2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 30Q126
School Name: ALBERT SHANKER SCHOOL FOR VISUAL AND PERFORMING ARTS
Principal: ALEXANDER ANGUEIRA
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

School Name: The Albert Shanker School For Visual And Performing Arts

School Number (DBN): 30Q126

BEDS Code: 343000010126

Grades Served: 6-8

School Address: 31-51 21st Street LIC NY 11106

Phone Number: 718-274-8316 718-278-6512

Fax: 718-278-6512

School Contact Person: Mr. Alexander Angueira
Email Address: AANGUEI@SCHOOLS.NYC.GOV

Principal: Alexander Angueira

UFT Chapter Leader: Phil Barone

Parents’ Association President: Justina Ubertini

SLT Chairperson: Patricia Larino

Title I Parent Representative (or Parent Advisory Council Chairperson): Olga Silva

Student Representative(s): N/A

CBO Representative: NA

District Information

Geographical District: 30

Superintendent: Dr. Philip Composto

Superintendent’s Office Address: 28-11 Queens Plaza North, Room 518 LIC, NY 11101

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

Phone Number: 718-391-8323 718-391-6147

Fax: 718-391-6147

Field Support Center (FSC)
<table>
<thead>
<tr>
<th>Queens Plaza North</th>
<th>Lawrence Pendergast</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FSC:</strong></td>
<td><strong>Executive Director:</strong></td>
</tr>
<tr>
<td></td>
<td>28-11 Queens Plaza North, LIC, NY 11101</td>
</tr>
<tr>
<td><strong>Executive Director’s Office Address:</strong></td>
<td><strong>Executive Director’s Email Address:</strong></td>
</tr>
<tr>
<td></td>
<td><a href="mailto:LPender@schools.nyc.gov">LPender@schools.nyc.gov</a></td>
</tr>
<tr>
<td><strong>Executive Director’s Email Address:</strong></td>
<td><strong>Phone Number:</strong></td>
</tr>
<tr>
<td>718-391-8222</td>
<td>718-391-8320</td>
</tr>
<tr>
<td><strong>Phone Number:</strong></td>
<td><strong>Fax:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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>Alexander Angueira</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Philip Barone</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Justina Ubertini</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Georgia Butler</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Olga Silva</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Lisa Reese</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/ Teacher</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>Beatrice Ragusa</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Saba Ashraf</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Jeffrey Groner</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Anthony Ubertini</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</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.

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

The Quality Review and the Framework for Great Schools

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

**NYCDOE’s Quality Review (QR)**

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

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

**School Quality Guide**

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

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

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

**Section 4: CEP Overview**

1. What is your school’s mission statement?

At I.S. 126, we are committed to our mission in providing a safe learning environment where all students are held accountable and reach high levels of academic achievement. We value open communication between parents, students, and teachers. Our school fosters a spirit of lifelong learning and establishes a community of productive
citizens. We promote intellectual curiosity and creative thinking where the entire community, the arts, and all cultures are valued.

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.

The Albert Shanker School for Visual and Performing Arts is a Title I intermediate school located in District 30 in Long Island City, New York. The student body is comprised of 625 students (347 males, 278 females) in grades 6, 7, 8, with approximately 13% English Language Learners (70 students), 19% Students with Disabilities (108 students), and 30% Gifted and Talented (160 students). The diversity of our student body is reflected in the fact that 65% of our students (327 students) reportedly speak a language other than English at home.

In order to strive towards this commitment in strengthening and supporting our school community, we have fostered key relationships with noteworthy community-based partners. Key partnerships include, but are not limited to, Zone 126, YMCA, City Year and Enact. Zone 126 is a cradle to college program, providing services and workshops to parents to help them prepare their child for college. Additionally, they provide a summer camp program for students and help the school raise funds for student programs through donors in the community. Our partnerships with YMCA, City Year and Zone 126 provide us with after school and summer programs to build students’ academic, social & emotional needs while also fostering their leadership skills to be productive students and citizens. Collectively, we aim to prepare our students for success in high school, college and life beyond, and these coordinated supports are valuable to this cause.

This year, I.S. 126 has been able to further demonstrate our commitment to the arts by expanding our Arts programming to include Art, Drama, and Chorus. This year we have continued our partnership with Alvin Ailey exposing our 6th grade and 7th grade students to different dance genres. We are continuing our partnership with Community Word Project this year which exposes our 6th graders to various forms of written art. We are very proud of this grant since it allowed us to collaborate with one of our feeder schools. We also are going to continue to fund our ENact partnership. This program exposes our students to different ways to express themselves. It also teaches them how to deal with anger in a much more positive way than fighting.

We are unique in that on every grade level, we have students in gifted classes, general education classes, ESL classes, integrated co-teaching classes and special education classes. Results from our Spring 2017 state exams indicate that 59% of our students scored below proficiency level in ELA and 70% of our students scored below proficiency level in Math. While there is an urgent need to increase our students’ proficiency levels in ELA and mathematics, we are committed to promoting a culture for learning where all students persist in rigorous and challenging tasks and take risks as learners, ideally resulting in measured growth for all. To achieve this, our staff has committed to continue to study Carol Dweck’s work on growth mindset to encourage students to see risk-taking and making mistakes as a valuable part of the learning process. We are honored that I.S. 126 has been selected to continue to participate in the Learning Partners Program for the 2018-19 school year, with our focus of inquiry being on growth mindset. To address our struggling readers we will be continuing to utilize Achieve 3000 and I-Ready as Tier 2 support. This year we will continue to implement a new ELA curriculum (Pearson-My Perspectives) and a new Math curriculum (Go-Math) which will have a strong core and will include Tiered 1-3 support along with scaffolding for all students.

We will also continue to be a Restorative Justice school with a full time coordinator and social worker assigned to us. We have already trained over half our staff in Restorative practices and are planning to have the entire staff trained by 2020.
3. Describe any special student populations and what their specific needs are.

As a school we need to focus on our ELL and Special Education Sub-groups. We have not been able to close the achievement gap with these 2 sub groups enough to help us meet AYP. We plan on using our existing system we have in place such as Pupil Path, Wilson and Achieve 3000 to closely monitor our Special Education and ELL sub groups and make sure that we are continuing to close the achievement gap in these 2 sub groups so we meet AYP. We also plan on implementing a new ELA curriculum (Pearson- My Perspectives) and a new Math curriculum (Go-Math) this year, which will help us provide scaffolds to assist the 2 sub-groups with meeting AYP.

4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

During the 2017-18 school year, the elements of the Framework for Great Schools in which we made the most progress were Collaborative Teachers and Supportive Environment. These 2 areas were identified as areas of strength in my 2017-18 PPO. It was noted that Teachers have been visiting other ICT groups to observe best practices regarding checks for understanding and using the information to make instructional adjustments. It was also noted that during team meetings teachers discussed how they are using student assessment data, particularly item analysis reports and using this information to adjust curriculum and instruction to address areas of deficiency for whole class and small groups. Teachers explained that since they have been more strategic in assessing and monitoring student responses by standards, they have a better understanding of areas where students struggle and share practices with their colleagues that had higher scores in those areas. Teams indicated that although there is a common preparation period, there is not a clear schedule for team meetings. It was noted that we have created a supportive environment for our students regarding College Access to all and the implementation of the CA4A initiative. "High expectations that connect to college and career readiness are evident throughout the school community. These expectations are communicated to staff through the school’s handbook, during professional development sessions, weekly e-mail to staff and feedback from observations, walk-throughs and observation conferences. Academic and behavioral expectations are communicated to students in the school’s grading policy, lessons, assemblies and through the school’s growth mindset work. Through the school’s on-line grading system, I/O Education, students and families can monitor assignments, grades and communicate with teachers. Students are provided with opportunities to visit colleges/universities and participate in a career day to learn about various careers and the education required. As part of the College Bound and College Access for All student in their advisory wrote letters to different colleges. Recently they started receiving responses, including course program materials and college pennants."

Our areas of focus for the 2018-2019 school year will be Monitoring and Revising. This is evidenced by it being identified as an area for improvement in my 2018 PPR. We plan on using existing system we have in place such as Datacation, Wilson and Persasono to more closely monitor our Special Ed and ELL sub groups to help make sure that we are continuing to close the achievement gap in those 2 sub groups so we meet AYP. We also plan on continuing our implementation of our ELA curriculum (Pearson-My Perspectives) and a new Math curriculum(Go-Math) this year which will help us monitor and revise in order to meet AYP with those 2 sub groups. We will are also adding I-Ready as an RTI strategy for our targeted sub groups.
## School Demographics and Accountability Snapshot for 30Q126

### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>06,07,08</th>
<th>Total Enrollment (2017-18)</th>
<th>658</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
</tr>
</thead>
</table>

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

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

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

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th>36</th>
<th># SETSS (ELA)</th>
<th>22</th>
<th># Integrated Collaborative Teaching (ELA)</th>
<th>67</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th># Special Classes (Math)</th>
<th>36</th>
<th># SETSS (Math)</th>
<th>22</th>
<th># Integrated Collaborative Teaching (Math)</th>
<th>69</th>
</tr>
</thead>
</table>

### # Visual Arts |

<table>
<thead>
<tr>
<th>10</th>
<th># Music</th>
<th>10</th>
<th># Drama</th>
<th>10</th>
</tr>
</thead>
</table>

### # Foreign Language |

<table>
<thead>
<tr>
<th>11</th>
<th># CTE</th>
<th></th>
</tr>
</thead>
</table>

### School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>86.0%</th>
<th>% Attendance Rate</th>
<th>93.3%</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>% Free Lunch</th>
<th>80.2%</th>
<th>% Reduced Lunch</th>
<th>5.6%</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>% Limited English Proficient</th>
<th>8.4%</th>
<th>% Students with Disabilities</th>
<th>20.5%</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>% American Indian or Alaska Native</th>
<th>0.3%</th>
<th>% Black or African American</th>
<th>16.7%</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>% Hispanic or Latino</th>
<th>45.7%</th>
<th>% Asian or Native Hawaiian/Pacific Islander</th>
<th>28.3%</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>% White</th>
<th>8.8%</th>
<th>% Multi-Racial</th>
<th>0.5%</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>10.1</th>
<th># of Assistant Principals (2016-17)</th>
<th>4</th>
</tr>
</thead>
</table>

### % of Teachers with No Valid Teaching Certificate |

<table>
<thead>
<tr>
<th>2%</th>
<th>% Teaching Out of Certification</th>
<th>12%</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>22%</th>
<th>Average Teacher Absences (2014-15)</th>
<th>7</th>
</tr>
</thead>
</table>

### % of Students with Disabilities (2018-19) |

<table>
<thead>
<tr>
<th>2016</th>
<th># CTE</th>
<th></th>
</tr>
</thead>
</table>

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

- No Recognition
- Yes Local Assistance Plan
- No Focus School Identified by a Focus District
- No Focus Subgroups
- N/A

### 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 |
  - NO
  - Asian or Native Hawaiian/Other Pacific Islander |
  - YES

- White |
  - YES
  - Multi-Racial |
  - N/A

- Students with Disabilities |
  - NO
  - Limited English Proficient |
  - NO

- Economically Disadvantaged |
  - YES
  - ALL STUDENTS |
  - YES

#### 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 |
  - NO

- Economically Disadvantaged |
  - N/A
  - ALL STUDENTS |
  - NO

### 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 |
  - N/A

### Met Adequate Yearly Progress (AYP) in ELA

- American Indian or Alaska Native |
  - N/A
  - Black or African American |
  - NO

