>
<tr>
<td>A variety of <em>Looking at Student Work</em> protocols are being promoted through Professional Learning activities to assist in differentiating lessons and instruction.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consistent outreach to families to celebrate achievements and address areas of concern, through email and phone calls. Use of Family Engagement time (Tuesdays 3:15-3:55pm) to hold in-person meetings and conduct outreach to families. SPED meetings are consistently held with attendance/progress as foci along with input from GE teachers to structure/implement additional interventions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty meetings, IEP meetings with families, PTA meetings, variety of conferences, open school days for families to visit classrooms and special highlight events, as well as periodic “Coffee with the Principal” gatherings for parents.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty will work collaboratively during PL to review student work to create grading norms across classes within disciplines, allowing for consistent, constructive feedback.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

Outreach to families to attend classes to observe instruction will take place for all grades multiple times during the school year, through two series of Coffees with the Principal, one in Fall 2018 and one in Spring 2019.

School software platforms are available for families to check student progress (PupilPath) and multiple teachers use Google Classroom, allowing for families to be aware of day-to-day class progress.

Teachers and administration will ensure access to these sites.

Weekly Family Engagement time is promoted to families.

### 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.

Five full-time SPED teachers are staffed to co-teach all core ICT sections in the 9th (8 sections), 10th (8 sections), 11th (6 sections) and 12th grades (2 sections). This allows for expertise in the implementation of IEP mandates for those students who occupy the lowest 1/3. Faculty, administration and the school librarian are incorporating resources, such as audio books, to be added to the school’s library for use by students identified with a learning disability who could be aided by instructional resources. Chromebooks are assigned to students who need additional resources to enhance their learning. ICT specific lesson plan templates will also be disseminated that include the identification of the specific type of instruction that will take place based on learning needs. i.e. co-teaching.

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

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

**Part 5 – Progress Monitoring**

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

- Weekly guidance meetings, attended by administration, are held to review student progress and attendance. Outreach to families, faculty and students often follows.
- Frequent interim assessment cycles.
- Targeted analysis of feedback provided to students and how that feedback is being implemented.
- Mid-point progress review will take place in January with the culmination of the first semester. Quarterly reviews take place in November and April to review progress with report cards being distributed. Teacher grade team meetings are held monthly to highlight students succeeding and in need of support.
- School use of Skedula/PupilPath allows for all stakeholders to be aware of current progress and identified students will be contacted to enable a discussion around current progress and needs.

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

Examination of target area ratings through formal and informal observation process and student performance on January Regents exams. Additionally, teacher designed formative assessments will also be used to gauge improvement.

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

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

Part 1 – Needs Assessment

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

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

The following were rated Well Developed on our most recent QR:

1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults.

3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations.

Additionally:

- The design of our academic program demonstrates our belief that all students benefit from a challenging core curriculum and that every student is capable of success. This academic inclusiveness means that all students have access to the same sequence of courses, as well as peer and staff-led academic support.
- We have a low incidence of disciplinary infractions, particularly in terms of physical altercations between students. This can be attributed to a more aligned response in terms of restorative discipline strategies which may account for the fact that our staff and students feel that they work and learn in a safe space which is conducive to learning and intellectual growth. This orderly and clean haven allows students to focus on their studies. The 2017-18 Learning Environment Survey responses confirm that students, parents and faculty feel safe and supported.
- Our school’s advisory program allows our incoming 9th graders to direct their own inquiries (with the help of two 12th grade “Sibs” and a faculty advisor) about a wide variety of issues related to teens, social justice, current events and school. This program provides students with a warm and supportive environment where they can voice their opinions and concerns respectfully, without fear of judgment or ridicule. Faculty advisors continue to work with students in all grades, leading topical discussions around other transitional topics including preparation for college. Advisory program has been incorporated into the schedules of all underclassmen. In the 9th and 10th grades, the focus ranges initially from transitioning to high school to various social-emotional issues. As they progress through the year we introduce them to a variety of approaches they can use to empower them academically, so they can better manage the responsibilities and workload high school demands of them. These include advice on study skills, organization and time management. Faculty advisors work collaboratively with ElRo Sibs to support our 9th and 10th graders. In the 11th grade the focus is on beginning the college process, and in the 12th grade the focus shifts to helping them prepare for the transition to college.
Our improved college-readiness scores can be attributed to the additional preparation all students receive through organized lessons centered on personal finance, decision-making, substance use and abuse, and other important topics that students currently face or will in the near future. This continues to be a priority.

