2018-19
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

DBN: (i.e. 01M001): 31R027
School Name: I.S. 027 ANNING S. PRALL
Principal: MATTHEW BARONE
School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Anning S. Prall Intermediate School 27</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>31R027</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>353100010027</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>6, 7, 8</td>
</tr>
<tr>
<td>School Address:</td>
<td>11 Clove Lake Place, Staten Island, NY 10310</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-981-8800</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-815-4677</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Matthew Barone</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:mbarone3@schools.nyc.gov">mbarone3@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Matthew Barone</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Patrick Coughlin</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Nanette D’Agostino</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Michele Iacobelli</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Diana Fulton</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>Luke Fulton</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### District Information

| Geographical District: | 31 |
| Superintendent: | Anthony Lodico |
| Superintendent’s Office Address: | 715 Ocean Terrace, Staten Island, NY 10310 |
| Superintendent’s Email Address: | Alodico@schools.nyc.gov |
| Phone Number: | 718-420-5667 |
| Fax: | 718-420-5677 |

### Field Support Center (FSC)
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 School Comprehensive Educational Plan (SCEP) 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 SCEP, 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>Matthew Barone</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Patrick Coughlin</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Nanette D'Agostino</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Diana Fulton</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Luke Fulton</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>N/A</td>
<td>CBO Representative, if applicable</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>Meredith Fogelman</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Michele Iacobelli</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Ann Marie Burrier</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Janet Casey</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Camille Sandberg</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Jamey Rimshnick</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>MaryAnn Burrows</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Gina Birnbach</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Member/Parent</td>
<td></td>
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<tr>
<td>N/A</td>
<td>Member/</td>
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<td>N/A</td>
<td>Member/</td>
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<tr>
<td>N/A</td>
<td>Member/</td>
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</tbody>
</table>
Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, 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.

The process of developing and implementing the SCEP is aligned to the Framework for Great Schools. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP 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 has established programs to strengthen ties between schools and communities, and is giving teachers and students supports 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 SCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint for continuous improvement 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 increase 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 (5) 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.

<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>

**Accountability Tools 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 informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Rubric, School Quality Guide and other quantitative and qualitative data tools.

**NYSED’s Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools called the Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All current Priority and Focus Schools and Focus Districts must use the tool; districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement
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 2017-18 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. Structures 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 SCEP, 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 SCEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for SCEP 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:** In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), and other qualitative and quantitative data.

• **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

• **Step 6:** 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 7:** 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: SCEP Overview

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mission of Anning S. Prall Intermediate School 27 is to provide a nurturing environment in a small school setting to enable all students to perform successfully in school and prepare them for College and Career Readiness. We engage students to develop an appreciation for human experience and encourage them to think independently and analytically while strengthening their skill of self-expression through an academically rigorous education.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All academies will have a diverse musical encore program including band, chorus, drama, musical theatre as well as technology, virtual enterprise, journalism, visual arts, current events, and Lego Robotics. Each academy will have special programs to promote academic performance for special needs students. Also, our Saturday Academy is geared to support ENL, Students with Disabilities and At Risk students in English Language Arts and Math. Each academy will have academic enrichment programs including, but not limited to, Integrated Algebra and Science Regents Classes and the Scholars Program. All students will have access to Extended Day and Saturday Academy including Sports and Arts in Schools Foundation, as well as, academic intervention services in ELA, Math and Science. Students are encouraged to conduct community service throughout their years at IS 27 and so we work in conjunction with the Salvation Army Food and Clothing Collection, Notre Dame Bread of Life, Breast Cancer Walk, Jump Rope for Heart, March of Dimes Walk and a variety of neighborhood clean-up programs [snow shoveling, leaf removal, etc.].</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Describe any special student populations and what their specific needs are.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our special student populations includes Integrated Co-teaching classes, 12:1, 12:1:1, Scholars, Honors. All students need an array of instructional challenges and modifications based on their needs. The needs of the students may include behavioral, social emotional, intellectual, physical and hearing and language impaired.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on the data from the 2016-2017 Quality Review Report, we had areas of celebration specifically in school culture: Maintaining a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults. In The Framework from Great School Report, we had areas of celebration specifically in the area of quality professional development. We also saw growth in effective school leadership in the area of program coherence and instructional leadership. This year we are going to focus on curriculum that is engaging, rigorous, and coherent in all subjects. All curriculum will be accessible for a variety of learners and aligned CCLS and/or content standards to ensure equity and excellence for all learners. The school will also focus on improving Math scores for all students. Math teachers will receive ongoing Professional Learning, as well as, individual coaching through Algebra For All &amp; NTN. The School Instructional Focus is: If we plan for coherent, engaging and differentiated instruction, thus ensuring access and equity for all learners, then we can create a classroom environment where students become assessment capable learners.</td>
</tr>
</tbody>
</table>
## School Demographics and Accountability Snapshot for 31R027

### School Configuration (2018-19)
- **Grade Configuration:** 06,07,08
- **Total Enrollment (2017-18):** 1005
- **SIG Recipient (Y/N):** No

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

### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA):** 82
- **SETSS (ELA):** 27
- **Integrated Collaborative Teaching (ELA):** 142
- **# Special Classes (Math):** 82
- **SETSS (Math):** 27
- **Integrated Collaborative Teaching (Math):** 142

### Types and Number of Special Classes (2018-19)
- **# Visual Arts:** 26
- **# Music:** 23
- **# Drama:** 6
- **# Foreign Language:** 10
- **# Dance:** N/A
- **# CTE:** N/A

### School Composition (2017-18)
- **% Title I Population:** 72.0%
- **% Attendance Rate:** 91.4%
- **% Free Lunch:** 67.6%
- **% Reduced Lunch:** 5.3%
- **% Limited English Proficient:** 6.7%
- **% Students with Disabilities:** 24.4%

### Racial/Ethnic Origin (2017-18)
- **American Indian or Alaska Native:** 0.5%
- **Black or African American:** 21.9%
- **Hispanic or Latino:** 40.7%
- **Asian or Native Hawaiian/Pacific Islander:** 3.0%
- **White:** 27.1%
- **Multi-Racial:** 1.4%

### Personnel (2015-16)
- **Years Principal Assigned to School:** 3.26
- **National Assistant Principals:** 4
- **% of Teachers with No Valid Teaching Certificate:** 0%
- **% Teaching Out of Certification:** 15%
- **% Teaching with Fewer Than 3 Years of Experience:** 1%
- **Average Teacher Absences:** 6.8

### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4:** 55.2%
- **Mathematics Performance at levels 3 & 4:** 38.7%

### Science Performance at levels 3 & 4 (4th Grade) (2016-17)
- **Science Performance at levels 3 & 4 (8th Grade) (2016-17):** 56%

### School Performance for High Schools (2016-17)
- **ELA Performance at levels 3 & 4:** N/A
- **Mathematics Performance at levels 3 & 4:** N/A
- **US History Performance at Levels 3 & 4:** N/A
- **4 Year Graduation Rate:** N/A
- **6 Year Graduation Rate (2011 Cohort):** N/A
- **% ELA/Math Aspirational Performance Measures (2015-16):** N/A

### Overall NYSED Accountability Status (2018-19)
- **Reward:** No
- **Recognition:** N/A
- **In Good Standing:** No
- **Local Assistance Plan:** Yes
- **Focus District:** Yes
- **Focus School Identified by a Focus District:** No
- **Priority School:** No
- **Focus Subgroups:** N/A

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

#### High School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: NO
- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: NO
- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17):**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
| Economically Disadvantaged | N/A | ALL STUDENTS | N/A |
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. (Aligned to DTSDE Tenet 3: Curriculum Development and Support)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 3 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
<td></td>
</tr>
<tr>
<td>3.2 The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.</td>
<td>x</td>
</tr>
<tr>
<td>3.3 Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.</td>
<td>x</td>
</tr>
<tr>
<td>3.4 The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.</td>
<td>x</td>
</tr>
<tr>
<td>3.5 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.</td>
<td>x</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

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

The school’s strength and area of celebration on the Quality Review Report 2016-2017 is maintaining a school culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults. This year we continue to divide the school up into three vertical academies. This allows teachers to look at student work in interdisciplinary teams as well as investigate the trends across grade levels. By utilizing the School Performance Dashboard and the item analysis of the ELA and Math State test scores from 2018 we are going to identify Common Core standard focus strands and utilize this information to reinforce those strands on a daily basis. The school needs to increase the academic level of performance for all students with a special emphasis for ENL students and special needs students, by utilizing Advance to increase student engagement and deepen student understanding by using assessment in instruction and continue to use questioning and discussion techniques. These techniques foster student to student questioning and discussion, student engagement, as well as student and teacher assessment in learning as evidenced by teacher to student and student to student interactions. Activities are aligned with instructional outcomes designed to challenge student thinking resulting in most students actively participating in every observed lesson.
### 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2019, 95% of teachers will be rated Effective or Highly Effective in Advance Components 1A (Knowledge of Content Pedagogy), 1E (Designing Coherent Instruction).
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
</tr>
<tr>
<td>Target Group(s) Who will be targeted?</td>
</tr>
<tr>
<td>Timeline What is the start and end date?</td>
</tr>
<tr>
<td>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</td>
</tr>
<tr>
<td>1. IS 27 professional learning community meetings provide teachers with the opportunity to collaborate each Monday. This collaboration addresses the instructional expectations included in Advance, through Advance component study. It also organizes teachers into impact teams based on the areas that they have identified in their own professional goals that were established in September 2018. These Impact Teams meet weekly on Monday and/or Tuesdays and focus on our students with disabilities, English language learners and our economically disadvantaged students. Teachers will discuss scaffolds and resources to support these students to meet the Common Core Learning Standards and ensure that there is equity and excellence for all learners. The focus of this work will involve Tenets 3, 4, and 5.</td>
</tr>
<tr>
<td>2. Teacher Leads attend professional learning as part of the Dissemination Grant monthly. Core teachers will serve as Advance coaches and perform coaching observations in the building each month. Teachers will focus on planning and preparation and include differentiation for our lower, middle and higher performing students throughout their lessons. This work will focus on Tenets 4 and 5.</td>
</tr>
<tr>
<td>3. Principal and Assistant Principals will set up and follow a schedule for teacher observations and feedback as it relates to this research based rubric. Formal observation questioning techniques based on Depth of Knowledge, and Bloom’s Taxonomy will be utilized to provide feedback to teachers. Assistant Principals will also review classroom physical space for environment conducive to active student engagement. The first round of observations will be completed by October 31, 2018. This work will focus on Tenets 2 and 4.</td>
</tr>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>
### 3b – Parent and Family Engagement

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

All Staff will attend Back to School Night in order to support families in regards to rigorous instruction and the Common Core Standards. The administration will schedule time for all parents to meet with their child's teacher. Individual and team meetings will also occur every Tuesday to give additional support to parents and students. Teacher team facilitators and administrators will oversee the Tuesday meetings. Parent-Teacher Conferences will be scheduled and held for all parents in November, March and May of the 2018-2019 School year. Administrators will oversee the conferences. Support Staff will be available every Tuesday to support all students especially SWD, ELL's and economically disadvantaged students. Saturday Academy will support struggling students in ELA & Math. There will also be an ELL Parent/Student 10-week Program to support their needs and provide additional resources.