- 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 |
  - N/A

### Met Adequate Yearly Progress (AYP) in Mathematics

- 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 |
  - N/A

### Met Adequate Yearly Progress (AYP) in Science

- 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 |
  - N/A

### Met Adequate Yearly Progress (AYP) in Graduation

- 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 |
  - N/A

---

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

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• We had an SBO to create a 100 minute block of time that is used by</td>
<td>• There needs to be an increase in Teacher participation in “Data</td>
</tr>
<tr>
<td>teachers to meet in teacher teams every Monday in addition to creating</td>
<td>Driven Classroom” is needed in order to have a comprehensive system</td>
</tr>
<tr>
<td>common planning periods in their programs. In these meetings teachers</td>
<td>for using formative and summative assessments for long and short term</td>
</tr>
<tr>
<td>look at student data and identify students that need Tier 1-3 help.</td>
<td>curriculum planning that involves student reflection, tracking of and</td>
</tr>
<tr>
<td>• Identified Students are placed in our Saturday Achieve Now Academy and</td>
<td>ownership of learning.</td>
</tr>
<tr>
<td>scheduled for Wilson, or I-Ready during AIS periods.</td>
<td>• Pupil path is not utilized by all staff, parents/guardians and</td>
</tr>
<tr>
<td>• We use benchmark exams which are aligned with the NYS Exam and</td>
<td>students, therefore not everyone can learn about students’ strengths</td>
</tr>
<tr>
<td>CCLS and analyze the results at the teacher team time.</td>
<td>and weaknesses in order to improve student learning.</td>
</tr>
<tr>
<td>• We use Datacation to create item analysis reports for the exams and</td>
<td>• Results from the 2018 ELA exam indicate that 59% of our students</td>
</tr>
<tr>
<td>track student progress during the year.</td>
<td>scored below proficiency level in ELA.</td>
</tr>
<tr>
<td></td>
<td>Analysis of our item skills analysis shows that students struggle</td>
</tr>
<tr>
<td></td>
<td>with vocabulary comprehension and making inferences.</td>
</tr>
<tr>
<td></td>
<td>• Results from the 2018 Math exam indicate that 70% of our students</td>
</tr>
<tr>
<td></td>
<td>scored below proficiency level in Math.</td>
</tr>
<tr>
<td></td>
<td>Analysis of our item skills analysis indicate that students struggle</td>
</tr>
<tr>
<td></td>
<td>with Math fluency and content area vocabulary.</td>
</tr>
</tbody>
</table>

Part 2 – Annual Goal

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

By June 2019, teachers across all content areas will work to incorporate advanced literacy instruction into our curriculum and methodology, as measured by a 4% increase in the number of students meeting proficiency in Math.
### 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>Math, Social Studies, Science, Language Arts, ESL, Special Education and Arts teachers</td>
<td>September 2018 – June, 2019</td>
<td>Administration and Teachers</td>
</tr>
</tbody>
</table>

**Ongoing professional development will be offered to Math, Social Studies, Science, Language Arts, ESL, Special Education and Arts teachers in order to become proficient in cross curricular opportunities that the new Pearson curriculum encourages.**

On a weekly basis, teachers will record academic student progress on Skedula/Pupil Path in order to communicate student strengths and weaknesses with all staff members, parents/guardians and students.

Staff members will have the opportunity to meet as a grade on a monthly basis in order to discuss the academic needs of the students and to develop cross curricular lesson plans and projects.

City Year and the YMCA will work with students during the day and after school in order to provide additional academic support in various content areas.

Teachers will be provided training on implementing the new Pearson curriculum in ELA classrooms.

Our ELL and SWD students will be invited to attend our Title III and ANA programs.

Targeted students in our SWD and ELL subgroups will be given I-Ready instruction.

**Math, Social Studies, Science, Language Arts, ESL, Special Education and Arts teachers will implement the advanced literacy instruction into their curriculum in order to improve the students’ NYS ELA and Math scores.**

Math, Social Studies, Science, Language Arts, ESL, Special Education and Arts teachers will be aligned across curriculum by providing students with opportunities for larger scale
interdisciplinary projects that will help to increase comprehension and understanding of rigorous text with emphasis on academic vocabulary

Professional development will be offered to all staff on Data Driven Classroom in order to put in place a comprehensive system for using formative and summative assessments for long and short term curriculum planning.

Professional development will be given to staff on Skedula/Pupil Path in order to incorporate the various components into their academic planning.

Teachers will meet weekly in their teacher teams for common planning in order to align instructional units with the common core standards.

Teachers across curriculum will develop rigorous lessons in order to ensure that the academic needs of our student population are met

Teachers will scaffold activities using various formal and informal assessments in order to drive instruction

Teachers will conduct inter-visitation in order to share best practices

<table>
<thead>
<tr>
<th><strong>3b – Parent and Family Engagement</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.</td>
<td></td>
</tr>
</tbody>
</table>

By June 2019, there will be a 5% increase in parent involvement. We will hold monthly/bi-monthly Parent workshops, hosted by various CBO’s. Some will address Rigorous Instruction and how parents can help their children at home, keep up with Rigor in all content areas. We will host College 4 All events, such as college fairs, CA4A High School Fairs/trips. We will also provide workshops which address family needs presented by CBOs like, The Floating Hospital, NY Life, Zone126 and others. Parents will also be directed to resources posted on our website including links to help them understand our school wide definition of Rigor. Our Parent Coordinator (Rosalyn Henderson) will help the CBO’s organize the workshops and AP (Mrs. O’brien) will be assigned to also support and oversee the workshops. We will utilize our school messenger system, flyers sent home, our website and social media to remind and encourage parents to attend the workshops. The 5% increase in parent involvement will be measured by the attendance sheets.

<table>
<thead>
<tr>
<th><strong>Part 4 – Budget and Resource Alignment</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 4a.</strong> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</td>
<td></td>
</tr>
</tbody>
</table>
Scheduling common planning time

Instructional leads will be utilized to provide PD on Data Driven Instruction

Funds will be used to purchase Pupil Path for the parents, teachers and students. Pupil Path will facilitate the sharing of data and student progress among parents, teachers and students.

Professional learning block

ANA funding will be used for Saturday classes and the purchase of I-Ready.

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

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Tax Levy</td>
<td>X</td>
<td>Title I SWP</td>
<td></td>
<td>Title I TA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

- In September 2018, students will complete a pre-assessment in every subject to collect data based on students’ academic strengths and weaknesses in order to appropriately match multiple levels of students to tasks in the classroom.
- Periodic formal assessments will be used to monitor students’ individualized growth.
- In February 2019, students will complete a post-assessment in all content areas, focusing on skills that were being appraised in September 2018. The results should reflect an increase of 3% in the number of students that are Proficient in ELA which will be more than halfway to our stated goal of a 5% increase. This data will then be utilized when creating groups in order to re-teach and enrich student academic growth.

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

- Teacher Created Benchmark exams
- Item Analysis created by Datacation will be administered every 6 weeks as a formative assessment to monitor and revise teaching activities as needed.
- NYC Periodic assessments in ELA which are aligned with the ELA state exam.

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?

5.2

Strengths

- We have a partnership with several agencies to help us mentor and provide social, emotional and academic support to our students.
- The YMCA, Brain Power and City Year all provide social, emotional and academic supports to our students both during the day and after school.

Needs

- There is a need to fund Brain Power to provide Social and Emotional support for our staff and student population.

5.3:

Strengths

- We use 7th Grade Assembly Periods to discuss the importance of coming to school on time every day and provide mentors for students that we identify as chronically absent.
- The YMCA and Brain Power will provide workshops for parents during school, after school and on Saturdays that provides learning experiences and promotes a safe and healthy school environment for families.
- We provide an Alternate Learning Center for students that are removed from a specific class or suspended for the entire day. Our teachers provide work for the students so they do not fall behind.

Needs

- There is a need to schedule Restorative Practice advisories for all 3 grades.

5.4

Strengths

- We offer workshops to parents and students about chronic absenteeism as a means to effectively communicate the value of attendance and punctuality in order to maximize instructional time.
- We hold Principal Summits once a month where we invite parents to come and meet with local agencies to help them receive social, emotional and academic support for their children.
Many of our teachers are a part of the AAPBI institute.

Needs

- The Principal Summits need more advertisements to increase parent attendance.
- A need to increase the number of teachers involved in the AAPBI institute.

5.5:

Strengths

- We have a partnership with several agencies to help us mentor and provide social, emotional and academic support to our students.

Needs

- While we offer Pupil Path as a means of sharing data with the school community, not all parents are registered to use the site and not all staff are using the site to document student progress.

Current 7th grade chronic absenteeism data shows the following absentee rates; 71% were absent 0-8 days, 19% were absent 9-19 days, 7% were absent 20-37 days and 3% were absent 38 or more days this year. As a school community we need to work together to lower these rates.

Part 2 – Annual Goal

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

By June 2019, there will be a 10% increase in the number of students exhibiting a value or belonging mindset as measured by the AAPBI growth mindset students survey.
### 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).

| **Brainology** will be introduced in the 6th grade which is a growth mindset curriculum. Professional development will be provided for those 6th grade teachers involved. |
| **Target Group(s)** | **Timeline** | **Key Personnel** |
| Targeted classes within the 6th, 7th and 8th grade. | September 2018 – June 2019 | Teachers, Guidance Counselors, & Administration |

| **AAPBI growth mindset team will use improvement science to identify change ideas that focus on increasing students sense of belonging and value within schools and their community.** AAPBI growth mindset team will work with Eskolta to continue working on research based strategies that increase students mindset of belonging and value. |
| **Target Group(s)** | **Timeline** | **Key Personnel** |
| Targeted students in 6th, 7th and 8th grades. | September 2018 – June 2019 | Teachers, Guidance Counselors & Administration |

| **School Staff (teachers, guidance councilors, para-professionals, administration) will continued to be trained in restorative circles to help increase students sense of community(belonging).** Restorative circles will be administered to the students during their advisory classes along with regular embedding within their content subject classes. |
| **Target Group(s)** | **Timeline** | **Key Personnel** |
| Student in 6th, 7th and 8th grade | September 2018– June 2019 | Teachers, Guidance Counselors & Administration |

| **Beginning in Fall of 2018 targeted students will be completing the AAPBI mindset survey. The follow up survey will be administered Spring 2019 (pre/post).** The data collected will reflect growth in specific mindset areas of belonging and value. |
| **Target Group(s)** | **Timeline** | **Key Personnel** |
| Targeted students in 6th, 7th and 8th grade. | September 2018– June 2019 | Teachers, Guidance Counselors & Administration |

### 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.**

**We will hold Parent workshops on growth mindset practices and strategies that will address the understanding of creating a Supportive Environment and how parents can help create that environment. Parents will also be directed to resources posted on our website including links to help them create and maintain a supportive environment and build a sense of belonging and value. Our Parent Coordinator will help organize the workshops and an AP will be**
assigned to also support the workshops. We will utilize our school messenger system, flyers sent home and our website to remind and encourage parents to attend the workshops.

### 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. |
| Brainology grant will be provided to cover student resources and training for teachers in the 6th grade. Staff members will once again be a part of the AAPBI team which enable the data collection and creation of the survey. |

| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. |
| Tax Levy | Title I SWP | Title I TA | Title II, Part A | Title III, Part A | Title III, Immigrant |
| Tax Levy | Title I SWP | Title I TA | Title II, Part A | Title III, Part A | Title III, Immigrant |

### 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. |
| Beginning in Fall 2018 targeted students will be administered the AAPBI mindset survey. They will be administered the same survey in Spring of 2019 data on growth in mindset of value and belonging will be collected. AAPBI team members will be collecting periodical feedback in the form or surveys, peer feedback or self reflection on sense of value and belonging. |

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

| Teacher periodical collection of data collection. |

| 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.

<table>
<thead>
<tr>
<th>4.2</th>
<th>Strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The school has a professional development committee in place, with a number of teachers providing professional development on best practices. This goal will address collaborative teachers by allowing the entire staff the opportunity to participate in and provide professional development through Professional Learning Cycles.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.3</th>
<th>Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Though the systems are in place we have still not met AYP in the Math or ELA in the Special Education and ELL sub groups.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.4</th>
<th>Strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teachers have used Growth Mindset this year to give students greater ownership of their work as indicated by the 2018 PPO.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Though the systems are in place we have still not met AYP in the Math or ELA in the Special Education and ELL sub groups.</td>
</tr>
</tbody>
</table>
As indicated by administration observations there is a need for students to have more input into their learning through Student Lead Conferences.