Additional mandated support is built into the day for those staff-identified students who would benefit academically.

Full-time Guidance Counselor provides individualized and group counseling to several identified students as well as providing proactive and reactive interventions. Part-time Social Worker also works with identified students in need of counseling.

The school is in its fifth year of its ICT program, and we continue to make our rigorous program accessible to all students. School-level staff and central-level specialists have been providing support during the initial part of the school year to help faculty and related staff continue to engage students and address any areas of concern, such as supporting autistic students.

The Library and Resource Center (LRC) provides academic and curricular support for all our students and faculty, including a wide-ranging collection of differentiated resources representing all subject areas and genres. It is not only a place for students to study, conduct research, read and create; it also serves as a safe place where they can interact with one another, and decompress. The LRC is an information commons that provides students and faculty with the resources, tools, and space they need to explore the connections between all disciplines in an environment that encourages curiosity, and nurtures respect for the pursuit of knowledge, as well as for each other.

Our part-time Community Liaison will continue to provide community service and internship opportunities for our students as well as support overall student well-being.

In terms of priorities, we referred to the most recent LES that shows:

1. 72% of students responded that, in most or all of their classes, their teachers help them catch up if they are behind. (Q3a)
2. 60% of students responded that, in most or all of their classes, their teachers notice if they have trouble learning something. (Q3b)
3. 63% of students responded that, in most or all of their classes, their teachers give them specific suggestions about how they can improve their work in class. (Q3c)
4. 67% of students responded that, in most or all of their classes, their teachers explain things a different way if they don’t understand something in class. (Q3d)
5. 54% of students responded that, in most or all of their classes, their teachers support them when they are upset. (Q3e)

**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.

During the 2018-19 school year, our school’s advisory program and support structures coupled with a more acute analysis and deployment of a targeted set of assessment practices that are more equitable in nature will result in a 3-5% gain in LES response questions related to a supportive environment.
### Activities/Strategies:

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
<td></td>
</tr>
<tr>
<td>All students</td>
<td>09/18-06/19</td>
<td>Administration, Guidance Counselors, Faculty and EIRo Sibs</td>
</tr>
</tbody>
</table>

- New protocols will allow teachers to assess and address those LES responses that reflect possible deficiencies in support of all students.

- Creation and dissemination of school surveys (internal and DOE Learning Environment Survey) to inform progress and need areas. Including improvement in results in the survey, such as improvement on teacher responses in recognizing disruptive behavior as social-emotional learning opportunities and teach students the skills they need to regulate their behavior. For students’ responses we are focused on improving in areas, including adults noticing if students are having trouble learning something, and when students are upset.

- Internal student and advisor surveys created by the SLT, will serve to elicit feedback of both advisors and students. These surveys will be given at mid-point and end of the school year.

- Each month advisors meet with their grade teams to discuss the successes and challenges of previous lessons as well as upcoming lessons. Their feedback is utilized to make changes for future lessons for the year, as well as to make adjustments for the lessons in future academic years.

- The College Counselor and Internship/Community Service Liaison are consulted where appropriate to inform the content of the lessons.

- All students, including SWD and high-need students, are a part of our advisory program and will have the opportunity to contribute and share their experiences.
SLT will continue to monitor progress and conduct its own research and outreach to families to ensure involvement in related areas. School will work with active PTA leadership to provide speakers for PTA meetings and other school-wide events.

Advisory lessons will continue to serve as a way to address the social, emotional and academic needs of our students. Faculty, ElRo Sibs, and advisory students will continue to provide feedback for needed revisions to improve our advisory program. Faculty members will continue to work collaboratively to ensure all students are given supports to maximize their potential. Continued training of ElRo Sibs program by Guidance department.