### Part 4 – Budget and Resource Alignment

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

1. Cabinet meetings
2. Teacher/supervisor per session or per-diem
3. Professional Development opportunities provided through Department of Education.
4. Assistant Principal and Principal meetings
5. Lead Teacher Meetings that were trained in the Danielson Rubric through the Dissemination Grant.
6. Pupil Path will be utilized by all teachers in order to communicate with parents and students on a regular basis.

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

### Part 5 – Progress Monitoring

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

By October 31, 2018 teachers will complete a short term analysis on their growth based on their data from the Advance System. From this data analysis, teachers will select best practices workshops on Election Day and Chancellor’s Conference Day to enhance their teaching practice to Effective and Highly Effective in Component 1a: Knowledge of Content Pedagogy and 1e: Designing Coherent Instruction. By our Midyear Assessment in February 2019 teachers will analyze the midyear data from the Advance system. Administration will use that data to script specific professional development based on teacher and student needs.

By the end of February 2019, School leaders will analyze the data based on components 1a: Knowledge of Content Pedagogy and 1e: Designing Coherent Instruction for each teacher on the Advance System to measure their impact.
on improving students who are assessment capable learners. Based on the data from the Midyear Assessment on teachers in Advance, the administration will provide professional learning based on individual and student needs.

By June 2019, 95% of teachers will be effective or highly effective in Components 1a: Knowledge of Content Pedagogy and 1e: Designing Coherent Instruction.

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

A Mid-year Review of Advance components will be conducted by December 21, 2018 to measure progress of components 1a, and 1e. Approximately 50% of all observations for the 2018-2019 School year will be scheduled and conducted by December 21, 2018. Administrators will analyze the data by whole school based on components 1a and 1e to understand possible root causes and barriers to achieving our annual goal. Professional learning will be conducted to meet the needs of individual teachers and students.

Midyear update- A Mid-year review of Advance components was conducted by December 21, 2018 to measure progress of components 1a and 1e. 50% of all observations for the 2018-2019 School Year were completed by December 21, 2018. Administrators analyzed the data by whole school based on components 1a and 1e and professional learning was conducted to meet the needs of individual teachers and students. 83% of teachers are effectively or highly effective in 1a and 1e.

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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

### Part 1 – Needs Assessment

#### Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 5 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2 The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.</td>
<td>x</td>
</tr>
<tr>
<td>5.3 The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.</td>
<td>x</td>
</tr>
<tr>
<td>5.4 All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.</td>
<td>x</td>
</tr>
<tr>
<td>5.5 The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.</td>
<td>x</td>
</tr>
</tbody>
</table>

#### Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

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

After review of Advance components 2B and 2D, we have found that most teachers effectively create an environment of respect and rapport, and manage their classrooms with regard to behavior while, taking into account the needs of each student and respect their students’ dignity. After reviewing the K-8 Quality Snapshot, it has been determined that 65% of students feel safe in the hallways, bathrooms, locker rooms and cafeteria and 80% of students say that teachers treat them with respect. Additionally, 92% of our parents feel that the principal works to create a sense of community in the school. To further build upon an environment that is supportive to all learners, school leaders and teachers will work collaboratively to create rigorous lessons designed to enhance instruction and ensure that all students are being presented with rigorous and challenging instruction to move them to the next level. Progress will be reflected on our environment surveys as well as advance teacher data. Also, the data from the Quality Review Report 2016-2017 indicated a rating of well-developed in a Positive Learning Environment for School Culture which was our area of celebration. We will continue with the program, Safe Public Spaces which promotes positive school culture, strategies for de-escalation, restorative practices and social and emotional learning for all 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 – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2019, **95%** of all teachers will be rated Effective or Highly Effective in Advance Components 2B (Creating an Environment of Respect and Rapport) and 2D (Managing Student Behavior) designed to both support and challenge students.
### 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? (include school, educational consultants and/or CBO staff)</th>
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</thead>
<tbody>
<tr>
<td>All Teachers</td>
<td>September 2018- June 2019</td>
<td>Teachers and administrators</td>
</tr>
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</tr>
<tr>
<td>All Teachers</td>
<td>Weekly</td>
<td>Teachers and Administrators</td>
</tr>
<tr>
<td>All Staff</td>
<td>September 2018-June 2019</td>
<td>All Staff</td>
</tr>
</tbody>
</table>

1. Principal and Assistant Principals will set up and follow a schedule for teacher observations and feedback as it relates to this research based rubric quarterly. Formal observation questioning techniques based on Depth of Knowledge, and Bloom’s Taxonomy will be utilized to provide feedback to teachers. Assistant Principals will also review classroom physical space for environment conducive to active student engagement.

2. Administrators will provide feedback to teachers quarterly identifying rigor in the classroom, and how to improve upon differentiating instruction for our students with disabilities, English language learners, and our economically disadvantaged. All students will be presented with rigorous activities aligned to the Common Core Learning Standards to ensure equity and excellence for all students.

3. Families and school staff will engage in regular, two-way, meaningful communication about their children's learning weekly. This will be done primarily through the use of Pupil Path, as well as during Parent Engagement Tuesdays.

4. We have also adopted the program, Safe Public Spaces, which aims to establish a safe and supportive school environment by training all members of our school’s staff to promote positive student behaviors and interactions, and prevent, understand, and respond to disciplinary infractions. Data analysis and findings occur quarterly and individual professional learning will be given based on the needs of teachers and students.

### 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.
In September, we will hold an "Open School Night" to provide families with information about Pupil Path and content specific curriculum. Parent Engagement Tuesdays will provide communication between staff parents and students. Saturday School will provide ENL parents, classes with an ENL teacher, parents and students to give extra support throughout the year. To support families in Health & Wellness we will provide fitness activities throughout the year, such as, Hoops For the Heart, Fitness Gram, Fun Run, Bunny Hop and the Jingle Bell Run.

**Part 4 – Budget and Resource Alignment**

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

1. Cabinet meetings
2. Professional Development opportunities provided through the Borough Field Support Center.
3. Assistant Principal and Principal meetings
4. Professional development plan
5. Pupil Path
6. Middle School Quality Initiative - MSQI
7. Dissemination Grant
8. Supervisor/Teacher Per-session

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

<table>
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<tr>
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**Part 5 – Progress Monitoring**

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

A Mid-year Review of Advance components will be conducted by December 21, 2018 to measure progress of components 2B (Creating an Environment of Respect and Rapport) and 2D (Managing Student Behavior) designed to both support and challenge students. Approximately 50% of all observations for the 2018-2019 School year will be scheduled and conducted by December 21, 2018. Administrators will analyze the data by whole school based on components 2B and 2D during a Mid-year Assessment to understand possible root causes and barriers to achieving our annual goal. Professional learning will be conducted to meet the needs of individual teachers and students.

Teachers will self-assess their growth in components 2b and 2d after each observation conducted, and select Professional Learning to enhance their training. We have also adopted the program, Safe Public Spaces, which aims to establish a safe and supportive school environment by training all members of our school’s staff to promote positive student behaviors and interactions, and prevent, understand, and respond to disciplinary infractions. A Safe Public Spaces School trainer will come in monthly to collect data and run professional development for our staff on Positive School Culture based on her findings.
**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

We will have 50% of our observations scheduled and conducted by December 2018. All data from Advance Component 2b and 2d and all OORS data will be reviewed and analyzed by administration and deans during a Mid-year Assessment and again during an End of year Assessment during the 2018-2019 School year.

Mid-Year Update: We have 50% of our observations completed by December 2018. All data from Advance component 2b and 2d and all OORS data was reviewed and analyzed by administration and deans during a Mid-year assessment. 95% of our teachers are effective or highly effective in 2b and 2d as of January 2019.

**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. (Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Tenet 4 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
<td></td>
</tr>
<tr>
<td>4.2 School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.</td>
<td>x</td>
</tr>
<tr>
<td>4.3 Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.</td>
<td>x</td>
</tr>
<tr>
<td>4.4 Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.</td>
<td>x</td>
</tr>
<tr>
<td>4.5 Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).</td>
<td>x</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:
Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-lead Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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.

Our school was celebrated in the area of Professional Learning and our focus will be to continue the alignment with the 2016-2017 NYCDOE Framework for Great Schools. All content areas: ELA, Math, Social Studies, Science and all ancillary subjects will align to the Common Core Learning Standards. All curricula will be revised to include Literacy and Writing Standards, as it currently reflects both NYS Learning Standards and an introduction to CCLS. Teacher teams will be involved in Professional Learning cycles to enhance their ability to align curricula so that students receive instruction aligned to the CCLS assessments. Progress will be reflected in an increase of proficiency and progress in state exams.