Part 2 – Annual Goal

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

By June 2019, 75% of our teachers will participate in Professional Learning Cycles that will focus on embedding Advanced Literacy instruction practices into our curriculum and address the needs of our ELL and special education students as measured by classroom observations.
Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development committee will meet once a month to plan the Professional Development calendar. Professional Development calendar will be used to track topics and teacher facilitators. All PD will touch upon the vocabulary needs of our ELL and SPED population.</td>
<td>School instructional Staff</td>
<td>September 2018- June 2019</td>
</tr>
<tr>
<td>Survey will be developed by the Professional Development committee to determine effectiveness of Professional Development, and future Professional Development needs.</td>
<td>School instructional Staff</td>
<td>September 2018- June 2019</td>
</tr>
<tr>
<td>Professional Development committee will work closely with administrators to determine how to integrate strategies to address the vocabulary needs of our ELL and SPED population across all content areas</td>
<td>School instructional Staff</td>
<td>September 2017- June 2018</td>
</tr>
<tr>
<td>Professional Developments will identify staff member to share best practices during the allotted professional development time. Staff member who receive outside P.D. will also be asked to turnkey any important information during this P.D. time.</td>
<td>School instructional Staff</td>
<td>September 2018- June 2019</td>
</tr>
<tr>
<td>Professional Learning Communities will be given time to meet and plan on Mondays during the Professional Development time in order to improve practices in the classroom around the vocabulary needs of our ELL and SPED population. They will be lead by administration and LPP Model teachers from each department.</td>
<td>School Instructional Staff</td>
<td>September 2017- June 2018</td>
</tr>
<tr>
<td>The administration and Teachers will create a template and protocol for inter class visitations to share best practices. The visits will be facilitated by the administration and LPP Model teachers.</td>
<td>School Instructional Staff</td>
<td>September 2018-June 2019</td>
</tr>
<tr>
<td>The LPP lead teachers will lead PD on student led conferences.</td>
<td></td>
<td></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.

We will hold monthly Parent workshops hosted by various CBO's that will address their understanding of how parents and teachers can collaborate to help student achievement. Parents will also be directed to resources posted on our
website including links to help them with collaborating with their child's teachers. Our Parent Coordinator will help the CBO's organize the workshops and an AP will be assigned to also support the workshops. We will utilize our school messenger system, flyers sent home and our website to remind and encourage parents to attend the workshops. We will continue to use Pupil Path as a tool for parents and teachers to be able to collaborate on a regular basis with their child's teachers and administration. Teachers will continue to use Tuesdays from 2:20-3:15 as a way to meet and collaborate with parents on a regular basis.

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.

- Teacher facilitators
- Schedule common meeting time for PD committee
- Per diem/per-session funds for coverages for intervisitations
- Contractual professional learning block

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

Part 5 – Progress Monitoring

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

Survey will be administered to staff at the start, middle, and end of the school year to gauge effectiveness of professional developments provided.

Professional development calendar will be updated each month to keep track of teacher facilitating professional development. By January of 2019, 45% of teachers should have participated in a PLC.

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

<table>
<thead>
<tr>
<th>Teacher Surveys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Observations</td>
</tr>
<tr>
<td>Monitoring our school created intervisitation tool</td>
</tr>
</tbody>
</table>

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

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

Part 1 – Needs Assessment

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

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

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

2.2

Strengths

- The Principal uses distributive leadership to create the CEP and goals of the school. Input is gathered at SLT meetings and the CEP is shared with the staff via email.
- The 2018 PPO indicates that teachers and school leaders have set high expectations for all students that are connected to college and career readiness. Students are provided with opportunities to visit colleges/universities and participate in a career day to learn about various careers and the education required. As part of the College Bound and College Access for All student in their advisory wrote letters to different colleges.

Needs

- We have not closed the achievement gap in ELA and Math enough to meet AYP with our Special Education and ELL population as indicated by the results of the 2018 ELA and Math exams.

2.4

Strengths

- Teachers from different departments currently use pre-tests, benchmarks, baseline and Model State assessments to identify student’s areas of need or strengths. In the upcoming year we will implement coherent department wide unit assessments where data can be tracked using Data Driven Classroom (DDC) Exam Portal. Data collected will be analyzed as a way to identify misconceptions and best practices in different areas of the curriculum. In the upcoming year an instructional focus will be actionable feedback that is consistent across classrooms. It will focus on feedback that is actionable and aligned to the Growth Mindset as a way to help develop the academic and personal behaviors necessary to be college and career ready (persistence, communication, engagement, work habits and self-regulation).

Needs

- We have not closed the achievement gap in ELA and Math enough to meet AYP with our Special Education and ELL population as indicated by the results of the 2018 ELA and Math exams.
2.5

Strengths

- Through teacher observations, best practices have been identified within the Advance/Teachboost data system. Those teachers have shared those practices during professional development. The best practices to be identified in the upcoming year will be through the lens of the Growth Mindset. 60% of our students scored below proficiency level on the 2017 NYS ELA exam and 70% scored below proficiency on the NYS Math exams. In addition to strengthening students' academic skills, the non-cognitive academic and personal factors must also be addressed. School leaders will identify teachers that are applying such strategies and facilitate in tracking the progress made by students who are exposed to them on a regular basis. Model classrooms will be established as a structure to promote teacher development and distributive leadership.

Needs

- The Growth Mindset strategies must be implemented by more teachers to reach more students.

Part 2 – Annual Goal

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

By June 2019, the number of staff inter-visitations, with a focus on best practices, will increase by 10% as measured by inter-visitation logs and teacher reflections.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create three Growth Mindset Lead Teacher model classrooms, where the language and strategies are practiced, shared and critiqued.</td>
<td>All teachers</td>
<td>Start: 9/2018, End: 6/2019</td>
<td>LPP Team, Model and Mentor Teachers</td>
</tr>
<tr>
<td>Participating in the Learning Partners Program (LPP) and meeting all requirements</td>
<td>All teachers</td>
<td>Start: 9/2018, End: 6/2019</td>
<td>LPP Team, Model and Mentor Teachers, PD Committee, and Administration</td>
</tr>
<tr>
<td>Schedule inter-visitations to the model classrooms with a specific best practice as the subject of each visit.</td>
<td>All teachers</td>
<td>Start: 9/2018, End: 6/2019</td>
<td>LPP Team, Model and Mentor Teachers, PD Committee, and Administration</td>
</tr>
<tr>
<td>Grade level team teachers will be given an opportunity to meet on a monthly basis to plan combined/collaborative cross curricula lessons and/or assessments that incorporate school wide best practices.</td>
<td>All classrooms</td>
<td>Start: 9/2018, End: 6/2019</td>
<td>LPP Team, Model and Mentor Teachers</td>
</tr>
<tr>
<td>Facilitate inter-visitations with Advanced Literacy Lead Teachers in all content areas, specifically targeting best practices for academic language, with a focus on ELLs and SWD.</td>
<td>All classrooms</td>
<td>Start: 10/2018, End: 6/2019</td>
<td>LPP Team, Model and Mentor Teachers, Advanced Literacy Team Leads, Administration</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

We will hold monthly Parent workshops hosted by various CBO’s that will increase the understanding of effective school leadership strategies will be discussed to promote parent leadership and engagement and how parents can support their children at home. Parents will also be directed to resources posted on our website including links to help them understand how to utilize effective leadership to increase student achievement. Our Parent Coordinator...
will help the CBO's organize the workshops and an AP will be assigned to also support the workshops. We will utilize our school messenger system, flyers sent home and our website to remind and encourage parents to attend the workshops. PTA and SLT meetings will also be utilized to encourage parent leadership.

**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.

- LPP facilitator will meet with the LPP model teachers on a monthly to develop and implement the plan for our cycles of learning.
- LPP funding for per session activities and per diem coverage will be used to facilitate inter-visitations among the staff as part of the cycles of learning.
- LPP Lead Teachers will be used to plan and implement our cycles of learning.
- Intervisitation schedule will be created by administration and used to implement our cycles of learning.
- Carol Dwek's growth mindset work will be utilized as a tool for the Professional Learning Cycles

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

|   | Tax Levy |   | Title I SWP |   | Title I TA |   | Title II, Part A |   | Title III, Part A |   | Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|---|
|   |   |   |   |   |   |   |   |   |   |   |
| X |   | X |   |   |   |   |   |   |   |   |
|   | X |   |   |   |   |   |   |   |   |   |

**Part 5 – Progress Monitoring**

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

By January/February 2019, the LPP and Inquiry Team will complete 1 cycle of inquiry as documented by logs and analysis of student work.

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

- Teacher logs
- Classroom observations

The PD Committee will update logs on Google Drive to track teacher progress toward meeting our goal of 10% increase for teacher inter visitations.

**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.

Strengths

- As indicated by the 2018 School Survey the school consistently provides ongoing detailed communication with families through the Pupil Path online grading platform. Through Pupil Path, teachers, students and families engage in online conversations regarding student performance and progress toward academic goals.

Needs

- More parents must be involved with the use of Pupil Path as a way of communicating with the school and monitoring their child's progress.
- Write and receive an Achieve Now Academy Grant to fund our Saturday Program

6.5

Strengths

- Teachers use Pupil Path as a way to communicate with parents and keep them updated on their children's progress.

Needs

- A method must be implemented to share school data to promote dialogue among parents, students, and school community members centered on student learning and success. The distribution of data will encourage families to utilize the information to advocate for necessary support services to enhance the academic, social, and emotional success of their children.

Part 2 – Annual Goal

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

By June 2019 there will be a 5% increase in Parents attending parent workshops as measured by attendance sheets.
### 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) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| All students and families | Start: 9/8/2018  
End: 6/28/19 | Administration |
| Teachers |
| Teachers will utilize allocated time during parent teacher conferences to share data presented on Pupil Path as a means to convey student strengths and weaknesses. |
| Teachers will update and maintain accurate records on Pupil Path to communicate student strengths and weaknesses during designated parent engagement time after school. |
| The distribution of report cards will be aligned with parent teacher conferences as a means to effectively communicate current student outcomes and identify next steps to enhance learning for all students in the school. |
| Distribution of Individualized Education Plan progress reports will be aligned with parent teacher conferences to effectively communicate student outcomes and identify next steps to enhance learning for students with disabilities. |
| Administration will provide teachers with predetermined deadlines to update Pupil Path data as a means to generate timely and accurate progress reports to share with families prior to distribution of report cards. |
| A Pupil Path workshop and presentation will be provided during allocated parent teacher conference time as a means to educate families about how to use the system to monitor student progress. |
| A sixth grade orientation will take place within the first week of school in order to inform families about how to establish a Pupil Path account and effectively monitor student progress. |
| Homeroom teachers, guidance counselors, and administration will conduct parent outreach about chronic absenteeism and lateness as a means to effectively communicate the value of attendance and punctuality to maximize instructional time. |
| Outside organizations will foster communication with families. Specifically City-Year will be assigned to the sixth and seventh grade. |
| All students and families | Start: 9/8/2018  
End: 6/28/19 | Administration |
| Teachers |

2018-19 CEP
A parent resource room will be established in conjunction with the PTA, school administration and parent coordinator to offer workshops about job readiness including how to create cover letters and resumes and mock interviews.

The Title I/PTA committee will facilitate parental engagement and involvement by promoting educational training skills through learning leaders and ZONE 126.

Parental surveys will be conducted throughout the year targeting specific goals and ideas in order to enhance parental engagement and involvement including literacy programs (Medgar Evers College) and health assessments that will promote innovative practices to support our students and parents.

<table>
<thead>
<tr>
<th>Promotion in Doubt Students</th>
<th>Start: 11/1/18</th>
<th>End: 6/1/19</th>
<th>ANA teachers and administration.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWP and ELL students</td>
<td>Start: 9/9/18</td>
<td>End: 6/28/19</td>
<td>AIS, Wilson, ELL, SWP and Triad teachers.</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.