Development of a non-academic goal, such as personal interest, a social or emotional goal that advisory can help explore and support.

Career Day, in Fall semester, will allow students to hear from a variety of professionals that will expose them to multiple career paths.

All faculty will attend multiple sessions of Autism Training provided by DOE Specialist to increase faculty’s knowledge of autism and aid them in supporting students on the spectrum.

| SLT will continue to monitor progress and conduct its own research and outreach to families to ensure involvement in related areas. School will work with active PTA leadership to provide speakers for PTA meetings and other school-wide events. | Families | 09/18-06/19 | Administration, Guidance Counselors, SLT, Related Faculty |
| Advisory lessons will continue to serve as a way to address the social, emotional and academic needs of our students. Faculty, ElRo Sibs, and advisory students will continue to provide feedback for needed revisions to improve our advisory program. Faculty members will continue to work collaboratively to ensure all students are given supports to maximize their potential. Continued training of ElRo Sibs program by Guidance department. | Students and Faculty | 09/18-06/19 | Administration, Guidance Counselors, Related Faculty |

### 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.

- Via outreach by the Parent Coordinator.
- Make feedback provided to students transparent to families.
- Schedule days for parents to sit in on classes as well as advisory lessons.
- Disseminate latest research on supportive environment and create a response log for parents to provide feedback.
- Videos related to Equity and Unconscious Bias.

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

Administration and guidance counselors co-create lessons for our advisory program. New this year will be the implementation of lessons that teach how to make all groups of people feel valued and inclusive, thus eliminating marginalization. Also new will be a focus on how to respond to what is taking place in the world today in terms of divisiveness and political assertions designed to alienate and disenfranchise. We will continue to utilize assessment results that will also help to refine advisory topics. Many faculty members serve as advisors and are programmed to meet with their advisories during their professional periods. Our guidance counselor meets weekly with ElRo Sibs to go over lesson plans and review past lessons with the thirty 12th grade students that serve as peer leaders to the 9th and 10th grade classes. Instructional resources are purchased through allocated funding to support any additional needs.

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

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

Part 5 – Progress Monitoring

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

- The advisory program is reviewed monthly at advisor meetings during Professional Learning.
- The SLT mid-year review is scheduled for the end of January 2019 through an internally made survey.

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

Results of the 2018-19 Learning Environment Survey will be examined and compared to the previous year in identified areas related to Supportive Environment.

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

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

Part 1 – Needs Assessment

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

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

Assessment data points to a performance gap for certain subgroup learners on national and State level assessments. Teachers meet periodically in formal teacher teams. Co-teacher teams are regularly scheduled to meet during the school week. The Quality Review results in this category were rated Effective, up from Developing (4/17).

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.

Structured professional collaborations will be implemented by the school’s PL Committee, using an inquiry approach that promotes shared leadership and focuses on improved student learning. This work will serve to strengthen teacher instructional capacity, resulting in more teachers receiving improved ratings in Danielson Domain 3D, Assessment by 10% improvement from the Fall 2018 to the Spring 2019 semesters.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
</thead>
</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). |
<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers utilize PL sessions to meet as a faculty to increase opportunities for teachers to work collaboratively to support one another in a variety of academic aspects of the profession, including time to work together to examine student work, planning, effective questioning, focusing on student outcomes/formative assessments as well as exploring other related professional goals.</td>
<td>All Faculty</td>
<td>09/18-06/19</td>
</tr>
<tr>
<td>SWD needs will be addressed through consistent SIT/TPT meetings and specific PL groups dedicated to inquiry around SPED topics.</td>
<td>SWD</td>
<td>09/18-06/19</td>
</tr>
<tr>
<td>Parents/guardians are updated on the current school initiatives through electronic communication, including weekly calendar updates, Skedula/PupilPath, outreach through parental grade email groups as needed, and other established school-home communication such as the school website and School Messenger.</td>
<td>Families</td>
<td>09/18-06/19</td>
</tr>
<tr>
<td>PL Committee meets to select areas of interest for faculty PL meetings ensuring collaborative decision-making. Teachers collaborate in reviewing student progress, their own practice and examining performance data to address areas of concern and celebrate success.</td>
<td>Faculty</td>
<td>09/18-06/19</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