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2019, all teachers will align the entire curriculum to the College and Career Ready Anchor Standards which will contain learning intentions and success criteria which will result in fostering an environment that will nurture
assessment capable learners. There will be a 10% increase in Advance component 3D: Using Assessment in Instruction on teacher observations.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s) Who will be targeted?</th>
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</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | All Teachers | September 2018- June 2019  
Advance System will be reviewed quarterly. | Teachers/Administrators |
| 1. Teachers in each content area will meet monthly during the school wide professional learning communities time to focus on implementing strategies based on 3D: Using Assessment in Instruction when planning their lessons and unit plans and including the necessary scaffolds for students with disabilities, English Language Learners and Economically advantaged students. | All Teachers | September 2018- June 2019  
Teachers will complete EAA Impact protocols and will be analyzed bi-weekly. | Teachers/Administrators |
| 2. Impact team members will examine student work weekly from the current school year to identify and understand gaps in student knowledge and skills to inform the revision of their instructional units focusing on students with disabilities, English Language Learners and Economically Disadvantaged to ensure equity and excellence for all learners. | All Teachers | September 2018- June 2019  
Teacher will analyze summative assessments quarterly using the EAA protocol. | Teachers/Administrators |
| 3. Teachers will incorporate the tenets of the Universal Design for Learning daily and include multiple entry points for students to ensure student engagement in the learning process focusing on students with disabilities, English Language Learners and Economically Disadvantaged to ensure equity and excellence for all learners. | All Teachers | September 2018- June 2019  
Teacher will analyze summative assessments quarterly using the EAA protocol. | Teachers/Administrators |
| 4. Teachers will generate essential questions to use in stimulating student critical thinking and will collaboratively assess the quality of student work, using actionable feedback and make the necessary adjustments weekly during Impact team meetings. | All Teachers | September 2018- June 2019  
Bi-weekly | Teachers/Administrators |
### 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.

All Staff members will attend Back to School Night in order to support families in understanding content specific curriculum and the CCLS in order to support their children at home. Individual team meetings will occur on Tuesdays to give additional support to parents and students. Parent Teacher Conferences will occur in November, March and May of the 2018-2019 School year to address additional individual student needs.

### Part 4 – Budget and Resource Alignment

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

1. Strategically organized school-wide program that allows for common planning time for teachers

2. Professional Development opportunities provided through Department of Education.

3. Weekly Professional Learning Communities meetings, as well as several full day PD opportunities throughout the year for teachers to present and select Best Practices workshops to attend.

4. Teacher/Supervisor Per-session

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

<table>
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<tr>
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</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.

To ensure teachers plans reflect the alignment of materials to Common Core Learning Standards Curriculum maps and Unit Plans, teacher impact teams will meet weekly and administration will review documents monthly. Gaps in student knowledge are identified to inform the revision of these documents. Core Collaborative Maps for all content areas are completed and revised quarterly and are aligned to the CCLS and all Maps contain learning intentions and success criteria to create capable assessment learners. A Midyear Assessment will be used to assess component 3D in Advance System.

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

50% of all observations will be scheduled and conducted by December 2018. A review of component 3D in Advance will be analyzed by Administration.
Mid-year Update: 50% of all observations were scheduled and conducted by December 2018. A review of component 3d in Advance was analyzed by administration. 95% of teachers are effective and highly effective in 3d.

**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. (Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 2 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).</td>
<td>x</td>
</tr>
<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</td>
<td>x</td>
</tr>
<tr>
<td>2.4 The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.</td>
<td>x</td>
</tr>
<tr>
<td>2.5 Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).</td>
<td>x</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:
Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

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

After reviewing the 2016-2017 NYC School Survey Report and student assessment data, leadership must continue to work with teacher teams to write lesson plans and unit plans that incorporate well written questions and assessment techniques. Based on the 2016-2017 Quality Review, we received a proficient for teacher teams and Leadership Development. Teachers will continue to engage in structured professional collaborations in teams to analyze assessment data and student work and promote the implementation of the CCLS, especially the Ell’s, SWD's and economically disadvantaged. Weekly meetings through our Professional Learning Communities will take place in conjunction with common planning time built into each school day to develop rigorous instructional plans.

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 1b, and be written as SMART— Specific, Measurable, Achievable, Relevant, and Time-bound.
By June of 2019, 39% of students will be proficient on the NYS Mathematics Exam.
### Activities/Strategies

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math teachers, administrators</td>
<td>September 2018-June 2019 Weekly Meetings</td>
<td>Math teams, administrators</td>
</tr>
<tr>
<td>Math teams, administrators</td>
<td>September 2018-June 2019 Twice a month</td>
<td>Math teams, administrators</td>
</tr>
<tr>
<td>Math teachers, administrators</td>
<td>September 2018-June 2019 Monthly Meetings</td>
<td>Math teams, administrators</td>
</tr>
<tr>
<td>Math teachers, administrators</td>
<td>September 2018-June 2019 Four times throughout the year.</td>
<td>Teacher teams, administrators</td>
</tr>
</tbody>
</table>

#### 1. Teacher Math teams will review mathematics standards for each unit plan so they reflect lessons written with questions and several points of assessment.

#### 2. Math teams and individual teachers will meet with a coach from The National Training Network once a month for training tailored to meet individual school needs through analysis of school data. The NTN coach will develop and deepen understanding of essential mathematics concepts, and facilitate the understanding and infusion of the Common Core Standards for both teachers and students. This will result in an increase in students performance, productivity and engagement.

#### 3. Teacher teams will develop supports needed for students with disabilities, English language learners and Economically disadvantaged to absorb new rigorous material.

#### 4. Teachers will educate parents about the shifts occurring in Math due to Common Core Learning Standards and will inform parents about the impact of the shifts during parent conferences four times yearly.

### 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.

All Staff will attend "Back to School Night" in order to support and engage families in regards to content and CCLS. Individual and Team Meetings will also occur on Tuesdays to give additional support to parents and students. Parent
Teacher Conferences will be held for parents in November, March and May to discuss individual goals of students including SWD’s, Ell’s, and economically disadvantaged for the 2018-2019 School year.

### Part 4 – Budget and Resource Alignment

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

1. Strategically organized school-wide program that allows for common planning time for teachers of Regents level courses
2. Professional Development opportunities provided through Department of Education.
3. Weekly Professional Learning Communities meetings, as well as several full day PD opportunities throughout the years for teachers to present and select Best Practices workshops to attend.
4. Professional learning with the National Training Network.

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

### Part 5 – Progress Monitoring

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

A pre-assessment and post assessment will be given to students five times during the 2018-2019 School Year focusing on each Math cluster. An item analysis by class and individual student will be analyzed by teachers and administrators to monitor progress in each cluster.

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

A pre-assessment and post assessment from Go Math will be administered before and after each Math cluster is taught to measure and assess progress.

Mid-year Update- A pre-assessment and post assessment was administered before and after each Math cluster was taught to measure and assess progress. 3 out of 5 assessments were administered by January 2019 in all Math classes.

There was a 17% growth on Cluster 1. There was a 5% growth on Cluster 2 and there was a 3% decrease in the Cluster 3 in the 6th grade.

There was a 12% growth on Cluster 1. There was a 23% growth in Cluster 2 and a 14% growth in Cluster 3 in the 7th grade.

There was an 18% growth in Cluster 2 . A 2% growth in Cluster 3 and a 26% growth in Cluster 4 in the 8th grade.

In order to have growth in all Clusters, teachers will utilize the Impact meeting time to discuss planning, scaffolds, and resources to ensure students success in all Clusters.
Mr. Genovese, the Math Assistant Principal held a meeting on January 28, 2019, to discuss all assessment data and concerns with the Math Department. Teachers will be diligent in making sure all students receive a pre-assessment and post assessment to ensure accurate data. Monthly meetings will be held with the assistant principal to give teachers additional support. Data will be analyzed during these meetings.

**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. (Aligned to DTSDE Tenet 6: Family and Community Engagement)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 6 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
<td>✗</td>
</tr>
<tr>
<td>6.3 The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.</td>
<td>✗</td>
</tr>
<tr>
<td>6.4 The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.</td>
<td>✗</td>
</tr>
<tr>
<td>6.5 The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.</td>
<td>✗</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:
Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

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

After careful review of our attendance (92%) and student achievement (49% of students met state standards in ELA and 39% for Math), a focus is needed on moving students to the next level. To achieve this goal, a greater emphasis on parent involvement and facilitated conversations across content area teachers on specific student progress and academic and personal behaviors is warranted. The school will target long term ENL’s and SWD’s and economically disadvantaged with a lens on improving student progress in ELA and Math as well as providing behavioral support to students throughout the school day.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By June of 2019 all teachers will utilize the online grade books as a vehicle for communicating with parents about their children's academic and behavioral progress in school.
### 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? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>At-risk students, ENL and SWD</td>
<td>September 2018 - June 2019 weekly</td>
<td>Teachers</td>
</tr>
<tr>
<td>At-risk students, ENL and SWD</td>
<td>September 2018 - June 2019 Weekly</td>
<td>Teachers</td>
</tr>
</tbody>
</table>

1. Teachers will dedicate their time on Tuesday during Professional Learning to update online grade book not only with grades, but pending assignments and anecdotal logs about student academic and personal behaviors.

2. Teachers will make specific parent outreach of students who are absent more than three times, not completing assignments or not doing well on class exams in an effort to improve pass rate.

### 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.

* We will continue to work with the MSQI to focus and expand on the number of middle schools that prepare students for College and Career Success.

* Middle School College Access For All through the Sports & Arts Grant

* Creative Connection building a bridge and making good choices for High School
* Creative Connections: During School is a Middle School Program that supports students' educational goals by helping them navigate the difficult path of choosing the high school that is right for them.

* Ramapo University provides in school teacher coaching and works on behavioral management and create a supportive environment in self contained classrooms.

* S.I. Children's Museum - After School provides field trips to the Museum and Culinary Program

* Vision Education Media - After School provides Lego-Robotics and Coding

* Middle School Quality Initiative supports all students in English Language Arts through strategic assessments and professional development for our staff and our Debate Team who took the Top 3 rating out of all NYC and NYS schools in the 2017-2018 school year. They will continue to meet and compete in the 2018-2019 NYC and NYS Debate League.

* The NYPD will run activities for our students after our staff implements specific lessons on making good decisions and supporting successful students now and in the future.

* Through our (ANA Grant) we offer Saturday School for all struggling students in ELA & Math. Our Title III Saturday School supports our students, parents and feeder school siblings in learning, and offers support and resources to families.

**Part 4 – Budget and Resource Alignment**

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 4a.</strong></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Part 4b.</strong></td>
<td></td>
<td></td>
<td></td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>School Achievement Funding</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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.

By February 2019 all teachers will present with accurate weekly logs of parent interactions to be reviewed by administration.