Our partnership with Zone 126 and City Year strongly support family and community engagement. All 3 CBO’s host parent evenings with topics that interest our parents and encourage attendance by providing dinner and raffles for all parents that attend.

**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.

- Skedula
- City-Year
- Parent Coordinator
- Students identified as promotion in doubt will be receive targeted support in class through City Year and Gear Up.
- Students identified as our lowest third will receive pull out I-Ready Intervention services.

**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>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>Tax Levy</td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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.

- In February 2018, parent surveys will be distributed as a means to acquire data on how families feel about the communication between school and home. The survey will also gather ideas for upcoming workshops or seminars that families are interested to attend. This survey will ultimately strengthen family relationships by allowing the parent population to exercise their voice and opinion.

- In February 2019, administration will review data about parent attendance to family workshops to evaluate if a 3% increase has occurred in the current school year.

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

<table>
<thead>
<tr>
<th>Instrument of Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Surveys</td>
</tr>
<tr>
<td>Parent sign in sheets at workshops</td>
</tr>
<tr>
<td>Pupil Path activity</td>
</tr>
</tbody>
</table>

**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 <a href="https://www.nysed.gov">NYSED’s memo</a>.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>All students that received a Level 1 or 2 on the NYS ELA Exam will be provided with AIS services. All promotion in doubt students will also be targeted for AIS services. Students that are promotion in doubt in ELA will be targeted.</td>
<td>Wilson I-Ready Conferencing Flexible grouping based on data Differentiated activities Multiple learning modalities Included in lessons (SmartBoard, iPads, videos, etc) Y.M.C.A. Saturday Test Prep Title III ESL Program Achieve Now Academy I-Ready</td>
<td>Whole class One-to-one Small group tutoring</td>
<td>During school During school day and after-school Saturdays Services during the school day will be provided by CityYear Services on Saturdays will be provided by our staff.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>All students that received a Level 1 or 2 on the NYS Math Exam will be provided with AIS services. All promotion in doubt</td>
<td>CMP3 supplemental materials. Conferencing</td>
<td>Whole class One-to-one Small group tutoring</td>
<td>During school During school day and after-school Saturdays</td>
</tr>
</tbody>
</table>
### Science

- **All students that received a Level 1 or 2 on the NYS ELA Exam will be provided with AIS services.**
- All promotion in doubt students will also be targeted for AIS services.
- Students that are promotion in doubt in Science will be targeted.

- **Flexible grouping based on data**
- **Differentiated activities**
- **Multiple learning modalities**
- Included in lessons (SmartBoard, iPads, videos, etc)

- **Y.M.C.A.**
- Saturday Test Prep
- Title III ESL Program
- Achieve Now Academy
- I-Ready

### Social Studies

- **All students that received a Level 1 or**
- **Conferencing**
- **Whole class**
- During school

- **During school day and after-school Saturdays**

- **One-to-one**
- **Small group tutoring**
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Students will be targeted for At-Risk services through the PPT and SIT teams. | Academic Counseling, at-risk family intervention work. Achieve Now Academy | One-to-one Small group tutoring | During school day and after-school Saturdays |
**Section 7: Support for Students in Temporary Housing (STH)**

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

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


<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>50</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
</tbody>
</table>

Students will have school and gym uniforms purchased for them

All school supplies will be provided for them

They will be assigned a guidance counselor and a SAPI worker to monitor them closely all year.

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

[NA]
Section 8: Title I Program Information

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Prior to hiring a candidate, their credentials are verified by our Borough Field Support Center's (BFSC) HR Director to ensure that the candidate holds a valid NYS certification in that license area. The BEDS survey is reviewed by the Principal and the HR director who work with our school to ensure that every teacher’s assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.

Strategies and activities used to attract high-quality highly qualified teachers to our school include.
- Frequent communication with our BFSC HR Director when vacancies occur.
- Central Office of Talent and Recruitment partners with colleges and the BFSC HR Director partners with Central for assistance and guidance and for candidate referrals.
- Participating in Central Hiring Fair events where pre-screened HQT candidates are interviewed and recruited.
- Interviewing HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool
- Establishing a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and New York State certification/licensing.

Strategies for teacher retention will include the following:
- Maintaining a teacher resource center and professional library to promote promising and effective practices.
- Teachers will be provided with curriculum maps, instructional resources and professional learning opportunities.
- Individualized PD plans are created for teachers to ensure continued improvement.

All new teachers are provided a mentor.

Teachers are encouraged to participate in Lunch and Learns, after school PDs and attend off site PD provided by BFSC Personnel.

In the very rare event, if a teacher’s status was deemed not HQT, the principal would consult with the BFSC Human Resources Director for guidance to ensure that the non-HQT teacher will meet all required documentation and assessment deadlines. This may include some form of counseling including encouraging the teacher to become HQT through the High Objective Uniform State Standard of Evaluation (HOUSSSE) system.
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).

1. All staff including paraprofessionals and administrators will attend Summer PD offered by the DOE and Borough Field Support Center (BFSC)

2. All staff paraprofessionals and administrators will continue to attend the PD provided by the DOE during the school year.

3. Instructional Leads will attend BFSC PD and return to school to turn-key the PD through teacher teams.

4. BFSC and outside consultant will work with students during the school day and after school.

5. Staff paraprofessionals and administrators will be encouraged to attend Weekend PD and provided with per session to attend.

6. Staff will continue to be trained in our ELA and CMP3 programs which are aligned to the CCLS.

Part 3: TA Schools Only

3a. Use of Program Resources

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

Not Applicable

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).

Not Applicable

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.).

Not Applicable

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.

Teachers in teacher teams will analyze the results of the NYS ELA and Math assessments. Teacher teams create department wide unit pre and post assessments using Schoolnet and DDC Exam portal. The results of these assessments are used to track student progress and identify areas of need within each unit. Teachers will continue to have training on protocols for analyzing student work and the use of these programs. The MOSL committee and PD committee will also be consulted. PD will be provided by our administration and lead teachers on how to analyze student data and use it to form instruction.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting 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</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>324,908.00</td>
<td>X</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>12,366.00</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>3,734,713.00</td>
<td>X</td>
</tr>
</tbody>
</table>

2018-19 CEP
Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:
• **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

• **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

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

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

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

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. IS 126Q, 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albert Shanker School of Visual and Performing Arts - I.S. 126Q will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;</td>
</tr>
<tr>
<td>● providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;</td>
</tr>
<tr>
<td>● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>● providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
</tbody>
</table>
● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

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

### 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, Progress Report, Quality Review Report, Learning Environment Survey Report;
● host the required Annual Title I Parent Meeting on or before December 1\textsuperscript{st} of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act (ESSA);

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

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

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

<table>
<thead>
<tr>
<th>Encouraging School-Level Parental Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will further encourage school-level parental involvement by:</td>
</tr>
</tbody>
</table>

● 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.

<table>
<thead>
<tr>
<th>School-Parent Compact (SPC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-Parent Compact (SPC)</td>
</tr>
</tbody>
</table>

**Albert Shanker School of Visual and Performing Arts**, 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 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 Every Student Succeeds Act (ESSA);

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

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

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

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

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

respond to surveys, feedback forms and notices when requested;

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

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

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

share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

Student Responsibilities:

attend school regularly and arrive on time;

complete my homework and submit all assignments on time;

follow the school rules and be responsible for my actions;

show respect for myself, other people and property;
● try to resolve disagreements or conflicts peacefully;

● always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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

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

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

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

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

### Part A: School Information

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

This school is (check one):
- ☒ conceptually consolidated (skip part E below)
- ☐ NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

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

Total # of ELLs to be served: _______

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

Total # of teachers in this program: _______

# of certified ESL/Bilingual teachers: _______

# of content area teachers: _______
Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the
• rationale
• subgroups and grade levels of students to be served
• schedule and duration
• language of instruction
• # and types of certified teachers
• types of materials

Begin description here: ______

Under the Every Student Succeeds Act (ESSA), all children must improve their academic achievement in order to attain proficiency on state academic achievement standards, state academic assessments, and be college and career ready. This applies to all English Language Learners as well; therefore I.S. 126 will provide its ELL students with supplemental instruction in an after-school program two days per week. Instruction will focus on building students’ advanced literacy skills in order to help students meet or exceed the Next Generation Learning Standards and achieve proficiency on all state and city assessments, as well as to prepare them for college or advanced careers. The program will target ELLs who scored at the entering and emerging, as well as the transitioning levels on the 2018 NYSESLAT or NYSITELL, and/or are a level 1 or 2 on the 2018 State ELA and/or Math assessments. Parents of our ELLs will receive written notification along with an application to our Title III program in their preferred language to the greatest extent possible. In addition, we will send an electronic notification using our school-wide data system IO classroom (fka Skedula) and Phone Messenger. Our IO.com system is equipped to translate messages in the majority of our parents’ preferred language of communication. 

Beginning in November through May, two fully certified teachers, one in ELA and the other in Special Education-Generalist, will instruct classes two times a week, one and a half hours per session, from 2:25–3:55. A fully certified ENL teacher will provide additional support by teaching collaboratively with these teachers.

• Classes will meet for 20 weeks, two sessions per week for one and a half hours each.
• Group sizes will be maintained at 15-18 students per teacher. There will be two classes with a total of 30-35 students.
• Classes will be formed according to grade level. There will be a total of two classes; one will be comprised of sixth graders and the other a combination of seventh and eighth graders.

Attendance will be taken online for each session and an electronic folder containing all attendance records of student participants will be maintained by the ENL teacher/ENL Coordinator.

• Instructional activities will integrate the language skills of listening, speaking, reading and writing and be delivered using a variety of ENL methodologies and strategies that are supported by scientifically based research. Students will engage in instructional tasks that are both cognitively challenging yet accessible. There will be a focus on the development of scaffolding techniques, building background, activating schema, cooperative learning tasks, and frequent opportunities for student led discussion that will help improve and deepen comprehension and higher order thinking skills. The use of interactive technology involving computers, i-pads, the Internet, and Triumph boards will be a major component of all lessons and instruction.

• All instruction will be in English with native language support in order to help further develop the four language skills of reading, writing, listening, and speaking.

Instructional programs and materials used will be supplemental and distinct from those used for daily instruction.
Part B: Direct Instruction Supplemental Program Information

The literacy class will target two ranges of language proficiency levels. The first level will be composed of newcomers, those who have been in an English language school system less than two years and have an English language proficiency level ranging from entering to emerging as well as ELL students with disabilities (SWD) or with an interrupted formal education (SIFE) that are reading far below their grade level. The MobyMax program, will be used as the main mode of literacy instruction with these students because it is designed to help struggling learners quickly catch up to grade level and close learning gaps. This program is both a reading and math interactive online program that is aligned to the state learning standards and supports English language acquisition. Specific skills of need and strength are identified through diagnostic tests and ongoing data reports are provided to teachers in order to monitor individual student progress. Reading selections are multigenre, multicultural with Lexile measures. Lessons include a focus on vocabulary, grammar, pronunciation, reading comprehension and writing skills. An added feature of the program is that it can be accessed at home and through a mobile app.

The second level will target both transitioning level ELLs and Long-Term ELLs, those who have received six or more years of ELL services, but continue to require them. Many of these students have received ENL services for more than four years, but have not been able to achieve proficiency on the NYSESLAT nor meet the state standards on the NYS ELA and Math assessments. In addition to the I-Ready program, the Ready Theory program will also be used as the main instructional program with this targeted group. It is an online program that adapts to students’ individual ability levels and presents them with thousands of skill building exercises specifically tailored to meet their needs. The program consists of a full range of reading levels, beginning with elementary school reading and ending with the most demanding college-level passages. There is no cost for the Read Theory program and it is aligned to the NYS learning standards.

The science sessions will focus on reinforcing key science concepts and skills, using the inquiry process through hands on labs to conduct scientific investigations and experiments and helping students better prepare for both the NYC science performance tasks and NYS science exam.