- Use of SLT as a vehicle to advance initiatives

### 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.

School will utilize Monday PL time to support this initiative. Online resources, such as Google Docs and Rubicon Atlas, will be used to support our work, including chronicling of progress, adjusting curriculum and enabling all faculty members to access and contribute to current educational research.
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>C4E</th>
<th>21st Century Grant</th>
<th>SIG</th>
<th>PTA Funded</th>
<th>In Kind</th>
<th>Other</th>
</tr>
</thead>
</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.

- PL Committee will meet at the end of January 2019 to review faculty feedback on use of Professional Learning time.
- Mid-year Faculty-Administrator meetings will take place at the end of January to review individual progress in identified instructional goals.

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

Examination of target area ratings through formal and informal observation process.

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

| 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. |

Results of the Quality Review (April 2017) and 2017-18 Learning Environment Survey demonstrated great gains in the areas of leadership during the past year. In order to continue to assert leadership, the principal will provide official feedback to teachers by completing an observation in each semester for every faculty member.

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. |
| The Principal/Administration will, through a focused observational cycle, evaluate and provide targeted feedback to teachers in identified need areas using the Danielson rubric. This will be measured by increased emphasis on rating sub-component 1e in the Danielson rubric and overall improvement in the identified area of assessment for at least 25% of the faculty, as compared to the previous year. |
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>* Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
</tr>
</tbody>
</table>

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

| The principal will co-conduct all faculty IPC, mid-year and EOY meetings with Assistant Principals. Instructional goals from the previous year will be examined and considered when forming instructional goals for current year. Several data points, including performance data and survey data will be examined to support faculty. Progress in identified areas will be revisited as needed. | Faculty | 09/18-06/19 | Principal and Assistant Principals |

| The principal and APs will co-conduct multiple observations during the first round of official observations to ensure standards of norming of instructional ratings and expectations. Feedback will focus on identified goals and areas observed during informal and formal observations. Next steps in instructional improvement will be provided through formal observation feedback and use of Professional Learning to further support and improve planning, instructional and assessment practices of all teachers. | Faculty | 09/18-06/19 | Principal and Assistant Principals |

| The principal will work with BSC and DOE staff to provide professional learning opportunities to faculty in identified areas of need, such as technology implementation and special education training. The PL committee is focused on creating workshops to support best practices of assessment (both formative and summative) and examination of student work through targeted LASW protocols. The PL Committee | Faculty | 09/18-06/19 | Principal and PL Committee |
meets twice a week to plan PL that reaches all faculty across disciplines, with both the principal and A.P. as members of the committee.

The MOSL committee, working in collaboration with the principal, will decide together on what type of measure will be selected for official rating purposes.

| Faculty | 09/18-10/19 | Principal and MOSL Committee |

**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.

Our school works closely with the PTA leadership to provide special guest speakers for all PTA meetings, in order to share more information about the school's instructional plans as well as ways the school supports the entire community through experts in related fields. All families are contacted weekly through email to share opportunities and resources to build parental knowledge. Family engagement is used to allow families to work closely with faculty and administration, to keep the communication lines open and support students. Our Parent Coordinator works with the PTA leadership and individual families to provide supports.

**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.

Use of Teachboost software to memorialize observations and teacher instructional goals is supported by TL NYSTL funding.

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

**Part 5 – Progress Monitoring**

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

During January mid-year meetings with faculty, instructional goals will be revisited and scoring on the first two observations will be reviewed, with next steps provided to individual faculty members in identified need areas.

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

Examination of results of official ratings of Danielson sub-component 1e (Designing Coherent Instruction) to ensure feedback to staff on at least 90% of observations conducted.

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

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

Part 1 – Needs Assessment

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

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

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

In examining the LES results, there has been steady improvement regarding the question related to parents being invited to visit classrooms and observe instruction. On the 2015-16 LES, forty percent of parents/guardians reported that they disagreed, to some degree, that they are invited to visit classrooms and observe instruction. In 2016-17, 28% of the respondents disagreed, while 60% agreed that they were invited. In 2017-18, 71% of families responded that they were invited. We continue to work towards increasing family access to our school and awareness regarding attendance at school events.