All Pupil Path outreach will be sent to Administration regarding students and parent outreach. IS 27 programs will support community resources to enrich the civic life of school.

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

During the Mid-Assessment all administrators will make sure all teachers utilized Pupil Path and printed out logs of parent teacher interactions. All At Risk students will be identified including Ell's, SWD's and economically disadvantaged.
**Mid-Year Update:** During the Mid-year assessment, 100% of all teachers utilized Pupil Path. All "AT Risk" students are identified including Ells, SWD's and economically disadvantaged.

| **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 <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>State Exams, DRP, Running Records, Formative assessments, benchmarks</td>
<td>Pearson Digital Path, STARI, After schoolEnrichment, System 44, CSILiteracy</td>
<td>Small group instruction</td>
<td>During School Day, After school and Saturday Programs</td>
</tr>
<tr>
<td>Mathematics</td>
<td>State Exams, MOSL, Formative assessments, benchmarks</td>
<td>GoMath additional practice, After schoolEnrichment, Algebra For All</td>
<td>Small group instruction</td>
<td>During School Day, After school and Saturday Programs</td>
</tr>
<tr>
<td>Science</td>
<td>Formative assessments, benchmarks</td>
<td>After school Enrichment</td>
<td>Small group instruction</td>
<td>During School Day, After school</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Formative assessments, benchmarks</td>
<td>After school Enrichment</td>
<td>Small group instruction</td>
<td>During School Day, After school</td>
</tr>
<tr>
<td>At-risk services <em>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</em></td>
<td>Parent/Student initiated referrals. OORSdata</td>
<td>Interventions, Mediation, peer mediation</td>
<td>One to one and small group sessions</td>
<td>During School Day, After school and Saturday Programs</td>
</tr>
</tbody>
</table>
**Section 7: Support for Students in Temporary Housing (STH)**

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

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

<table>
<thead>
<tr>
<th><strong>Part A: FOR TITLE I SCHOOLS</strong></th>
<th>38</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></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
<tr>
<td>A comprehensive after school program inclusive of Guidance Counselor services, academic intervention support, recreational activities and trips to cultural centers.</td>
<td></td>
</tr>
<tr>
<td>All students identified as STH will be provided with a backpack of school supplies, replacement text books, gym attire as well as needed toiletries. Students will be reissued metro cards and student ID cards as needed.</td>
<td></td>
</tr>
<tr>
<td>Our Guidance Counselor will be scheduled as a resource to be a point person for these students.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part B: FOR NON-TITLE I SCHOOLS</strong></th>
<th>N/A</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></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**.
Section 8: Title I Program Information

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

Part 1: Title I Status

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

We attract Highly Qualified Teachers by canvassing the Open Market New Teacher Finder, the CFN Human Resources Liaison, and local colleges. We hire only Highly Qualified Teachers for new vacancies. We retain HQT’s by providing opportunities for content center collaboration. Mentors are assigned to newly appointed teachers. In the Spring of 2017 we will attend Recruitment Fairs hosted by the NYC DOE to begin canvassing for forecast vacancies.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and parapersonalists that enable all students to meet Common Core State Standards (CCSS).

Professional Development is provided at Faculty Conferences, PD Days, on site and off site workshops, webinars, online resources, and Borough Field Support capacity building sessions. Teachers will participate in activities that will be geared toward both teacher strengths and weaknesses as indicated by the Advance evaluation system. Teacher teams are organized vertically (by grade) and horizontally (by subject). Capacity building sessions which will include lead teachers turn-keying sessions they attended through Borough Field Support and training through the Dissemination Grant.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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

N/A

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teacher level MOSL and Professional Learning teams will meet with administration to collaborate on decisions regarding assessments and Professional Learning.

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Refer to Galaxy for school allocation amounts)</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>680,225</td>
<td>x Section: 5E</td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td>16,979</td>
<td>x Section: 5E</td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

2018-19 SCEP-FL

43
Title II, Part A | Federal | $0 | N/A | N/A
---|---|---|---|---
Title III, Part A | Federal | $12,366 | x | Section: 5E
Title III, Immigrant | Federal | $0 | N/A | N/A
Tax Levy (FSF) | Local | $6,838,734 | x | Section: 5E

**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 School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.

• **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

• **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, including Title I 1003(g) SIG funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. I.S. 27, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

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

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.

Support for Parents and Family Members of Title I Students

I.S. 27 will support parents and families of Title I students by:
● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;

● providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

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

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

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

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

Parental Involvement and School Quality

To increase and improve parent involvement and school quality, the school will:

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

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

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

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

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

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

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

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

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

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

### Encouraging School-Level Parental Involvement

<table>
<thead>
<tr>
<th>The school will further encourage school-level parental involvement by:</th>
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### School-Parent Compact (SPC)

I.S. 27, 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

#### § Standards and Assessments by:

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

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

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

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

### I. School Responsibilities: Providing Parents Reasonable Access to Staff
Provide parents reasonable access to staff by:

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

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities

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

III. Student Responsibilities

● attend school regularly and arrive on time;
● complete my homework and submit all assignments on time;
● follow the school rules and be responsible for my actions;
● show respect for myself, other people and property;
● try to resolve disagreements or conflicts peacefully;
● always try my best to learn.
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:

1. **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.
   1. The Title III supplemental instructional services must be based on student need
   2. These supplemental services should complement core bilingual and ESL services required under CR Part 154.
   3. Direct supplemental services should be provided for before school, after school, and Saturday programs.
   4. Teachers providing the services must be certified bilingual education and/or ESL teachers.

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

3. **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
   1. 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>
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</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
- ✗ 6
- ☒ 7
- ☒ 8
- ☐ 9
- ☐ 10
- ☒ 11
- ☒ 12
**Part B: Direct Instruction Supplemental Program Information**

<table>
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<th>5</th>
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</table>

**Total # of teachers in this program:** ____

**# of certified ESL/Bilingual teachers:** ____

**# of content area teachers:** ____

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:

The goal of the Title III direct instruction supplemental program will be to provide students from the subgroups with opportunities to grow academically, particularly with respect to English Language acquisition in all four modalities: speaking, listening, reading, and writing. In particular, this program will help the ELL subgroups to move up at least one proficiency level or score commanding on the Spring 2019 NYSESLAT as well as one level on NYS ELA exam. The supplemental program will target students that have scored Transitioning, Expanding and first year Commanding on the Spring 2018 NYSESLAT exam. 95% of the students that are targeted performed lower on the reading (multiple choice section) and writing section of the NYSESLAT. The direct instruction of this program will target reading comprehension skills and content area writing skills. Both Cohorts will focus on the following reading comprehension skills: monitoring comprehension, meta-cognition, answering/asking questions, recognizing text structure, identifying content vocabulary, and summarizing. The program will focus on teaching the following writing skills: incorporating content vocabulary, reviewing writing for errors, and students being able to assess their own work. Teachers will model skills, provide students with guided practice and opportunities to apply strategies and skills.

Before school and Saturday program will be offered to our ELL population on Tuesdays and Wednesdays from 6:30am till 7:30am and Saturdays from 8:00am - 11:00am in order to provide our students with multiple opportunities to receive additional services thereby furthering their success. There will be two cohorts of ELLs from grades 6th - 8th participating in the Before School Program and Saturday Academy.

The first cohort will focus on 7th and 8th grade Long-Term ELLs and first year Commanding ELLs that scored level ones or twos on the 2018 NYS ELA exam. Students will utilize the C.S.I. Literacy program designed to strengthen their reading comprehension skills across the content areas, while incorporating writing skills. Students will also read articles practicing their close reading of non-fiction texts and focus on strategies to answer multiple choice questions. The program will also have students complete a narrative, argumentative and informative writing piece implementing the writing strategies that were acquired during the program. The culminating event for the program will invite students’ parents in for students to share their writing pieces and explain how they assessed their selves.

This program will help ensure that our ELLS will perform better on the NYS ELA, NYS Math and Science exams. Students will be provided with bilingual science glossaries and bilingual dictionaries in their native languages.

The second cohort will be a supplemental Saturday Academy, which will run for 3 hours every Saturday morning from December 2017 through April 2018. This program will run for approximately 16 weeks. The direct instruction of this program will focus on providing students with strategies such as: close reading strategies, monitoring comprehension, answering/asking
Part B: Direct Instruction Supplemental Program Information

question, recognizing text structure and breaking down the question to help support students while answering multiple choice questions. Teachers will model strategies, provided guided practice and students the opportunity to apply their skills.

There will be three one-hour blocks for each subject (ESL, ELA, and Math). Sixth graders will begin with an ESL/ELA block, and then move to Math. The seventh grade schedule will be Math, then ESL/ELA. The eighth grade schedule will follow ESL/ELA then Math. There will be three content certified teachers including an ELA and Math licensed teacher and a certified ESL teacher. The main focus of the Saturday Academy will be to further develop academic reading comprehension and applying strategies to answer multiple choice questions in the ESL/ELA portion. The math portion will focus on mathematical concepts and the students' understanding of them and computation skills, while focusing on strategies to answer multiple choice questions. Teachers will be using a combination of content area articles from websites such as NewsELA, and Readworks, published materials aligned with the Common Core Learning Standards and Attanasio & Associated NYSESLAT test preparation books.

During the ESL/ELA portion students will be provided grade leveled content area articles with their paired multiple choice questions and New York State exam samples with their paired multiple choice questions to apply their strategies. In the math portion students will be provided with word problems and New York State exam samples. Students will assess their performance on the multiple choice question and identify the strategies they used. Students will maintain a portfolio of their questions. At the culmination of the program students will review their portfolio, assess their overall performance and identify which strategies that they applied helped them to be more successful.

There will also be a program available for Newcomer ELLs. The program will invite the Newcomer ELLs and their parents to come in on Saturday to welcome and help transition them into their school community. Parents and Students will be using social studies based readers theatre program that helps students and parents build language while learning about American History. This program will help support students with their reading comprehension skills to be successful in all content area classes while supporting parents to understand the tasks that their children will be asked to complete in their classes. At the culmination of this program teacher will provide parents and students with a completion certificate and celebration.

Bilingual glossaries, dictionaries, i-pads will be utilized to help students in their native languages in Title III classes.

Invitations and permission slips will be translated into parents preferred languages. Students attendance will be maintained by teachers instructing the program. Mr. Barone will keep all attendance on file and enter into an excel spreadsheet.