Additional supplemental instructional resources will be utilized to further support all learning. Such resources include Khan Academy, IXL Math, Go Math, Finish Line New York ELLs, which provides students with question types that parallel those found on the NYSESLAT. In addition, Kahoot an online educational tool will be used by teachers to create quizzes in a game-like setting where students will use ipads to register their responses. Instructional supplies including chart paper, chart stands, folders, markers, notebooks, pencils, etc. will be purchased to support the after-school ENL Program.

As a special culminating activity and integral part of our instructional program, we will take an educational field trip of New York City. As we know, student learning becomes more meaningful when embedded in authentic contexts. We will visit famous NYC landmarks such as Ellis Island, the Statue of Liberty, and Governor’s Island. The trip will provide students with firsthand experience related to many aspects of U.S. history that they have been studying, as well as add to their cross cultural experience by exploring and appreciating our city’s rich history and culture.

The rationale for the selection of programs, supplemental resources, and other activities is based on the results of the NYSESLAT, NYSITELL, NYS ELA, NYS Math, and NYS Science (8th grade) exam scores and our school instructional focus. Students demonstrated a need for additional support to further develop advanced literacy skills in the English language as well as support in attaining high academic achievement in math, science, and other content areas in order to meet the rigorous NYS learning standards.
Part C: Professional Development

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

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

Begin description here: 

I.S. 126's Title III Professional Development program will support our English Language Learners to further develop their advanced literacies. There will be a focus on making content comprehensible for English Language Learners by using instructional supports, building academic vocabulary, facilitating student discussion that promotes deeper thinking, aligning instruction to the NYS Next Generation Learning Standards, and utilizing data to drive instruction.

Our School-based Professional Development Committee and school administrators have developed a plan for ongoing professional development during the new scheduled PD block on Mondays throughout the entire school year. In addition, off-site support is offered to our staff throughout the school year by our Queens North Field Support Center. Since our professional development is built into the school scheduled time, it maximizes staff participation and significantly minimizes costs to the Title III budget. Title III Teachers will be provided with two additional after school training sessions in regards to the implementation and instructional programs used in the Title III Program. Each one of these sessions will be one hour long. Topics to be presented during these professional development sessions include:

- The CR Part 154 Commissioner's Regulations of New York State-ENL Mandates
- Analyzing ENL related data as well as state and school assessments and using it to drive instruction
- Meeting the Socio-Emotional Needs of the ENL classroom
- The Four Hallmarks of Advanced Literacy
- Designing Instructional Support for ELLs success (ENL strategies/scaffolds)
- Growth Mindset
- The Language Allocation Policy
- Close Reading Strategies
- Employing student's native language and cognates to increase comprehension
- NYSESLAT Preparation/Test Strategies (ELA, Math, Science, NYSESLAT)
- Testing Accommodations for ELLs and Former ELLs

Part D: Parental Engagement Activities

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

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

Begin description here: 


Part D: Parental Engagement Activities

Based on parents' suggestions via PTA meetings, emails, parent orientations and workshops along with NYC DOE parent initiatives, IS 126's Title III program provides English Language Learners’ parents with the opportunity to attend informative workshops about the NYS Next Generation Learning Standards, academic expectations, the high school application process, our College Readiness Program, the Family English Initiative, state assessments, testing accommodations, promotional policies for ELLs, community based outreach programs, after school programs, adult ESL classes and our data site Pupil Path/IO Classroom (FKA Skedula).

- Parent workshops will be provided throughout the school year, September-June during the day and/or evening to accommodate different schedules and will be ninety minutes long. If compatible with most parents, we will try to hold workshops on Wednesdays (Workshop Wednesday). There will be at least two formal workshops and each session will be one and a half hours long. The evening session cost will be paid for from the Title III budget, whereas the cost for the daytime session will incur no expense from the Title III budget. Records of parental engagement activities such as sign in sheets, agendas and invitations to parents in their preferred languages will be maintained by the Parent Coordinator.

Parents will be notified of these events through PTA meetings, phone messenger, school website, IO Classroom (Skedula) email, PTA meetings, Principal to Parent letter, and flyers translated in the home languages represented in our school to the greatest extent possible.

- The Parent Coordinator, community based organizers, administrators, guidance counselors, ENL Coordinator or other pedagogues will facilitate or take part in these parent workshops.

- Interpreters will be available for parents and materials will be translated in the home languages of our school community to the greatest extent possible.

- Parents will be presented with information pertaining to state and city assessments, testing accommodations for ELLs and Former ELLs, promotional criteria, community based outreach programs, after-school programs, adult ESL classes.

- The following websites will be shown because they are full of valuable resources particularly for parents of ELLs:
  - http://schools.nyc.gov/ParentsFamilies/default.htm
  - http://schools.nyc.gov/Academics/ELL/default.htm
  - https://www.engageny.org
  - www.nysedregents.org

Parents will also be shown supplemental tutorial sites such as Khan Academy, MobyMax, ReadTheory, www.internet4classrooms.com, and XL Math.

- Supplies will be purchased to support the parent workshops.
- Refreshments will be purchased and served to parents who attend the workshop.

Part E: Budget

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

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Per session</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>- Per diem</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Purchased services</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
### Part E: Budget

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

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>High quality staff and curriculum development contracts.</td>
<td>_____</td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Travel</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Other</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>_____</td>
<td>NA</td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Queens</td>
<td>126</td>
</tr>
</tbody>
</table>

School Name: The Albert Shanker School for Visual & P

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
<th>Coach</th>
<th>School Counselor</th>
<th>Parent</th>
<th>Parent Coordinator</th>
<th>Field Support Center Staff Member</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexander Angueira</td>
<td>Kristen O'Brien</td>
<td>Coach</td>
<td>Maria Megaris</td>
<td>Sharon Small</td>
<td>Joanna Ikonomou/ELA</td>
<td>Roselyn Henderson</td>
<td>Dr. Philip A. Composto</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics
Total number of students in school (excluding pre-K) | 660 | Total number of ELLs | 55 | ELLs as share of total student population (%) | 8.33%

### Part II: ELL Demographics

#### A. ELL Programs

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</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>1</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>2</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>3</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>4</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>5</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>6</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>7</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>8</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>9</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>10</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>11</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>12</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>
</tbody>
</table>

This school offers (check all that apply):

- Transitional bilingual education program (TBE)  Yes ☑  No ☒  If yes, indicate language(s):
- Dual language program (DL)  Yes ☑  No ☒  If yes, indicate language(s):
- Freestanding ENL  Yes ☑  No ☒

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

#### Bilingual Program Breakdown

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<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>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>0</td>
</tr>
<tr>
<td>TBE</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>0</td>
</tr>
<tr>
<td>TBE</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td>na</td>
<td>NA</td>
<td>na</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</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></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?
   1. Our teachers incorporate various forms of formative assessments into their daily classroom practices to monitor their students’ learning and inform instructional planning. These formative assessments are inclusive of learning targets, entrance and exit slips, questioning, discussions, conferencing, close reads, teacher observations, thumbs up/down/in the middle or red/yellow/green flip charts, white boards, self and peer evaluations, and text selection and vocabulary quizzes. Initial assessments used to gather information on individual students; skills and abilities are the results from the 2018 NYSESLAT, ELA, and Math assessments, as well as department-wide baseline assessments. For newly enrolled ELLs the results from the NYSITELL and Spanish LAB assessments are also used to inform instruction. Interim assessments are used to monitor students’ progress in specific skills and summative assessments are used to measure the overall academic growth a student has made in a given school year. After reviewing the data across all grade levels and content areas, we identified...
vocabulary knowledge and critical analysis of a text as areas in need of extra support for our ELL students. Therefore, as a school-wide instructional focus we have implemented the teaching of advanced literacies with a focus on discussion to build academic language and knowledge.

2. What structures do you have in place to support this effort?
2. The structures we have in place to support this effort is assessing and monitoring students’ progress daily, teacher grade-level common planning periods in which student results and shared instructional practices are carefully analyzed, discussed and used to make any necessary adjustments in instruction. Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning. We use the Datacation data system to track student progress during the year.

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?
3. The summative assessments we use to identify a baseline for individual students are the results of all 2018 state exams (ELA, NYSESLAT, NYSITELL, Math, and Science), the Beginning-of-the-Year Test from our English Language Arts program, Pearson’s My Perspectives, and grade level NYS Next Generation Learning Standards aligned math problems and science questions taken from prior state exams.
In addition, unit or chapter pre-tests are administered across all the content areas to establish each individual student’s skill/knowledge level followed by post unit or chapter tests. Teachers analyze results to monitor mastery of the skills taught and to identify trends and patterns to inform instruction and improve student achievement. End-of-Year Tests are also administered to measure individual student growth. Identified areas of need in ELA were vocabulary/word knowledge and comprehension of both literary and informational texts, and writing logical arguments to support their claim using accurate evidence. In math, areas in need were measurement and data, geometry, multiplying and dividing fractions, statistics, algebra, and solving multiple step word problems.

4. What structures do you have in place to address interventions once the summative data has been gathered?
4. Teachers and administrators analyze the results gathered from the various summative assessments to pinpoint gaps in learning and plan for targeted interventions to address these areas. Math, Social Studies, Science, Language Arts, ENL, Special Education and Arts teachers will implement the advanced literacy instruction into their curriculum. Increasing interdisciplinary teaching will provide students with opportunities for larger scale interdisciplinary projects that will help to increase comprehension and understanding of rigorous text with emphasis on academic vocabulary. Teachers will continue intervisitations showcasing best practices and effective learning strategies.

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.] Not applicable

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].

The success of the program for our ELLs is evaluated using the Every Student Succeeds Act (ESSA) guidelines.
• Annual increases in the number or percentage of ELLs making progress in reading, writing, speaking, and listening of the English language (as determined by adequate scale score gains made in the combined modalities of the NYSESLAT).
• Making adequate yearly progress in ELA, Mathematics, and Science
• Meeting the Title III AMAO 2 target for 2018-2019
Data obtained from the ELL Data Analysis Tool along with other data sources are used to track the progress of our ELLs and help us identify ELLs who are at risk and/or Long-term ELLs in order to provide them with additional targeted interventions. In addition, it is used to evaluate the effectiveness of our ELL programs and guide future decision making around our ELL programs.
7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

7. Progress monitoring is articulated by school leaders with support from the school-wide data team. All teachers, grade-level guidance counselors, and support staff have a weekly grade level common planning period where data is analyzed to identify patterns and trends in order to inform or adjust instruction. Best practices to address specific skills are discussed, as well as the academic and emotional needs of individual students in order to maximize student success.

Data is warehoused in Datacation/Skedula by all staff members on a daily or weekly basis in order to communicate student strengths and weaknesses with administrators, other staff members, parents/guardians, and students.

The school leadership and teachers are using these results to drive differentiated instruction, focus lesson planning, identify ELLs who need supplemental academic intervention services, and plan for professional development that demonstrates successful strategies to use with ELLs. Instructional Leads will attend CFN PD and turn key strategies during teacher team meetings.

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.
      1. a & b. We have a Freestanding ENL Program which currently consists of three classes, one on each grade level (6-8). Classes are heterogeneous and travel together as a group (Block model). Our organizational model is departmentalized with ENL teachers providing integrated service as co-teachers in the ELA classes across all grades 6-8. Our one ENL teacher is dually licensed in ELA and ENL teacher.
         - Students who scored at Expanding Level and Transitioning Level on the 2017 NYSESLAT will receive 180 minutes of ENL integrated instruction per week while in an ENL/ELA and/or other content area class. Either a co-teaching model is used, where one teacher is fully certified in ELA or in another content area and the other teacher is a fully certified ENL teacher or a dually certified teacher in both ENL and a content area will be utilized.
         - Students who scored at the Entering or Emerging levels on the 2017 NYSESLAT will receive 360 minutes of ENL instruction per week; 180 instructional minutes will be delivered in a Stand-Alone ENL class taught by a fully certified ENL teacher. The remaining 180 minutes of instruction will be delivered in an integrated ENL class using a co-teaching model where one teacher is fully certified in ELA or another content area and a fully certified ENL teacher or a dually certified teacher in both ENL and a content area will be utilized.
         - Our Commanding Level students will receive 90 minutes of integrated ENL services per week for two additional years upon initially attaining a Commanding level on the NYSESLAT.
         All ENL classes, both integrated and stand-alone will provide home language support.
   b. TBE program. If applicable.
      Not applicable.
   c. DL program. If applicable.
      Not applicable.