Part 2 – Annual Goal

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

The school will conduct additional forms of outreach, in multiple languages, to promote active involvement of families in their child's education from attendance of families at IEP meetings, to college meetings and school-wide events.
### 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>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Coffee with the Principal” – In the fall and spring semesters the Principal (along with other identified faculty/staff) will host families by their children’s grades for informal gatherings to discuss current school initiatives, projects, etc. These coffees will encourage an open collaboration between school leadership and families.</td>
<td>Parent/Guardians</td>
<td>10/18-06/19</td>
<td>Principal</td>
</tr>
<tr>
<td>PupilPath - Families are encouraged to sign up to have access to their child's current progress through this online grading and attendance system. This will enable parents/guardians the most updated information regarding their child’s progress. School will monitor registration rates and family use to inform further outreach.</td>
<td>Parent/Guardians</td>
<td>09/18-06/19</td>
<td>Assistant Principals</td>
</tr>
<tr>
<td>A translation/interpretation survey was given to students in October 2018.</td>
<td>Whole Community</td>
<td>09/18-06/19</td>
<td>Administration and Faculty</td>
</tr>
<tr>
<td>Family Engagement - Families are encouraged to attend weekly 40-minute Family Engagement time (Tuesdays, 3:15-3:55) to communicate with faculty regarding their children.</td>
<td>Parent/Guardians</td>
<td>09/18-06/19</td>
<td>Administration and Faculty</td>
</tr>
<tr>
<td>Parent Teacher Conferences - Conferences will continue to be scheduled by appointments for parent-teacher conferences to streamline the experience.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekly Calendars - The Principal writes an online weekly letter to the community, highlighting school information, initiatives, projects and events. An additional member of the ERHS community writes a weekly letter related to a specific area, such as a club activity or event to promote additional community voices. This weekly calendar is placed on the school's website by the Sunday preceding the coming week and is also emailed to all students, faculty/staff and families that have shared their email information.</td>
<td>Whole Community</td>
<td>09/18-06/19</td>
<td>Principal</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.

NA

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.

PupilPath is paid for by the TL NYSTL Software funds. Coffee and snacks are provided by the PTA.

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

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

Part 5 – Progress Monitoring

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

Overall feedback by families regarding strong family and community ties will be examined in the 2017-18 Learning Environment Survey and attendance at school events. Feedback from other school-based initiatives, such as from families that attended the Coffees with the Principal, will be reviewed periodically to improve school practice.

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

Review of attendance data for school-wide events as well as clicks to our weekly calendar and other school outreach.

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

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Determined by teacher and or the student’s grade to need support</td>
<td>Review of class notes and homework.</td>
<td>small group and 1-1 peer tutoring</td>
<td>Before &amp; during and after the school day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Allow student time to ask questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Multiple choice strategies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Essay writing strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Determined by teacher and or the student’s grade to need support</td>
<td>Review of homework assignments and past quizzes.</td>
<td>small group and 1-1 peer tutoring</td>
<td>Before &amp; during and after the school day</td>
</tr>
<tr>
<td>Science</td>
<td>Determined by teacher and or the student’s grade to need support</td>
<td>Graphic organizers, kinesthetic modeling of concepts, drawing sequence of events, using analogies, test taking strategies, note study program, point of view writing, pre-reading</td>
<td>small group and 1-1 peer tutoring</td>
<td>Before &amp; during and after the school day</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Determined by teacher and or the student’s grade to need support</td>
<td>Test preparation, essay writing strategies (organization, analysis, summarization). Multiple choice skills (elimination strategies).</td>
<td>small group</td>
<td>Before &amp; during and after the school day</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Determined by teacher, student or family request or academic, attendance</td>
<td>Counseling - group or individual provided by Guidance Counselor or part-time Social Worker.</td>
<td>individual and small group</td>
<td>During the school day</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: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

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

Clothing and school supplies are on site in case need arises to distribute.