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: 

Teachers will continuously streamline the Citywide Instructional Expectations from an ESL perspective in terms of:
Part C: Professional Development

a) Knowledge of Students:
- Identifying ELL proficiency levels
- Providing students with effective feedback
- Looking at student work
- Looking at students’ thinking
- Surfacing gaps

b) Instructional Focus:
- Research briefs: Literacy and English Language Learners, Academic Vocabulary, and Developing Language Objectives

c) Collaborative Professional Learning:
- Effective Practice for Teacher Teams
- Effective Co-Teaching Strategies

d) How to access the Language and Interpretation Unit.

ENL Coordinator and ENL teachers will attend professional development, provided by the Office of ELLs, Compliance Specialists and our Borough Field Support Center, and turnkey to the staff. Topics will include but are not limited to: Using Informal Assessments, Effective Co-Teaching and Instructional Strategies for ELLs, Strategic Reading for ELLs, Developing Effective Language Objectives and Academic Vocabulary.

Along with the mandated PD as per the Commissioners Regulations Part 154.2-3, we will provide Professional Development in using ESL strategies to enhance language acquisition in various content areas. ESL teachers will lead Core Collaborative study groups that include content area teachers for one period per week from November 2018 to March 2019. Based on the requests from staff, the discussion topics will include scaffolding instruction for ELLs, academic vocabulary development for ELLs, NYSESLAT score and how to use them to inform classroom instruction, developing language objectives, and effective ESL strategies for newcomers. This will be at no cost to Title III funding.

All teachers of ELLs including certified ENL teachers will receive training on an ongoing basis on site and off site, during the school day and after the school day. The professional development conducted by the ENL Coordinator is scheduled for 80 minutes for one Monday each month. Every Tuesday after dismissal Teachers of ELLs, including ENL teachers meet in teams to engage in other learning opportunities, i.e. analyzing student work, planning standard based lessons, reviewing data and conducting inquiry. The following PD will focus on positively impacting the progress of ELLs in their content areas and State Exams.

Tentative Monday Monthly Professional Development Topics:

September:
- ELL identification and data: all teachers of ELLs
- PBIS "It’s about time" program training turnkey: Title III instructors and science teachers of ELLs will be invited to attend.

October:
- Sensitivity Training: all teachers of ELLs, including ENL certified teachers will be invited to attend.

November:
Part C: Professional Development

- Developing Language Objectives: all teachers of ELLs, including ENL certified teachers will be invited to attend.

December:
- Identifying Academic Language in Content Areas and incorporating Bilingual Glossaries: all teachers of ELLs, including ENL certified teachers will be invited to attend.

January:
- ELL Practices: What is working?: all teachers of ELLs, including ENL certified teachers will be invited to attend.

February:
- Areas of NYS ELA Exam that ELLs need enrichment: ELA teachers of ELLs, Title III instructors, including ENL certified teachers will be invited to attend.
- Areas of NYS Math Exam that ELLs need enrichment: Math teachers of ELLs, Title III instructors, including ENL certified teachers will be invited to attend.

March:
- NYSESLAT Success- Reviewing the NYSESLAT exam's format and how content area teachers can review and support ELLs in content areas: all teachers of ELLs, including ENL certified teachers will be invited to attend.

April:
- Areas of NYS Science Exam that ELLs need enrichment: 8th grade science teachers of ELLs and ENL certified teacher will be invited to attend.

Additionally, teachers of ELLs and ENL teachers may attend monthly meeting offered by the Borough Support Office and turn-key information.

The above Professional Developments are to ensure that our teachers will impact our ELLs by providing our teachers with ability to plan rigorous engaging lessons, ensuring students academic success. The Professional development is at no cost to the Title III program. All records of professional developments including agendas and attendance sheets will be maintained by the ENL Coordinator.

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
## Part D: Parental Engagement Activities

Begin description here: 
In the 2018-2019 school year IS 27 serviced 57 English Language Learners and 29 Commanding ELLs. Based on this data, IS 27 will provide parents of these students with the following activities:

### Topic 1: Back to School Night

**Rationale:** Introduce and review school policies and the goals of ESL Program. Individual student proficiency levels and services provided will be explained. Introduce programs and opportunities that are available to ELL students during the school year: Title III, Saturday Academy, Sports and Arts, and Urban Advantage.

**Provider:** ESL Teachers
**Date:** September 20, 2018

### Topic 2: Title III Information Session for Parents of ELLs

**Rationale:** Parents of ELLs will be informed about the goals, structure, and purpose of the Title III program for their child.

**Provider:** ESL Teachers
**Date:** October 8, 2018

### Topic 3: Pupil Path/Parent Connection

A licensed ESL teacher will train parents of ELLs to set up and use their Pupil Path account.

**Rationale:** Pupil Path is an online grade book used by the entire school community.

**Provider:** ESL Teachers, Parent Coordinator
**Date:** November 5, 2018

### Topic 4: NYSESLAT Information Session for Parents of ELLs

**Rationale:** Parents of ELLs will understand the components, demands, and expectations of the NYSESLAT exam for their child.

**Provider:** ESL teachers
**Date:** December 3, 2018

Parents of ELLs will be invited to all the above events through the School Messenger and translated letters in their preferred language of communication. Invitation to all parent engagement session will be translated into parents preferred language. Records including attendance sheets, agendas will be maintained by the Parent Coordinator.

## Part E: Budget

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

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<thead>
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<th>Allocation Amount: $ _____</th>
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<tr>
<td><strong>Budget Category</strong></td>
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<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
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<tr>
<td>1. Per session</td>
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<tr>
<td>2. Per diem</td>
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<tr>
<td>Purchased services</td>
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<tr>
<td>1. High quality staff and curriculum development contracts.</td>
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### 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>
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<tbody>
<tr>
<td>Supplies and materials 2. Must be supplemental.</td>
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<tr>
<td>3. Additional curricula, instructional materials.</td>
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<tr>
<td>4. Must be clearly listed.</td>
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<tr>
<td>Educational Software (Object Code 199)</td>
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<tr>
<td>Travel</td>
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<tr>
<td>Other</td>
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<td><strong>TOTAL</strong></td>
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</table>
DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

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<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
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<tbody>
<tr>
<td>31</td>
<td>Staten Island</td>
<td>027</td>
</tr>
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</table>

School Name: Anning S Prall

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
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<tbody>
<tr>
<td>Principal</td>
<td>Matthew Barone</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Andrea O'Donnell</td>
</tr>
<tr>
<td>Coach</td>
<td>N/A</td>
</tr>
<tr>
<td>Coach</td>
<td>N/A</td>
</tr>
<tr>
<td>ENL Teacher</td>
<td>Kara Schultz</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Laura Hayes</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Daisy Olivencia/ENL</td>
</tr>
<tr>
<td>Teacher</td>
<td>Maureen Bridgman/SWD</td>
</tr>
<tr>
<td>Parent</td>
<td>Lina Marcella SantaMarria</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Catherine Mayo</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Tina Bolger</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>Enrico Domingo</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Anthony Lodico</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>type here</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

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

#### A. ELL Programs

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
<td></td>
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<tr>
<td>1</td>
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<tr>
<td>12</td>
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</tbody>
</table>

Check all that apply:

- Transitional bilingual education program (TBE) [ ] [ ]
- Dual language program (DL) [ ] [ ]
- Freestanding ENL [ ] [ ]

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>
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<th>10</th>
<th>11</th>
<th>12</th>
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<tr>
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### Part III: Assessment Analysis

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

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

   The formative assessments that are being used to guide instructional planning for the ELLs are: Degree of Reading Power Exams- are given periodically throughout the school year to assess students reading levels providing teachers of ELLs with quantitative data such as the students' current reading level and the gains that they make.Fountas and Pinnell Running Records- currently being piloted in the 6th and 7th grade, assessments are given after the DRP to provide teachers with fiction and non-fiction reading levels for students to use during independent reading in the class. The Fountas and Pinnell Running Records provide the teachers of ELLs qualitative data on the skills that students have mastered and also standards and skills
that students need to continue to work on. System 44 Phonics Intervention- web based program provides periodic assessments to determine interventions necessary, used primarily by Entering, Emerging and Transitioning ELLs. System 44 provides teachers of ELLs quantitative data on the amount of phonemic sounds the students have mastered and the sounds that the students still need to acquire. School wide practice of teacher/student questions: “Where am I going?”, “Where am I now?” and “How can I close the gap?” - Questions are posted in all classrooms. My Perspectives Curriculum embedded assessments- web based formative assessment that provides staff with specific skills that students will need to be successful on the ELA exams and will have acquired in the units of instruction. These assessments provide teacher of ELLs with quantitative data such as the ELA skills and standards that the students have mastered for their grade level and skills that the students will need more work in. Teacher created formative assessments such as graphic organizers, exit slips, and observations, etc these assessments usually provided teachers qualitative data based on their lessons of the day.

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

2. The structures that are in place to support the effort of the following programs are: Degree of Reading Power Exams (DRP) - are given in the beginning, middle, and end of the year, and are taken by students in their ELA class, given by their ELA teachers. ELA and ENL meet collaboratively to analyze the data. The data is then disseminated during the cross curricular content meeting. Teachers then reflect on the data and work collaboratively to develop strategies to implement across the content areas to ensure all students’ growth. All teachers meet monthly to discuss students progress, best practices and further strategies. Fountas and Pinnell Running Records- currently being piloted in the 6th and 7th grade, assessments are given after the DRP to provide teachers with fiction and non-fiction reading levels for students to use during independent reading in the class. A select number of 6th and 7th grade teachers are trained to give running records. After the students receive their score on the DRP, then the trained teachers pull them while they are in ELA to complete the running record assessments. ELA and ENL assess students reading levels. Fountas and Pinnell Running Records also assesses students’ reading level, comprehension, fluency and syntax recognition. ELA and ENL teachers meet weekly to use the qualitative and quantitative data to implement within their lesson planning, instructional strategies, and reading strategies taught to the students. System 44 Phonics Intervention- web based program provides periodic assessments to determine interventions necessary, students would complete in ENL classes. System 44 provides the ENL teacher with quantitative data about how many phonemic sounds the individual students have mastered. The program is used with ELL students that have scored Entering, Emerging and Transitional proficiency level on the current NYS ELA. ENL teachers disseminate data to ELA teachers during collaborative meetings. My Perspectives Curriculum embedded assessments - A web based formative assessment that provides staff with specific skills that students will need to be successful on the ELA exams and will have acquired in the units of instruction, given after the completion of current unit, given by ELA and ENL teachers. Data from these assessments are also disseminated during the cross curricular content meetings. Teacher reflect on data to work collaboratively to develop strategies to implement across the content areas. During monthly meeting content teachers meet to discuss the success of strategies and best practices and continue to modify strategies based on students needs.