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)?
2. To ensure that the mandated number of instructional minutes is provided, the Assistant Principal of the ENL Department along with the ENL Coordinator analyze each individual ELL’s NYSESLAT level to ensure from the very beginning of the school year that the mandated number of instructional minutes is provided according to CR Part-154 requirements.

- Students who scored at the Expanding and Transitioning levels on the 2017 NYSESLAT will receive 180 minutes of ENL integrated instruction per week while in an ELA/ENL and/or other content area class. Either a co-teaching model is used, where one teacher is fully certified in ELA or another content area and the other teacher is a fully certified ENL teacher or a dually certified teacher in both ENL and a content area will be utilized. Students who scored on the Emerging or Entering levels on the 2017 NYSESLAT will receive 360 minutes of ENL instruction per week. One hundred and eighty instructional minutes will be delivered in a Stand-Alone ENL class taught by a fully certified ENL teacher. The remaining 180 minutes of instruction will be delivered in an integrated ENL class using a co-teaching model where one teacher is fully certified in ELA or another content area and the other is a fully certified ENL teacher or a dually certified teacher in both ENL and a content area will be utilized.

- Students who scored at the Commanding level will receive 90 minutes of integrated ENL services per week for two additional years upon initially attaining a Commanding level on the NYSESLAT. All ENL classes, both integrated and stand-alone will provide home language support.

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.

3. The program model includes two components:

   Language Arts instructional component – the Language Arts instructional component is delivered through instruction in English Language Arts (ELA) and English as a new language (ENL).

   Content Area instructional component - the content area instructional component is delivered through instruction in English using ESL methodologies and strategies. Scaffolds are always used to assist with learning.

   Instruction is designed to develop skills in listening, speaking, reading, writing, and communicating in English through the integration of academic content appropriate for the student’s age, grade level and English language skills.

   Instructional Methods:

   All ELL students receive the same rigorous common core standards-based curriculum as monolingual students, and all instruction follows the Reader’s/ Writer’s Workshop model. A literacy-rich school environment immerses students in a variety of language experiences where classroom discourse and interactions are well-designed to enable ELLs to develop communicative strengths in language arts. In all content areas there is a strong focus on academic language instruction so that students can successfully perform CCLS tasks such as citing evidence, persuading, and engaging with complex informational and literary texts. Ongoing assessment and feedback guide instruction and learning. To make content comprehensible and enrich language development all lessons are inclusive of mini lessons, close reading, annotating text, comprehension checks, think/pair share, turn and talks, independent reading/writing journals, interactive reading/writing, graphic organizers, skills and guided practice, phonemic awareness, fluency, academic vocabulary and text comprehension strategies. In order to challenge our students to use higher order thinking skills, there is a lot of open-ended and leveled questioning using Webb’s Depth of Knowledge (WDOK), accountable talk, debates, and multi-genre reading and writing performance tasks. Some methodologies used to carry out the lessons are collaborative learning, modeling, scaffolding, Total Physical Response (TPR), visuals, cognates, native language support, etc. Implementing such practices allows for the development of both basic and inter-personal communication skills (BICS) and cognitive academic language proficiency (CALP).

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

4. To ensure that ELLs are appropriately evaluated in their native languages, we follow New York State regulations such as:

- Newly enrolled students who have Spanish indicated as their home language and do not test out on the NYSITELL, the Spanish Lab is administered.

- NYS testing accommodations for our ELLs and SWDs are always arranged for and alternative language editions of state tests are ordered as necessary.

- Translators for the lower incidence languages that our ELLs speak as well as bilingual dictionaries/and glossaries are always
provided.

For ELLs that are also identified as having disabilities, the Committee on Special Education (CSE), as per state policy (CR-Part 154), will develop an individualized education program that considers the language needs of the student as they relate to the student’s IEP as well as the special education supports and services a student needs to address his or her disability and to support the student’s participation and progress in the general education curriculum. Any re-evaluation made by the CSE will require a bilingual assessment.

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

Differentiated Instruction is always planned for to better meet the learning needs of each individual student. The following assessments will be used to differentiate instruction as well as to determine the learning targets and the short-term goals for individual students.

- NYSESLAT scores
- NYSITELL scores
- Home Language Identification Surveys (HLIS)
- Baseline and Pre-Assessment scores in all content areas
- Performance Tasks, Tests, Quizzes
- Student Portfolios
- The New York State ELA, Math, and Science test scores
- Daily Formative Assessments
- Teacher Observations & Conferencing Notes

The instructional plans we have in order to differentiate instruction for our specific ELL subgroups are as follows:

SIFE students are immediately identified by reviewing the responses on the HLIS form and SIFE questionnaire. The results from The Multilingual Literacy SIFE (MIL) Screener are used to determine if a student had an interrupted/inconsistent formal education.

For newly enrolled ELLs, the Home Language Survey (HLIS) is used. These students are placed in an age appropriate class and the ENL Coordinator informs their teachers of the student’s ENL level so that they have a better understanding of the child’s English capabilities. Next, they are assessed in both literacy and math skills in order to determine their academic abilities. Assignments and tests are then modified, as well as testing accommodations given to meet their particular learning needs in order to help them achieve academic success. Bilingual content area libraries that are aligned to grade specific curriculum are used to support learning. Students will receive academic intervention services in a smaller group setting during the school day which will focus on literacy and math skills. They will also be highly encouraged to participate in our Title III after-school program and given an application in their parent’s preferred language. We are strengthening our instructional core by fostering advanced literacy skills such as writing, debating, and discussing as tools for reinforcing language development and knowledge acquisition. Our goal is to provide these students with the support necessary to have them “catch up” to grade level. Diagnostic reading and writing assessments will be ongoing and reviewed collaboratively by the students' Language Arts, ENL, and AIS teacher in order to develop a more prescribed plan of intervention.

Newcomer ELLs who are in this country three years or less have been placed in an age appropriate Block Class, which means the travel together as a group. They receive a minimum of 180 minutes of instruction in an integrated ENL class by a fully certified ENL and ELA teacher. If they have a transitioning or lower level on the 2017 NYSESLAT, then they receive an additional 180 minutes of stand-alone ENL instruction in a smaller group setting. All other Instruction is departmentalized and conducted by fully certified teachers who have received professional development in ENL strategies or by dually licensed teachers who hold both an ENL and content area license. There is a focus on using scaffolds, visuals, and graphic organizers to support instruction and vocabulary development. Bilingual content area libraries and glossaries that are aligned to grade specific curriculum are used to support learning. Since it is required by NCLB, that all ELLs who have been in the U.S. over one year take the English Language Arts (ELA) exam we have aligned instruction in the ENL stand-alone classroom to the ELA curriculum. Participation in our Title III after school program is highly encouraged and students are given an application in their
parent’s preferred language.

For our Developing ELLs who have been receiving services for four to six years, we will focus on the development of their cognitive academic language proficiency (CALP) and metacognitive skills by utilizing Bloom’s Taxonomy to demonstrate critical thinking. Students will work collaboratively on challenging activities which will involve the use of higher order thinking skills. Ongoing assessments will be utilized to identify learning targets and plan for intervention strategies that will be utilized to address weaknesses. Participation in after-school and Saturday programs is highly encouraged.

Our long-term ELLs are usually proficient in listening and speaking but fall short in attaining proficiency in the reading and writing modalities on the NYSESLAT. Many of these ELLs have IEPs and it is their learning disability that prevents them from being able to achieve proficiency. Instruction for our long-term ELLs focuses on reading comprehension strategies, writing skills, and academic vocabulary development. A Co-teaching model is used in all our ICT and self-contained classes along with with additional academic push-in support in order to decrease student to teacher ratio and increase student achievement. The 2017 NYSESLAT scores, Years of Service Report (RYOS) and ELA Assessments are used to identify these students. Participation in after-school and Saturday ANA programs is highly encouraged.

Former ELLs are identified using the RLAT report. These students either scored at the Commanding Level on one of the two most recent administrations of the NYSESLAT or a level 3 or 4 on the 2017 ELA exam. Former ELLs who have a Level 3 or higher on both the state ELA and Math exams are placed in a monolingual grade appropriate class, and if possible, in one composed of children who have had similar experiences. These students will all receive two periods/90 minutes of ENL instruction in an Integrated ENL class in order to continue receiving support in language development and academic progress. Former ELLs with an ELA or Math state score below a level 3 receive 4 periods a week/180 minutes of integrated ENL service, which exceeds the instructional time mandated. Instruction is delivered utilizing a co-teaching model composed of both an ELA and ENL teacher and students that are monolingual and Expanding level ELLs. The progress of all former ELLs is monitored and collaboration between teachers ensures that the academic needs and social well-being of this particular group of students are being met. Any student identified as needing additional academic services is encouraged to participate in after-school and Saturday programs as well as our Title III program.

Testing accommodations are always provided to all former ELLs as per NYS Testing Accommodations for former ELLs.

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?

Our ELLs identified as having special needs are always afforded equal access to the same general education curriculum as students without disabilities. However, instruction depends on the students individual educational plan (IEP). All teachers and providers who work with these students are given access to the Special Ed. Student Information System (SESISS) where they can view a copy of the student’s IEP as per the Standard Operations Procedure Manual for Special Education. All teachers work collaboratively to implement a rigorous common core standard based learning environment that focuses on academic achievement, and language development. Teachers adapt and supplement curriculum when necessary in order to meet individual student needs. Lessons are interactively taught using a SMARTBOARD, ipads, and videos along with visual aids, graphic organizers, and manipulatives to assist students in learning. Students receive additional push-in services in ELA and Math.

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

The goal for our ELLs with disabilities is to afford these students equal access to learn within the least restrictive environment. Therefore, to begin with, we created parallel schedules where general education and special education teachers are providing instruction in the same content area during the same periods, thus maximizing mobility between settings. All instruction is aligned to the Common Core Learning Standards and the Integrated Co-Teaching Model (ICT) is used to deliver instruction to the majority of these students. The general education content area teachers, special ed. teachers, related service providers, inclusive of the ENL teacher and guidance counselor, IEP teacher and School Based Support Team, all work together to provide the recommended services, accommodations, modifications, and support in accordance with students' IEPs. Student performance is continuously measured and used to differentiate instruction as needed. There is a strong emphasis on using technology to foster literacy acquisition and it has proved to be very successful.
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.

Our targeted intervention programs supplement regular class instruction during and after the school day, as well as Saturday during the fall and spring. All students that received a Level 1 or 2 on the NYS 2017 ELA Exam will be provided with AIS services. All promotion in doubt students will also be targeted for AIS services.