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

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.

$798
Section 8: Title I Program Information

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

Part 1: Title I Status

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

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

The ERHS faculty is mostly a veteran staff with highly qualified teachers in all departments. When vacancies arise, administration has attended recruitment fairs and attracted a wide pool of qualified candidates.

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).

Highly quality professional development practices take place that are created through our Professional Learning Committee, that includes members of several academic departments and both administrators that evaluate instruction. Integration of District-level initiatives and workshops that both administration and faculty attend are often incorporated into school-based professional development. Outside opportunities, including AP training and offerings by reputable organizations, such as the Academy of Teachers are often attended by ERHS faculty.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A
Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Faculty use a variety of assessment practices, from formal to informal. Teachers work in department teacher teams in a collaborative manner to expand assessment practices. Standards-based grading has been employed by several members of the faculty to support students with meaningful feedback and not solely numbers based grading.

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 (Refer to Galaxy for school allocation amounts)</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Explanation/Background:

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

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

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

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

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

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

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

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.
• **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

• **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

### Parent and Family Engagement Policy

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

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

**Eleanor Roosevelt High School will support parents and families of Title I students by:**

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

Parental Involvement and School Quality

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

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

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

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

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

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

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

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

• provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

• host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Elementary and Secondary Education 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 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)

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

I. School Responsibilities: High Quality Curriculum

Provide high quality curriculum and instruction consistent with Common Core State Standards to enable participating children to meet the State’s Standards and Assessments by:

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

I. School Responsibilities: Supporting Home-School Relationships
Support home-school relationships and improve communication by:

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

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

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

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

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

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

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

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

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

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

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

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:
● creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

● supporting parental involvement activities as requested by parents;

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

● advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Every Student Succeeds Act (ESSA) Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

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

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

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

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

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

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

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

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

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

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

● respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

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

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

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

### III. Student Responsibilities

Student Responsibilities:

- attend school regularly and arrive on time;

- complete my homework and submit all assignments on time;

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

- show respect for myself, other people and property;

- try to resolve disagreements or conflicts peacefully;

- always try my best to learn.
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADERS K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>Manhattan</td>
<td>416</td>
</tr>
</tbody>
</table>

School Name: Eleanor Roosevelt High School

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>Dimitri Saliani</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Matthew Guttman</td>
</tr>
<tr>
<td>Coach</td>
<td>None</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Rachel Kosberg</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Laurie Bernstein</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Jennifer Hinchy</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Foreign Lang</td>
</tr>
<tr>
<td>Parent</td>
<td>Elizabeth Moore</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>N/A</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Marty Trachtenberg</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Mariol Rosales</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>Maria Broughton</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>type here</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Certification Type</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</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 certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</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>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 certified ENL teachers not currently teaching in the ENL program</td>
<td>2</td>
</tr>
<tr>
<td>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</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
### Part II: ELL Demographics

#### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</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?**

   We do not currently have ELL students or established ELL program.

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

3. **What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?**

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

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.] N/A

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]. No patterns are revealed due to a very small number of English Language Learners.

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

Part IV: ELL Programming

Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
      Our students will be provided a free standing ELL program until additional programs are needed. Students will be provided standalone ELL instruction and integrated ENL as per their proficiency level. Instruction is delivered using an individualized pull-out model and/or group instruction.
   b. TBE program. If applicable.
      N/A
   c. DL program. If applicable.
      N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
      Students are programmed based on their level of proficiency indicated on their NYSESLAT or NYSITELL. Entering students receive 360 minutes of ENL instruction, Emerging students receive 360 minutes of ENL instruction, Transitioning students receive 180 minutes of ENL instruction, Expanding students receive advanced students receive 180 minutes of ENL instruction and Commanding students receive 90 minutes per week of integrated ENL. At the present time this is not applicable. Should ENL students join our student body, we will provide the instructional minutes required through a combination of stand-alone and push-in instruction appropriate for their level of proficiency.