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 that are being used to identify baseline, progress and area of need are: MOSL exams- these will be given in the other content area classes to demonstrate students’ strengths and allow content teachers to target their instruction. ELL Periodic Assessments taken in the beginning, middle and end of the year providing teachers more information about what students have learned and target their instruction to score commanding on the NYS ELA. My Perspectives Baseline/Benchmark Exams- curriculum based summative assessments that provides staff with specific skills that students will need to be successful on the ELA exams and will have acquired in the units of instruction, given after the completion of current unit, given by ELA teachers. GO Math Baseline/Benchmark Exams- curriculum based summative assessments that provides staff with specific skills that students will need to be successful on the NYS math exam and will have acquired in the units of instruction, given after the completion of current unit, given by Math teachers. Common Core Aligned Writing Tasks- At the end of units ELA, Science and Social Studies have students complete common core aligned writing tasks such as argumentative writing, narrative writing, and explanatory writing. Teacher Created Common Core Aligned Performance Tasks- Periodically
students are given math performance tasks.

All content area teachers by grade meet the first Tuesday of the month to disseminate the data from both the formative and summative assessments data and discuss best practices and develop strategies for instruction. ENL teachers meet with the ELA teachers during the content meetings.

Cross curricular content meetings are by grade held on the third Tuesday of the month to disseminate formative and summative assessments data in the different content areas. Best practices and instructional strategies are also developed to implement uniformly across the content areas.

This year based on the assessment data students have made growth in the area of writing across the content areas, teachers will continue to utilize the "RACE" response strategy. However, students have demonstrated weaknesses in multiple choice questions, identifying the main idea in multiple choice questions and point of view. Teachers will work across the content areas by grade to develop effective learning strategies to help students in these areas across the content areas. Teachers will meet by content and grade to discuss the effectiveness and best practices of their strategies.

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

Once summative data has been gathered the structures in place to address interventions are the following: During common planning time teachers analyze data and use the information to target their instruction and develop intervention strategies to address needs of students. Student may be enrolled in the System 44: Phonics Intervention- web based program provides periodic assessments to determine interventions necessary, used primarily by Entering, Emerging and Transitioning ELLs. The web-based program provides students with intensive intervention to help students master the foundational reading and phonemic skills to decode words, addressing readers from BR-199 Lexile level. Students may be enrolled in the Read 180: Reading Intervention- web based comprehensive system of curriculum and instruction, addressing readers from 200L-1300L Lexile level. ELA Classes may incorporate Strategic Adolescent Reading Intervention- literature-focused, Tier II intervention for students in grades 6-9 who are reading 2-4 years below grade level, currently being piloted in the 6th grade. The program is designed to enhance students' comprehension of the text and fluency skills. Students may be programmed for additional Mathematics and/or ELA enrichment periods.

All content area teachers by grade meet the first Tuesday of the month to disseminate the data from both the formative and summative assessments data and discuss best practices and develop strategies for instruction. ENL teachers meet with the ELA teachers during the content meetings.

Cross curricular content meetings are by grade held on the third Tuesday of the month to disseminate formative and summative assessments data in the different content areas. Best practices and instructional strategies are also developed to implement uniformly across the content areas.

This year based on the assessment data students have made growth in the area of writing across the content areas, teachers will continue to utilize the "RACE" response strategy. However, students have demonstrated weaknesses in multiple choice questions, identifying the main idea in multiple choice questions and point of view. Teachers will work across the content areas by grade to develop effective learning strategies to help students in these areas across the content areas. Teachers will meet by content and grade to discuss the effectiveness and best practices of their strategies.

School leadership ensures that the new implementations are being supported and implemented by all content and ENL teachers by maintaining attendance sheets and minutes of the collaborative meetings. School leadership also ensures that the new implementations are in place during their evaluations.

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.]

Although Anning S. Prall does not serve students in grades K-5, our philosophy is heavily data-driven and we are ready for RtI initiatives if they were to advance into secondary education.
We implement classes for smaller populations of ELLs with IEPs in an effort to give them a "double dose" of instruction in a smaller, more intimate setting. We are also working toward even more intimate settings for the minority of students who need Tier 3 assistance with their English acquisition. ELL designated classes are programmed for periods of reading enrichment and Math AIS because most of our ELLs made growth on both the ELA and Math State exams they still demonstrated an area of weakness in answering multiple choice questions. SETTS teachers push into content area as well as provide pull out services. ELLs are also invited to attend small group AIS classes provided during Saturday Academy and Early Morning Programs.

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].)

6. Anning S. Prall uses the data from the following outcome assessments to evaluate our ELLs success and inform and develop new ELL programs: NYS ELA Exam- data is used to target instruction and instructional strategies. Data is also used to develop programs for interventions. Data is also analyzed for strands that were successful to continue strategies and areas that need to be developed to implement new strategies. NYS Math Exam- data is used to target instruction and instructional strategies. Data is also used to develop programs for interventions. Data is also analyzed for strands that were successful to continue strategies and areas that need to be developed to implement new strategies. NYSESLAT Exam: data is used to target instruction and instructional strategies. Data is also used to develop programs for interventions. Data is also analyzed for strands that were successful to continue strategies and areas that need to be developed to implement new strategies.

All data is analyzed and disseminated during content grade meetings and during cross curricular content meetings. ENL teachers and content are teachers work closely during these meetings to analyze how the ELLs in their individual classes performed on the state exams and how the ELLs performed schoolwide.

Teachers will work collaboratively to develop uniform strategies to implement across the curricular content areas to provide students with a uniform strategies to utilize in the different content areas. Teachers continue to meet monthly to analyze the effectiveness of the strategies, discuss best practices and continue to make adjustments based on the learning and instructional gaps based on the all state exams including the NYSESLAT and NYSITELL, formative and summative assessments data.

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

The structures in place to disseminate the finding from the outcome assessments to make adjustments to the program are the following:

The data specialist provides data from the NYS Math, NYS ELA, and NYS Science exam to the math coach and content area grade leaders. During the grade content meetings and cross curricular meetings the data analysis is discussed. Teams develop instructional strategies to implement to address learning and instructional gaps. Teams meet monthly in both grade content and cross curricular content meetings to collaborative review instructional strategies based on formative and summative assessments. Adjustments are made as necessary to the instructional strategies based on the progress or lack of progress demonstrated on the formative and summative assessments.

During these meeting the data from the NYSESLAT is disseminated in the by the ENL teachers, ENL teachers discuss individual students proficiency levels, strengths and weaknesses in each modality. This data is also considered when teachers are developing instructional strategies. The NYSESLAT data is also used to design Saturday Academy and Morning Programs. The
NYSITELL data is considered for the newcoming students as they enter.

School leadership ensures that all teachers, content and ENL teachers are implementing changes based on the data on all local and state tests during their teacher evaluations. During evaluations school leadership is looking to see a uniformity of strategies in the content area and also across the curricular content areas. School leadership also maintains attendance sheets and minutes of meetings to ensure teachers are frequently disseminating the analysis of state and current assessments data and strategies are being adjusted as necessary.

### 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.
      Instruction is delivered for ELL in the following programs as per CR Part 154.2: Freestanding ENL program: On each grade there are designated ELL general education classes, ELL ICT- where the SWD are ELLs, ELL 12:1, and ELL 12-1-1 where most or all of the students are ELLs. In all ELL designated classes students are grouped heterogeneously by their proficiency levels.
      To ensure that the ELLs are provided with their integrated minutes as per the CR Part 154.2, ENL teachers push into these classes ELA periods four period a week.
      To ensure that all students are provided with their standalone minutes, students that have scored Entering and Emerging are programmed for four periods a week with the ENL teacher in their room. ENL students are programmed by individual grades to receive their stand-alone minutes.
   b. TBE program. *If applicable.*
      TBE program- At this time we do not have a TBE program as per our parent choice.
   c. DL program. *If applicable.*
      DL program- At this time we do not have a Dual Language program as per our parent choice.

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 students are provided the mandated minutes of instructional time according to proficiency in each program model, students are programmed as follows:A. Freestanding ENL program: On each grade there are designated ELL general education classes, ELL ICT- where the SWD are ELLs, and ELL 12:1- where most or all of the students are ELLs. All ELL designated students are grouped heterogeneously by their proficiency levels from Entering to Second Year Commanding. ENL teachers integrate into four periods of ELA. To ensure that students receive their standalone ENL minute, 6th graders are programmed into the 6th Grade ENL standalone periods, and, the 7th Grade standalone minutes and 8th graders are programmed into the 8th grade standalone minutes. ENL standalone minutes are provided during students encores to ensure they are not missing content area instruction. To follow is a breakdown of the classes and how they are programmed by the Grade – Type of Class, the Composition of the
Class (Proficiency Level - Amount of Students), Proficiency Levels programmed for 4 Integrated Periods in ELA (180 minutes), Proficiency Levels programmed for 4 Standalone Periods of ENL (180 minutes).