Interventions During the School Day:
- City Year Program - instructors from diverse backgrounds with college degrees provide calendars Push-in services in Language Arts and Math classes. In addition to the academic component, they work to improve attendance and/or behavior skills for students in need of this support. Many City Year instructors are bilingual and can offer home language support to many of our students. Theses services are conducted Mondays-Thursdays from 7:30-5:45 PM.
- Extra ELA Instruction – Students are programmed with three additional periods per week (45 min. per period) in ELA. Pearson's My Perspectives is used for ELA instruction, which is fully aligned to the Common Core Learning Standards and is research-based. Every unit consists of multi-genre reading selections and a guiding essential question. There is a focus on both academic and content related vocabulary. In addition, there is an audio/video component which is utilized throughout lessons using Smartboard technology, and native language support in Spanish, Arabic for every selection.
- Extra Math Instruction – Students are programmed with three additional periods per week (45 min. per period) in Math. The Connected Mathematics Project 3 (CMP3) program is used for core instruction and Go Math is used as a supplemental resource support. Both programs are fully aligned to the Common Core Standards and the CMP3 program was selected to be used in grades 6-8 throughout the entire New York CI. and is fully aligned to the Common Core Learning Standards. Both programs are designed to help students develop an understanding of important mathematical concepts, skills, procedures, and ways of thinking and reasoning, in number, geometry, measurement, algebra, probability, and statistics. Go Math can be accessed at home or anywhere else there is the Internet. It contains highly engaging tutorial videos which give students step-by-step instructions and explanations of key math concepts.
- Teaching Advanced Literacy Skills- to strengthen the instructional core and improve student learning outcomes.
- Interdisciplinary Projects- to help students make interdisciplinary and real world connections with emphasis on academic vocabulary.
- College Access for ALL - a NYC DOE program to build a school-wide college and career culture
- Chronic Absentee Program- Guidance counselors meet weekly with students identified as having been chronically absent or late. Strategies and action plans to be implemented are discussed. In addition, the Chronic Absentee Program Committee meets monthly with parents to inform them of their child’s progress and discuss strategies that may help. Personnel from various community outreach services are also present to offer parents information about the support programs available to them.

After School Intervention Programs:
- Achieve Now Academy - will be implemented on Wednesdays, Thursdays, and Saturdays in the fall and spring in order to prepare our students in ELA and Math for the upcoming 2018 NYS exams.
- Title III after school program- consists of two classes; one targeting the English literacy needs of ELLs and ELLs with disabilities who have been in the U.S. for three years and have a NYSESLAT score of Entering or Emerging, the second class is composed of ELLS who have been in the US for 4 or more years and have a NYSESLAT score of Transitioning or Expanding I-Ready which is a web-based program is used for the main literacy program.
- YMCA- This program has an open enrollment and services our students every day from 2:20 - 5:30In the first session of the program, students receive small group tutoring or homework help and in the second session students choose from a variety of extracurricular activities to participate in. These activities include Creative Writing, Mad Science, Rhymes & Poetry, Flag Football, Arts- & Crafts, Dance, and Leadership Team. The majority of the YMCA instructors come from diverse backgrounds and speak a second language, therefore they are able to provide many of our students with home language support and are more responsive to the cultural needs of our students.
- City Year- This program has an open enrollment and services our students Monday-Thursday from 2:20-5:45. Students receive small group tutoring or homework help. They also help identified students in improving their behavioral skills. Many of the City Year volunteers come from diverse backgrounds and speak a second language, therefore, can often provide students with home language support.
Zone 126: This organization provides any child from the Astoria and Long Island City Zones ongoing “from cradle to career” academic and social support to ensure these students achieve the post secondary education needed to thrive in a 21st Century world.

- Western Queens Consultation – Provide mental or behavioral health services once a week to any of our students and their families in need.
- Substance Abuse Prevention and Intervention Specialists (SAPIS) - We have a SAPIS worker on site 3 days a week providing individual and group counseling to at-risk students. In addition, the SAPIS worker provides whole class presentations on substance abuse prevention and cyber-bullying.

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

Some new programs we will be implementing this coming school year are:

- Restorative Justice - used to help decrease the number suspension rates
- Brain Power - used to increase emotional well-being, focus, and team building
- CS4ALL - 6th-grade students will be provided with a computer science learning experience
- Pearson's My Perspectives Literacy Program - a multi-genre literacy program that provides learning experiences that promote higher achievement and develop the competencies needed for college and career readiness.
- Go Math - used to supplement the Connected Mathematics Project 3 (CMP3). It can be accessed anywhere outside of school where there is internet and provides engaging video tutorials for students in need of additional or an alternative approach to instruction. Parents are also given access to the program and to reports which identify their child's strengths and weaknesses.

Improvements we are making consist of:

- The implementation of Advanced Literacy across the content areas
- ELA teachers will only be given one grade level to teach
- Further applying the theory of Growth Mindset in our instructional practices

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

Not Applicable

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

All ELLs are afforded complete and equal access to all school programs and receive all city and state-mandated services that they are entitled to. All instruction is grade appropriate, rigorous, and aligned to the common core learning standards. Students identified as being at risk because they scored a level 1 or low 2 on the state ELA and/or math test, as well as all newly arrived ELLs receive supplemental academic services as well as enrichment activities both during the school day and after school through the following programs:

- City Year
- Title III
- YMCA
- Achieve Now Academy (ANA) - which offers NYS ELA and Math Test Prep
- St. John’s Gear UP for our 8 th graders
- Specialized High School Test Prep
- Soccer Team
- Basketball Team
- Debate Team
- Chess Club

Our administration works collaboratively with our special program providers to ensure that there are no scheduling conflicts and that our ELL students have the opportunity to participate in all school activities while still receiving all mandated services. In order to ensure that our ELLs are afforded equal access to these programs, we provide written notices for these programs in their native languages to the greatest extent possible.
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.

Some instructional materials used include:

- Bilingual content glossaries and translation dictionaries
- Leveled classroom libraries in all genres, including content and grade specific core curriculum bilingual libraries
- Pearson’s My Perspective’s Literacy Program (Inclusive of support in Spanish for every reading selection and academic and concept glossaries in Arabic, Spanish, and Chinese which are correlated with the academic and concept words focused on in each grade level.
- Finish Line New York ELLs: Bilingual Common Core textbooks and Finish Line 2.0 textbooks
- A New Beginning - ENL textbook for students in our ENL Stand-Alone classes (Entering & Emerging English proficiency levels and SIFE ELLs)
  - Triumphboards
  - Whiteboards
  - Chromebooks, iPads, and Laptops
  - Google Earth, National Geographics videos
  - Connected Mathematics Project 3(CMP3), Go Math, and teacher created math supplement activities
  - Access Newcomers - for Newcomer and SIFE ELLs
  - Access- American History (7&8 Grade), American Journey (8th Grade), maps & atlases,

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

13. We assess our home language support by ensuring that all curriculum materials and instruction incorporate the cultural aspects of the students’ backgrounds. Native Language support is delivered in the following ways:

- content specific Spanish bilingual libraries that are aligned to our curriculum
- our ELA curriculum program is inclusive of native language support for academic and content vocabulary in Spanish, Arabic, Bengali, and Chinese
- textbooks with a Spanish glossary
- translation dictionaries
- 6-8 grade content glossaries for ELA, Science, Math, and Social Studies (available in 10 languages from NYU made available on the NYS Dept of Ed website )
- language buddies
- graphic organizers in the native language
- Google Translator
- explicit instruction of cognates

Our ELL teachers, bilingual guidance counselor, paraprofessionals, City Year tutors, counselors, and other staff members speak many of the languages representative of our students and encourage multilingualism. Having a classroom environment that is socioculturally supportive will allow students to develop linguistically, academically, cognitively and socially.

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

14. All resources and required services support and are aligned to the Common Core State Learning Standards and the grade specific core curriculum in all content areas. All teachers of ELLs utilize curriculum maps and pacing calendars particular to the content area they are teaching.

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?

Although we share our school building with two other schools, one being a suspension site, we currently do not share resources. The other schools do not have any students identified as ELLs. If in the future they acquire students in need of ENL services, we can coordinate to share an ENL teacher as well as instructional materials used to support their learning needs.

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).
To assist newly enrolled ELL students before the beginning of the school year we conduct several orientations to our school. In May, our principal visits each of our feeder schools to introduce himself and our school to future incoming sixth graders. At this time he invites all fifth graders and their parents to a special orientation to our school. Flyers about the event are distributed in many languages. At the orientations students and accompanying parents are introduced to administration and sixth grade faculty, informed about differences they will encounter between the elementary school set-up they are accustomed to and that of our middle school, view performances or works from our Arts department, watch a video clip of special school events, tour the school, and are given the opportunity to meet with sixth grade teachers to discuss instructional practices and view artifacts. In-house translators are present during these orientations. In the beginning and throughout the school year we conduct ELL Parent Orientations, "Meet the Teacher Night" and a September parent orientation breakfast. Throughout the year we hold ELL individual parent meetings, parent workshops, and ongoing ELL Parent Orientations for new ELLs who enroll throughout the school year. The ENL and Parent Coordinator, Administrative team, and sixth-grade guidance counselor participate in these school orientations and events. The ENL Coordinator conducts all ELL parent orientations. Students' individual ENL teacher will conduct the one-on-one ELL meetings.

17. What language electives are offered to ELLs?
At this time, due to budget constraints, we cannot offer a foreign language class to all our students. Currently, all our sixth-grade students inclusive of our ELLs and Special Education students, receive foreign language instruction in Spanish, two to three times a week. In the seventh grade, only the top seventh-grade class receives foreign language instruction in Spanish. If our budget increases we plan on hiring another foreign language teacher in order to offer all our students a language elective.

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) 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)?
   Not applicable.

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?
   
   1. Our school has formed a professional development committee which consists of the administration, eighth-grade guidance counselor, lead teachers, ENL coordinator, special education teacher, and at least one teacher from the different content areas. The PD Committee conducts a needs assessment survey in order to determine the areas that teachers, guidance counselors, paraprofessionals, and other school-related personnel require professional development in. Based on these results and CR Part 154.2 mandates that 15% of total PD hours for all teachers will be ENL-specific and 50% for ENL and bilingual teachers, the PD Committee coordinates professional development sessions that are scheduled on every Monday and meet the requirements of CR Part 154. Professional development sessions include information that addresses the needs of English language learners and students with disabilities. Since our integrated ENL services, as well as our ICT classrooms, use the co-teaching model, there are PD sessions that focus on best practices for co-teaching strategies, scaffolding, and integrating language and content instruction. Our Administration along with the PD Committee keep a record of these workshops along with staff members that were in attendance.
   Professional development sessions offered to all teachers of ELLs will focus on integrating advanced literacy skills and content instruction, making content comprehensible for English language learners, aligning instruction to the common core standards,
using data to drive instruction, and creating a culturally responsive classroom that promotes equity for all students.

Topics to be covered during these professional development sessions are:

- ENL Mandates-Commissioner's Regulation Part 154
- Aligning instruction to the Common Core Standards
- Integrating language and content instruction
- The Language Allocation Policy
- ENL Strategies and Best Practices
  - Valuing Cultural Differences (Presented by St. John's Gear-Up Program)
  - Promoting and teaching equity in the classroom
  - De-escalation and mental wellness strategies
- Employing student's native language to increase comprehension
- Using assessments to differentiate instruction and ELL and Special Ed. testing accommodations
- Test Strategies
  - NYSESLAT Preparation

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.

2. In order to ensure that the professional development requirements of CR Part 154.2 are being met, the PD Committee along with administration produce a monthly PD calendar which is distributed to all teachers and all other staff members; the calendar enables all staff members to easily track specific PD given and calculate the total hours of all ELL-specific professional development. Attendance for all PD sessions given at our school is taken by a member of the administration and then filed in a PD binder which is located in the main office for easy access if needed to be reviewed. For any approved PD sessions that a staff member attends outside of our school, confirmation of registration and agendas must be submitted to our payroll secretary and then are also filed in the PD binder. The PD binder also helps teachers and paraprofessionals in identifying their individual PD activities in order to assure they are meeting NYS PD requirements for maintaining certification.

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?

1. In addition to parent-teacher conferences and parent orientation meetings, our school provides the parents of our ELLs the opportunity to meet individually with designated staff members in order to inform them of our ELL program goals and discuss various aspects of their child’s academic progress relating to language development. These individual meetings will be offered throughout the school year during our Tuesday Parent Engagement time. The focus of these meetings will be to inform parents of the goals of our ELL program, our expectations for students, and language proficiency assessment results. The following data will be used in discussing each child’s language development: (NYSESLAT, NYSITELL), ELL Periodic Assessments, ENL report card grades and any language needs their child may be experiencing in the content areas (academic vocabulary/Tier 1, 2, or 3 words). Translators will be available during these meetings to the greatest extent possible and the DOE telephone interpretation services will be used when needed. Parents will be provided with a data profile sheet for their child, which will be used as a tool to guide student-led conferences. Parents and translators will sign in for attendance purposes. An Interpretation of any necessary key documents or information will be made available in the parents’ preferred language to the greatest extent possible. The ENL Coordinator will keep a record of all parents attending.