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.
   If ELLs will be enrolled in our school, then students will receive ENL services as required by CR 154.2. They will receive service from a certified ENL teacher or a dually certified teacher to ensure they meet the requirements of the Common Core Standards. The Sheltered English model of instruction will be used in content area classes and the ENL teacher will provide push-in and stand-alone services as required by the individual students.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
   If ELLs will be enrolled in our school, then they will be evaluated by staff members who are proficient in their native language. If no staff member is available for a specific language, outside resources will be used.

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
   As we do not have ELLs currently this is not applicable but we would follow the procedures outlined in CR 154.2 to ensure that the services for the above mentioned students would be met.

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?
   N/A

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?
   N/A

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.
   N/A

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

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

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    ELLs will be invited and encouraged to participate in all school programs, including our diverse after school club offerings, PSAL sports and all other extracurricular activities. After school and supplemental services are offered to all students including ELLs. Supplemental services include one-on-one tutoring with instructors during the weekly OPW time and during instructors’ Circular 6 periods.

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.
    All technology will be available for ELLs. All students have access to school laptops and all students are entitled to link their personal devices to the school network. All instructors in all content areas use either Smart, Eno or Prometheus boards in the classroom. All instructors put homework assignments on-line where translation software can be readily used.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
    Students will receive home language support in the ENL program as necessary.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
    We will make sure to purchase resources and offer services that are age and grade appropriate for ELLs across grade levels.
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?
   All technology will be available for ELLs. All students have access to school laptops and all students are entitled to link their personal devices to the school network. All instructors in all content areas use either Smart, Eno or Prometheus boards in the classroom. All instructors put homework assignments on-line where translation software can be readily used.

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).
   Should we have new ELLs, they will have an a catered orientation, headed by our Guidance Counselor and the ENL teacher to welcome ELL students to facilitate transition to our school. All new ELLs will be provided with an orientation and tour conducted by our ESL instructor.

17. What language electives are offered to ELLs?
   All language electives are open to all students.

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

   N/A

---

**Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
   Our ENL teacher attends professional development as needed to be up-to-date with city-wide instructional expectations and workshop for staff in all disciplines.
   We provide appropriate staff support through faculty and department conferences throughout the year and on PD days. Teachers of ELLs are also encouraged and funded to attend DOE sponsored trainings, and national and local conferences to learn about the best practices in teaching ELLs.

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.
   We provide appropriate staff support through faculty and department conferences throughout the year and on PD days. Guidance Counselors of ELLs are also encouraged and funded to attend DOE central sponsored trainings, and national and local conferences to learn about the best practices in teaching ELLs.
   Teachers are provided with opportunities to attend professional development at the borough and city-level and related internal Professional Learning will be chronicled and stored internally by the administration.
Parental Involvement

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

When we have an ELL population the school will provide quarterly meetings with parents of ELLs to address the above with the ENL teacher, in the preferred language, using interpreters or the DOE translation service.

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

(Answer to item 2:) Sign in sheets are transferred to spreadsheet maintained by our pupil personnel secretary and the agendas and sign-in sheets are filed in the main office.

(Answer to item 3: ) Though we do not currently have an ELL population, there is strong parent involvement at our school including, as exhibited by attendance at our PTA meetings, family-centered special event attendance and contributions to the PTA (especially due to the budget crisis - over 40% of parents have made contributions). Outreach is made through weekly calendar on school website. All content on the school website can be translated to over 25 languages, including our most frequent first-home languages of Mandarin-Chinese, Polish and Spanish. Parents are called using automated calling system to inform them of school events and student attendance concerns. Families of absent students are called by the Pupil Accounting Secretary on a daily basis. PupilPath (online grading software) is used to give access to all parents/guardians regarding current student progress. We have a Chinese-Speaking Family Outreach program and have translated all written documents sent home into Chinese. We hold several evening events, such as our annual International Dinner where all families are invited as a cultural/community-building evening.

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.