Grade – Type of Class
Composition of Class
(Proficiency Level - Amount of Students)
Proficiency Levels programmed for
4 Integrated Periods in ELA (180 minutes)
Proficiency Levels programmed for
4 Standalone Periods of ENL (180 minutes)

6-ELL
EN 0 EM 0 TR-3 EX-11 CM 2 CM2-7
EN 0 EM 0 TR-3 EX-11 CM 2 CM2-7

6-ELL/ICT
EN-0 EM-0 TR-O EX-5 CM2-3
EN-0 EM-0 TR-O EX-5 CM2-3

6/7 ELL Bridge 12:1
6th Grade
EN-0 EM-0 TR-3 EX-2
7th Grade
EN-0 EM-0 TR-0 EX-3 CM-0

6th Grade
EN-0 EM-0 TR-3 EX-2
7th Grade
EN-0 EM-0 TR-0 EX-3 CM-0

6/7 ELL Bridge
12:1-1
6th Grade
EN-0 EM-3 TR-0 EX-1 CM-0
7th Grade
EN-0 EM-0 TR-1 CM-1
6th Grade
EN-0 EM-3 TR-0 EX-1 CM-0
7th Grade
EN-0 EM-0 TR-1 CM-1
6th Grade Standalone

EM-3
7-ELL/ICT
EN-4 EM-1 TR-2 EX-7 CM2-2
EN-4 EM-1 TR-2 EX-7 CM2-2
7th Grade Standalone
EN-4 EM-1 TR-2 EX-2

*TR students are provided additional periods because they did not make progress on 2017 NYSESLAT
* EX Students are provided additional periods because they are second year ELLs

7-Grade Honors
CM2-1
CM2-1
* provided 2 periods a week

8-ELL/ICT
EN-3 EM-0 TR-2 EX-8 CM-5 CM2-2
EN-3 EM-0 TR-2 EX-8 CM-5 CM2-2
8th Grade Stand alone
EN-3 TR-2 EX-5 CM-2

*TR, EX and CM students are provided standalone periods because they are second year ELLs or at the student’s request to remain in the standalone periods.

*EN=Entering, EM=Emerging, TR=Transitioning, EX=Expanding, CM=Commanding CM2=Second Year Commanding

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. Anning S Prall only has a freestanding ENL program. Content area classes are instructed in English only using ESL methodologies while teaching their common core aligned curriculum. Content area teachers are trained in ESL methodology strategies and are supported by ENL certified teachers. Instruction of ELLs in the content area classes will be aided by the presence of an ENL teacher, who will be "pushing in" to further, scaffold and support instruction of ELLs in the content areas. Instruction is also aided with strategies like a “buddy system”, where students with higher English proficiency levels are paired with students of lower proficiency levels to aid them with their learning. There is also native language support, such as textbooks in their native language (if available), bilingual dictionaries and glossaries, and bilingual libraries and reference books, to support ELL students. Much is done to pair students of similar native languages together, but when this is not possible, students are encouraged to stay after classes and attend tutoring. All content area classes, like the English classes, are conducted strictly in English. Aids like Smart boards, IPads, and reference tables, etc., are also delivered in English. Students are encouraged to seek native language help and teachers are provided with websites and other translation services to assist students who do not have native language “buddies” or who are in danger of falling behind. Some of the curriculum utilized has translated versions such as My Perspectives and Go Math which have a Spanish component. New strategies have also been put into place by the ENL teachers. These include, but are not limited to, incorporating content area material into ESL instruction and using content areas to facilitate the learning of English. The ENL teachers use grade-level material and scaffold it with content area material for additional support. This allows the students to be exposed to content area material in more than one class, with more than one teacher. The exposure and delivery of this material in different contexts is considered vital for content acquisition, and Anning S. Prall will be looking at student performance closely to determine the success of these strategies.

ELLs will meet the demands of the NYS Learning Standards because ENL and content area teacher will utilize and scaffold they CCLS NYS Standard aligned contents curriculum as necessary for their students. Additional materials may be utilized to differentiate NYS learning standard aligned lessons or as additional supports.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

4. To ensure that students are evaluated in their home language throughout the year:
   - **Content Classroom Assessments:** If the assessment is available in the student's home language then they are provided with it. If it is not available then the student is provided the assessment in English and encouraged to use bilingual dictionaries and glossaries. **State Exams:** If the exam is available in their home language then it is ordered for the student, they are also provided with bilingual glossaries when taking the exam. **Evaluations for PPT/Special Education:** We have a bilingual psychologist who conducts the evaluation if the student's native language is Spanish. If the student's home language is not Spanish then a translator is brought in to complete the evaluation.

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**

5. Anning S. Prall differentiates the instruction for the following subgroups:
   a. **SIFE:** SIFE students are identified beginning at the Home Language Survey when the parent indicates their maybe a gap in the student's prior schooling. If the student may have an interrupted education and scores Entering or EMerging on the NYSITELL the the ENL teacher will begin the SIFE Identification Process by administering the NYSED Oral Interview Questionaire, the NYSED Multilingual Literacy SIFE Screener and the Writing Screener. If the student is then identified as a SIFE student they are entered into the ats screen BNDC as a SIFE.

   ENL teachers differentiate for SIFE student by integrating into students' ELA content classes and provide students small group standalone, Pearson’s newcomer curriculum, and MY Perspective’s translated version of textbook when available. Go Math also has translated version available. Content area teachers are taught some of the following, but are not limited to, strategies such as incorporating visuals and providing sentence starters. SIFE students also use the phonemic developing program System 44 during their ENL standalone periods, to help develop basic phonemic skills in English to help them decode words. SIFE Students are also programmed for ELA and Math enrichment classes.

   SIFE students are invited to attend “Breakfast for Beginners” which is a morning program that is for SIFE and New coming students.

   b. Newcomers: students are provided language buddies as soon as they enter in our school, if possible. The are provided with bilingual glossaries, small group instruction, Pearson’s newcomer curriculum, and MY Perspective’s translated version of textbook when available. Go Math also has translated version available. Students receive integrated Content area ENL support along with standalone ENL classes where the ENL teachers continue to reinforce content area support. Content area teachers are taught some of the following, but are not limited to, strategies such as incorporating visuals and providing sentence starters. Newcomers students also use the phonemic developing program System 44 during their ENL standalone periods, to help develop basic phonemic skills in English to help them decode words. Newcomers students are invited to attend “Breakfast for Beginners” which is a morning program that is for SIFE and New coming students.

   c. Developing: Students are provided bilingual glossaries, translated text if necessary, Saturday and after school supplemental services. Developing students also utilize the reading comprehension Read 180 program if they are programmed for ENL standalone periods. Students are also invited to attend a morning program that targets Developing and Longterm ELLs that focuses on reading comprehension skills, essay writing, NYS test prep and NYSESLAT prep, content area class support. They are programmed for additional remedial periods of content area needs.

   d. Long term ELLs: Students are provided with content area class support and Saturday and after school supplemental services. Long term ELLs students also utilize the reading comprehension Read 180 program if they are programmed for ENL standalone periods. Students are also invited to attend a morning program that targets developing and Long term ELLs that focuses on reading comprehension skills, essay writing, NYS test prep and NYSESLAT prep. They are programmed for additional remedial periods of content area needs.
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Teachers of ELL-SWDs use the same grade level content curriculum that they scaffold to their individual student’s needs. The My Perspectives ELA common core aligned curriculum has an ELL adapted workbook. The teaching guide also provides teachers with suggestions on how to scaffold lessons for both ELLs and SWDs. They will also receive support from ENL teacher pushing into content area subjects for a minimum of 180 minutes to assist access to academic content and accelerate English language development. All instruction is conducted in English but ELL-SWDs are also provided with bilingual glossaries and translated versions when requested by individual student.

The Go Math common core aligned curriculum textbook is available in Spanish. The teaching guide also provides teachers with suggestions on how to scaffold their lessons for both ELLs and SWDs. Math teachers receive support, best practices and strategies from the ENL teachers in the cross curricular content meetings held the third Monday of the month. All instruction is conducted in English but the ELL-SWDs are also provided with bilingual glossaries.

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?

For all ELL-SWD students the IEP is reviewed at the beginning of the year to determine LAP for each child. ELL teachers are also attending IEP conferences for each ELL-SWD. ESL strategies are infused into content instruction using comprehensive strategies including directed reading-thinking approach (preview, predict, read, review, summarize); brainstorming, organizing, drafting, reviewing, getting feedback, revising, editing, proofreading, and publishing), teacher read-alouds, focused strategies including graphic organizers, think alouds, think-pair-share and modeling. Language structures including mini lessons of grammar in connection with the content lesson, academic vocabulary including content-related vocabulary in each lesson, semantic webs, personal word banks and scaffolding on an ongoing basis. Instruction is differentiated, scaffolded for ELL subgroups using the following methods to help teachers support the learning of ELL students in the mathematics, social studies and science classes: usage of visuals and manipulates to illustrate and import ideas, usage of visual cueing, color coding and graphic organizers used as a way of focusing attention, sequencing steps, increasing ability to recall information, minimize the number of problems assigned and the amount of copying required, usage of tactile cues, capitalize on problems to promote understanding, sample problems and charts available, use of sequencing instruction in small steps with adequate provision for practice and review. Academic language development is planned in a variety of ways. The Common Core approach is employed in all language arts classes, as well as, other content area classes. Word work, which includes vocabulary, grammar, spelling, and usage is incorporated into double blocks to address the needs demonstrated by students through ongoing assessment of both oral and written work. The ELL teachers push into classes with ELL students, working with the general education teacher to address the particular needs of this population. They work with the target population to enhance their understanding of reading passages and to assist the development of written language conventions. Special attention is given to basic language skills for these students, such as phonemic awareness, conventions for word endings such as plurals, tenses and comparisons, idioms, sentence structure parts of speech and dictionary skills. Students are given time during the regular class block to work on supplementary materials that focus on these skills. Morning programs and Saturday academies are designed to provide support to all of our ELL students. Scheduling is based on flexible grouping, ensuring that our ELL-SWDs spend time with their non-disabled peers. We also have 3 ICT classes where ELL-SWDs are flexibly grouped with non-disabled peers during all subject area instruction.

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
ESL strategies are infused into Common Core content instruction using comprehensive strategies including directed reading-thinking approach (preview, predict, read, review, summarize); writing (brainstorming, organizing, drafting, reviewing, getting feedback, revising, editing, proofreading, and publishing); teacher read-alouds; focused strategies including graphic organizers, think alouds, think-pair-share and modeling.

Language structures including mini lessons of grammar in connection with the content lesson, academic vocabulary including content-related vocabulary in each lesson, semantic webs, personal word banks and scaffolding, are provided on an ongoing basis.