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

2. Our school provides the parents of our English language learners opportunities throughout the school year to attend activities and informative workshops. To help increase parent involvement, these activities and workshops will be provided
during the day and/or evening to accommodate different schedules. Parents will be notified of these events and activities through a monthly Principal to Parent newsletter that will be sent home in the various languages of our parent community, informing parents of school events that they can attend. In addition, we will post a calendar of these events on our school website and use our phone messenger system to communicate with parents and update them on school events.

Surveys will be administered to parents by our Parent Coordinator who will collect them and analyze the results with the PTA, and School Leadership Team (SLT) so that all topics for workshops will be driven by parent interest and need. Parental attendance at workshops will be encouraged with raffles and prizes. Bilingual staff and parent volunteers, as well as interpreters, contracted from the DOE and Translation Unit will be utilized during these workshops to decrease the language barrier and improve communication between the school and our parents.

-St. John’s University’s Gear Up Program is establishing a Parent Action Committee (PAC) designed to provide parents with many different services and tools to help them support their child’s academic lives. Their upcoming workshops include:
  - in November  - High school transition and selection
  - in December  - Supporting your child through early adolescence
  - In January  - Middle School Academic Success
  - in February- Planning for College
  - in May  - 8th-grade students and their parents, as well as their teachers, will take a trip to tour St. John’s University

Many other activities hosted by St. John’s University are also in the process of being confirmed. Attendance at PTA meetings will be encouraged through Student Awards Ceremonies, raffles, and refreshments.

-We will continue to implement Skedula/Pupil Path, which is an online resource for parents. All parents will be able to log in and see their child’s progress in all subject areas, assignments posted by teachers, attendance, and latenesses, as well as anecdotal reports, which the program is able to translate when requested.

Our school will further encourage school-level parental engagement by:

• holding an annual Title I Parent Curriculum Conference
• implementing an annual school wide multicultural fair along with a student talent show
• planning educational trips to take place throughout the year. (Venues will include: The Hall of Science, Museum visits (MOMA), Socrates Park, Lincoln Center, and Broadway Performances. Statue of Liberty, and other famous NY landmarks)
• hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year
• encouraging meaningful parent participation in the School Leadership Team, 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; offering instructional materials for parents
• hosting events to support men asserting leadership in education for their children
• 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
• providing school planners/folders for regular written communication between teacher and the home
• conducting a workshop on: the common core standards, student expectations, and NYC school discipline code, all statewide assessments
• parents will be shown the following websites to help them view sample common core ELA and Math questions: https://www.engageny.org/.../new-york-state-common-core-sample-quest. and www.nysedregents.org, as well as test prep sites such as www.internet4classrooms.
• providing childcare and refreshments to parents who attend the workshops

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.
Principal Certification

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

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Alexander Angueira</td>
<td>Principal</td>
<td></td>
<td>9/18/17</td>
</tr>
<tr>
<td>Mrs. Kristen O'Brien</td>
<td>Assistant Principal</td>
<td></td>
<td>9/18/17</td>
</tr>
<tr>
<td>Mrs. Roselyn Henderson</td>
<td>Parent Coordinator</td>
<td></td>
<td>9/18/17</td>
</tr>
<tr>
<td>Mrs. Maria Megaris</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>9/18/17</td>
</tr>
<tr>
<td>na</td>
<td>Parent</td>
<td></td>
<td>9/18/17</td>
</tr>
<tr>
<td>na</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>Ms. Joanna Ikonomou-ELA &amp; ENL</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>9/18/17</td>
</tr>
<tr>
<td>NA</td>
<td>Coach</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>NA</td>
<td>Coach</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>Ms. Sharon Small</td>
<td>School Counselor</td>
<td></td>
<td>9/18/17</td>
</tr>
<tr>
<td>NA</td>
<td>Superintendent</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>NA</td>
<td>Field Support Center Staff Member</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Ms. Cynthia Kerns</td>
<td>Other JEP Teacher</td>
<td></td>
<td>9/18/17</td>
</tr>
<tr>
<td>NA</td>
<td>Other</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>NA</td>
<td>Other</td>
<td></td>
<td>NA</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 30Q
School Name: The Albert Shanker School for Visual
Superintendent: Dr. Philip Comp

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>Rosalyn</td>
<td>Henderson</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>No</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.

The data and methodologies used to assess our school's written translation and oral presentation needs consist of the following:

- Parent Preferred Language forms- which asks parents in what language they prefer to receive all written and oral correspondence

- Student Registration Form – at this time an informal interview helps us determine the language needs of the parents

- Home Language Identification Surveys (HLIS) - Part III of the survey asks the parents to identify the preferred language in which they would like to receive verbal and written communication from the school.
- The Language Allocation Policy (LAP) Part III ELL Demographics which contains a breakdown of ELLs by grade in each language group

- Home Language Aggregation Report (RHLA)

- Parent Orientations

- Parent/Student Ethnic Identification Surveys

- Emergency Cards- parents’ language preference is requested

- PTA meetings

- RCPL report

This data is recorded and maintained on ATS, cumulative files, student emergency cards, and parent language surveys. Our school uses this collected data to provide notices and information in these preferred languages to the greatest extent possible so that parents can always be informed of school events and policies.

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

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>617</td>
<td>64.41</td>
<td>608</td>
<td>63.47</td>
</tr>
<tr>
<td>Albanian</td>
<td>1</td>
<td>0.1</td>
<td>1</td>
<td>0.1</td>
</tr>
<tr>
<td>Arabic</td>
<td>13</td>
<td>1.36</td>
<td>15</td>
<td>1.57</td>
</tr>
<tr>
<td>Bengali</td>
<td>88</td>
<td>9.19</td>
<td>92</td>
<td>9.6</td>
</tr>
<tr>
<td>Chinese ANY</td>
<td>4</td>
<td>0.42</td>
<td>4</td>
<td>0.42</td>
</tr>
<tr>
<td>Haitian Creole</td>
<td>1</td>
<td>0.1</td>
<td>1</td>
<td>0.1</td>
</tr>
<tr>
<td>Indonesian</td>
<td>1</td>
<td>0.1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Japanese</td>
<td>3</td>
<td>0.31</td>
<td>3</td>
<td>0.31</td>
</tr>
<tr>
<td>Punjabi</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.1</td>
</tr>
<tr>
<td>Portuguese</td>
<td>2</td>
<td>0.21</td>
<td>2</td>
<td>0.21</td>
</tr>
<tr>
<td>Spanish</td>
<td>219</td>
<td>22.86</td>
<td>223</td>
<td>23.28</td>
</tr>
<tr>
<td>Urdu</td>
<td>9</td>
<td>0.94</td>
<td>8</td>
<td>0.84</td>
</tr>
</tbody>
</table>
3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

<table>
<thead>
<tr>
<th>Languages</th>
<th>Percentage</th>
<th>Number of Families</th>
</tr>
</thead>
<tbody>
<tr>
<td>NONE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part B: Communications Calendar & Language Services**

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Translated Bill of Rights and Responsibilities</td>
<td>August and September (and to newly admitted students upon registration throughout the school year)</td>
<td>Many of the documents we typically disseminate exist in translated versions made available through the DOE's nine covered languages. If we need any other information translated that is critical to the student's</td>
</tr>
<tr>
<td>- Student Registration Form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Blue Emergency Cards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Translated Home Language Identification Surveys (HLIS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Parent/Student Ethnic Identification Surveys</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Parents’ Preferred Language Forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- ELL Parent Orientation Invitation Letter</td>
<td>education that does not already exist in the covered languages then we will submit these documents to the interpretation and translation unit two to three weeks prior to the date needed in order to allow the unit sufficient time to produce the translations. We will contract an outside vendor if these documents need to be translated in a language not covered by the DOE.</td>
<td></td>
</tr>
<tr>
<td>- Special Forms: lunch forms, health forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Testing and SES information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Legal, disciplinary, and safety matters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>After School Applications:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- YMCA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- City Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Specialized High School Prep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Title III</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Monthly newsletters and calendar</td>
<td>Sept.-June as needed</td>
<td></td>
</tr>
<tr>
<td>- High School information Session I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- High School Session 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- High School Session#3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Permission slips/consent forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Dates</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>Promotion in Doubt Letter</td>
<td>- September</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- September</td>
<td></td>
</tr>
<tr>
<td>Summer School Letters</td>
<td>- October</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- September</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- September</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- June</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- October</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- November</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- December</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Throughout the year as needed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- February</td>
<td></td>
</tr>
</tbody>
</table>
2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- New student and parent interviews to begin the ELL identification process during the completion of the Home Language Inventory Survey (HLIS)</td>
<td>- August and September (and throughout the school year as needed)</td>
<td>On-site bilingual school staff will be available to translate in Spanish, Bengali, Urdu, Arabic, and Greek. For all other languages, the DOE's over the phone interpretation services will be utilized and if necessary with a timely request by parents an outside vendor for translation will be contracted.</td>
</tr>
<tr>
<td>- Meet the Teacher Night &amp; Parent Coordinator ELL Parent Orientation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- PTA Meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- ELL individual annual meetings Round#1</td>
<td>- September</td>
<td></td>
</tr>
<tr>
<td>- Parent Teacher Conference #1</td>
<td>--September - June as needed</td>
<td></td>
</tr>
<tr>
<td>- Parent Teacher Conference #2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Parent Teacher Conference #3</td>
<td>- Monthly September - May</td>
<td></td>
</tr>
</tbody>
</table>
- ELL individual annual meetings Round#2

Formal face-to-face meetings specific to our students with special needs are as follows:

- Initial Counseling Meeting

IEP meetings

- Manifestation Determination Review (MDR)

Behavioral Intervention Plan and Functional Behavioral Assessments

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>December</td>
<td>Manifestation Determination Review (MDR)</td>
</tr>
<tr>
<td>- September</td>
<td>Parent Translators and/or bilingual staff</td>
</tr>
<tr>
<td>- December</td>
<td>On-site bilingual school staff will be available to translate in Spanish, Bengali, Urdu, Arabic, and Greek.</td>
</tr>
<tr>
<td>- March</td>
<td>For ALL SP ED face-to-face meetings</td>
</tr>
<tr>
<td>- May</td>
<td>For all other languages, the DOE's over the phone interpretation services will be utilized</td>
</tr>
<tr>
<td>- June</td>
<td>(throughout the school year as needed)</td>
</tr>
</tbody>
</table>

2018-19 CEP
and if necessary with a timely request by parents an outside vendor for translation will be contracted.

Our on-site Spanish bilingual social worker, as well as other staff members will be available to translate in the additional languages of Bengali, Urdu,
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

PHONE MESSENGER system translates notifications in 250 languages and is set up to through the ATS system to send parents notifications and messages in the parents preferred 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.

During a September PD session, the Language Access Coordinator (LAC) who is also our Parent Coordinator will distribute, review, and take questions based on the information from Chancellor's Regulation A-663 with the entire school staff.

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.)

To ensure that parents are fully informed of their Language Access Rights, translated versions of the Parents' Bill of Rights and the Parents' Guide to Language Access will be given out early in September during our Meet the Teacher
Night and during the registration of newly enrolled students throughout the year. Parents will also receive a Language ID guide and a demonstration on how to use it.

- Throughout the school year during PTA meetings, Parent Workshops, and any meeting with the members of the Special Education Committee parents will be informed of their rights to language assistance services.

### 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?

| We will distribute parent surveys about the availability and quality of translated materials and interpretation services received. The Language Access Coordinator will review these surveys in order to evaluate the quality of the language assistance we provided to our parents. These findings will be shared with school leaders, the ENL Coordinator, and staff members. In addition, we will share these findings with the language and interpretation unit as well as any outside vendor we may have used.

These findings are used to identify successful practices we have in place and need to continue as well identifying those areas we can improve upon in order to increase support to parents in need of language services. |