At the current time we do not have any ELLs.
Part V: ELL Identification Attestation

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, Dimitri Saliani, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

**School Name:** Eleanor Roosevelt High School  
**School DBN:** 02M416

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dimitri Saliani</td>
<td>Principal</td>
<td></td>
<td>11/12/16</td>
</tr>
<tr>
<td>Matthew Guttman</td>
<td>Assistant Principal</td>
<td></td>
<td>11/12/16</td>
</tr>
<tr>
<td>Marty Trachtenberg</td>
<td>Parent Coordinator</td>
<td></td>
<td>11/12/16</td>
</tr>
<tr>
<td>Rachel Kosberg</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>11/12/16</td>
</tr>
<tr>
<td>Elizabeth Moore</td>
<td>Parent</td>
<td></td>
<td>11/12/16</td>
</tr>
<tr>
<td>Jennifer Hinchy</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>11/12/16</td>
</tr>
<tr>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Laurie Bernstein</td>
<td>School Counselor</td>
<td></td>
<td>11/12/15</td>
</tr>
<tr>
<td>Marisol Rosales</td>
<td>Superintendent</td>
<td></td>
<td>11/12/15</td>
</tr>
<tr>
<td>Maria Broughton</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>11/12/15</td>
</tr>
<tr>
<td></td>
<td>Other ____</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other ____</td>
<td></td>
<td>1/1/01</td>
</tr>
<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: 02M416 School Name: Eleanor Roosevelt High School Superintendent: M. Rosales

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>Jennifer</td>
<td>Hinchy</td>
<td>Teacher</td>
<td>y</td>
<td>y</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.

   We run the RCON report on ATS to determine home written and oral language. When Over the Counter (OTC) students are admitted, they complete a HLIS.

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>Albanian</td>
<td>4</td>
<td>046</td>
<td>4</td>
<td>046</td>
</tr>
<tr>
<td>Amoy</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
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.

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>Welcome Letter (July/August);</td>
<td>July/August</td>
<td>Parent Volunteers, DOE Translation Representatives</td>
</tr>
<tr>
<td>School Calendar</td>
<td>July/August</td>
<td>Parent Volunteers, DOE Translation Representatives</td>
</tr>
<tr>
<td>Attendance Letter</td>
<td>Monthly</td>
<td>Parent Volunteers, DOE Translation Representatives</td>
</tr>
<tr>
<td>School Website</td>
<td>Monthly/Daily</td>
<td>Parent Volunteers, DOE Translation Representatives</td>
</tr>
<tr>
<td>School Leadership Letters</td>
<td>Monthly</td>
<td>Parent Volunteers, DOE Translation Representatives</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>September</td>
<td>Parent Volunteers, DOE Translation Representatives</td>
</tr>
<tr>
<td>Teacher Conferences</td>
<td>October, November, April, May</td>
<td>Parent Volunteers, DOE Translation Representatives</td>
</tr>
<tr>
<td>Family Engagement</td>
<td>Monthly</td>
<td>Parent Volunteers, DOE Translation Representatives</td>
</tr>
<tr>
<td>IEP Meetings</td>
<td>Monthly</td>
<td>Parent Volunteers, DOE Translation Representatives</td>
</tr>
<tr>
<td>SLT Meetings</td>
<td>Monthly</td>
<td>Parent Volunteers, DOE Translation Representatives</td>
</tr>
<tr>
<td>PTA Meeting</td>
<td>Monthly</td>
<td>Parent Volunteers, DOE Translation Representatives</td>
</tr>
<tr>
<td>Orientation</td>
<td>June</td>
<td>Parent Volunteers, DOE Translation Representatives</td>
</tr>
<tr>
<td>Coffee with Principal</td>
<td>Monthly</td>
<td>Parent Volunteers, DOE Translation Representatives</td>
</tr>
<tr>
<td>Attendance Teacher/Guidance Meetings</td>
<td>Monthly</td>
<td>Parent Volunteers, DOE Translation Representatives</td>
</tr>
<tr>
<td>Evening Arts and Athletic Events</td>
<td>Monthly</td>
<td>Parent Volunteers, DOE Translation Representatives</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.

Parent Volunteers. DOE Translation Services, Foreign Language Teachers, Staff members who speak a foreign language

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.

Monthly Meetings
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.)

Visible posting of materials on site and distribution via emails to families.

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?

Parent survey