Instruction is differentiated for all of the ELL subgroups but especially the Entering, Emerging, Transitioning and Expanding level students using the following methods to help teachers support the learning of ELL students in the mathematics, social studies and science classes: usage of visuals and manipulatives to illustrate and import ideas, usage of visual cueing, color coding and graphic organizers used as a way of focusing attention, sequencing steps, increasing ability to recall information, minimize the number of problems assigned and the amount of copying required, usage of tactile cues, capitalize on problems to promote understanding, sample problems and charts available, use of sequencing instruction in small steps with adequate provision for practice and review. Academic language development is planned in a variety of ways.

The Common Core model is employed in all language arts classes as well as other content area classes. Word work, which includes vocabulary, grammar, spelling, and usage, is incorporated into double blocks to address the needs demonstrated by students through ongoing assessment of both oral and written work. The ELL teachers push into classes with ELL students, working with the regular classroom teacher to address the particular needs of this population.

Teachers collaborate during common planning during grade content and cross curricular meetings in order to address the increasing need for best ESL methodology and strategies to implement uniformly schoolwide based on the state, formative and summative assessments. They work with the target population to enhance their understanding of reading passages and to assist the development of written language conventions.

Special attention is given to basic language skills for these students the entering, emerging, and transitioning level students, such as phonemic awareness, conventions for word endings such as plurals, tenses and comparisons, idioms, sentence structure parts of speech and dictionary skills. Students are given time during the regular class block to work on supplementary materials that focus on these skills. In addition, all beginner and lower intermediate students are given dictionaries to work with at home as well as in school.

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

9. Anning S. Prall is looking to expand supplemental services for Saturday classes that will focus on college and career readiness in line with the Common Core State Standards.

The program has also improved by adding another ENL teacher to support teachers in content areas. We will also be piloting another reading comprehension program, CSI Literacy.

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

10. Anning S Prall does not currently have a bilingual program as per our parent choice.

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

11. Throughout the school year, ELL students are informed that they are open to participate in all school organizations offered at Anning S Prall.

Letters of invitation are provided to ELLs in classrooms to be backpacked home or mailed.

ELL Students will have more opportunities to enroll in supplemental services because it will be offered in the morning before school and on Saturdays. ELL students will be provided more encore classes because of the push-in model.

ELL students will have more opportunities to participate in more art, Lego-robotics, journalism, foreign language, chorus, drama and band. Aside from supplemental services after school, ELLs are invited to participate in the Sports and Arts program available after school. Students are provided applications and instructed to return to their second period teachers.
12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Content and ENL teachers use SMART boards consistently to aid with instruction. The SMART boards also allow for translations to occur due to internet access in the classroom which will be provided for all ELL subgroups. System 44 Phonics Intervention—web based program provides periodic assessments to determine interventions necessary, used primarily by Entering, Emerging and Transitioning ELLs. My Perspectives Curriculum embedded assessments—A web based formative assessment that provides staff with specific skills that students will need to be successful on the ELA exams and will have acquired in the units of instruction, given after the completion of current unit, given by ELA teachers provided for all ELL subgroups. CSI Literacy will be piloted this year in the standalone periods for Entering, Emerging, Transitioning and Expanding ELLs. Content area teachers also use various website and videos such as, but are not limited to, NEWSELA, Brain-pop, Discovery Education, etc. to support their lessons and provide ELLs with visual support necessary to gain academic language. Most teachers of ELLs either have access to iPads or Laptops for students to utilize google translate for all ELL subgroups.

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

Anning S. Prall only has a Freestanding ENL program so all instruction is conducted in English. Home language is supported by providing translated versions of textbooks, bilingual glossaries and picture dictionaries. The ENL classrooms have books available in student’s native languages. The school library has a section of native language books of the current best sellers that students have access to visit during their lunch periods. Students also have access to computers that they can utilize to translate documents as they want.

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

All required services, support, and resources correspond to ELLs’ ages and grade levels. Guidance is provided by counselors. All libraries are leveled to students’ age, grade, interest, reading levels. The ELA My Perspectives Curriculum and the Math Curriculum Go Math are Common Core aligned with standards and are age and grade appropriate. The teacher manuals for these curricula provide teacher with suggestions to scaffold for ELLs.

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?

At this time Anning S. Prall is not sharing our building.

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).

Anning S Prall welcomes all newly enrolled ELL students at the beginning of the school year or during the school year. ENL teachers greet the students in the main office and students are provided with a language buddy. The ENL teachers will provide them with a tour of the school and introduces a language buddy from their designated homeroom who will assist them. ENL teacher introduces them to Administrators, content classroom teachers, as well as, fellow classmates. Anning S. Prall holds its Student Assemblies to help familiarize students will rules and procedures that the language buddy will translate to the new student. There are two open houses that are provided for ELLs. Students are invited to attend “Breakfast for Beginners” which is a morning program that is for SIFE and New coming students introducing students to school routines, curriculum and assessments. One evening Anning S. Prall has high school night, where 7-8th grade ELLs and their parents are provided with information about high schools they may want to apply to. Incoming 6th grade ELLs can attend our middle school tour, where their parent and student can tour Anning S. Prall. They are provided with information about the different programs available and get to meet their ESL teachers.
17. What language electives are offered to ELLs?
   17. Spanish is the language elective that is offered to ELLs.

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

18. At this current time Anning S. Prall does not have a dual language program, as per our parent choices.

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?

   Professional Development and Support for School Staff. Every Monday during the time allotted by the NYCDOE our entire staff will be taking part in professional learning sessions. The weekly meetings include Grade Content Impact Team and Danielson Lesson Planning Study. At the end of the study groups the team will compile a collection of ENL and SWD strategies that can be used in content area classes by monolingual teachers in order to scaffold instruction for ELL students within their classes. In addition, our two ESL certified teachers will be solicited to provide staff development to ELL teachers or to mainstream teachers with ELLs. In addition, teachers are allotted time on Mondays to collaborate as a department (by grade), using Google Drive to share power point presentations and lesson plans. This is where the ELA teachers are given time to collaboratively plan with their ENL teachers. It gives teachers of each department time to discuss their plans and make sure they are all on the same page, and are covering the same curriculum topics. Also, every Tuesday afternoon, after parent engagement, there is either a Collaborative Teacher Team meeting, grade meeting or department/inquiry meeting for all teachers. This gives all content area teachers and teams time to collaborate on the Instructional Focus for the marking period. This time also gives the ENL teachers time to get feedback and give support to those teachers of ELLs that do not normally plan with the ENL teachers and do not get their push in services.

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.

   Anning S. Prall will meet the professional development requirements as per CR Part 154.2 during our Monday learning sessions. 15% of the learning sessions that will be addressed to the entire staff will receive ELL-specific professional development. ENL teachers will receive 50% of their training in ELL-specific professional development from Borough Field Network Supports and Department of ELL’s. Attendance of these learning sessions will be recorded by sign in sheet and maintained. An up to date matrix of scheduled professional learning sessions will be maintained by administration.
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?

Parental Involvement 1. Anning S Prall will provide annual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, language development needs in all content areas in the parent preferred language through staff translation or the unit of Translation and Interpretation during the allotted parent contact time on Tuesdays and other meetings allotted for parent contact.

We involve parents in the Literacy (and ENL pull-out) curriculum by sending home bilingual letters to parents of ELLs informing them of the content and theme of a new unit the class is currently working on, as well as suggestions on how they can help their child in the areas of reading, writing, listening, and speaking. Parents are also given their child’s ENL progress report, which was specifically created to address all four language modalities. This is a great time to discuss their child’s progress and address any concerns. These progress reports will go out 4 times a year (with report cards) and discussed at all Parent-teacher conferences. Parents are notified that they can arrange a meeting with the ENL teacher at any time to discuss the progress report if it is not completely understood. These progress reports are in the process of getting translated. Any goals that students create in ENL class must be signed by the parent. In addition to notices, the ENL teachers use the Translation and Interpretation Unit phone line, provided by the NYCDOE, to contact the parents of their ELL students to hold phone meetings/conferences as well if the parents work schedule is not accommodating. Phone calls are made to notify parents of their child’s progress as well as any other concerns. Teachers are allotted time on Tuesday afternoons to contact (via phone, email, or PupilPath) or meet with parents.

During our welcoming curriculum night parents are given their Pupil Path information and are encouraged to use it daily and as a preferred method of contact with teachers. It is also a great way for parents to be an active participant in their child’s education, especially since HW assignments for many classes are posted on Pupil Path and their attendance and grades can be monitored daily, so parents do not have to wait until parent teacher conferences to find out how their child is doing. Pupil Path is able to be accessed in multiple languages. Bilingual paraprofessionals are in attendance for the PTCs to assist in translating.

Letters are sent home (in parent’s preferred language) so they can pick from an option of dates and times (on Tuesday afternoons) to meet with the ENL teachers to discuss their child’s progress and any concerns the teacher or parent may have. If a parent does not return the form, then the ENL teachers will reach out to the parent via phone and pupil path to set up a time for the annual meeting to take place. During these meetings parents are given their child’s NYSESLAT scores, as well as their lexile scores so they can help their children pick out appropriate books and be aware of where their child is currently at, and what can be done at home to help them progress. Cathy Mayo, our Parent Coordinator is available to help our parents, especially those of ELLs with any questions pertaining to the health requirements needed to attend any New York City public school. She helps to distribute information with regard to health 2015-16 SCEP-FL 88 insurance, as well as the availability of preventative health clinics in our area. Our Parent Coordinator can also help parents if translation services are needed such as for parent conferences or IEP meetings. This can be done through three way phone calls with a member of the translation unit, or by arranging for a translation unit member to visit the school.

Another activity to increase parental involvement is “Family Fun Night” which is extended to our ELLs and SWD population. Family Fun Night gives the staff an opportunity to meet with parents in an informal setting. This also gives the parents an opportunity to meet with teachers and participate in activities and socialize with one another. Family Fun Night occurs four times throughout the year, depending on funding,. This incorporates a different theme for each event including food, crafts, sports activities and videos. Teachers and parents can communicate.

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

2. The school has an active PTA organization which reaches out to all parents including the parents of the ELLs. Parents are encouraged to attend PTA meetings, become involved in all school activities, and be involved in the education of their children. Teachers are in constant contact with parents, with or without translation, to make sure parents are aware of the issues facing their children and to assist them if their children are having any problems of any kind. Parents come to school regularly, including open school conference time, to meet with the teacher in person to discuss their child’s education. Parent Teacher Conferences are held four times per year and parents are strongly encouraged to attend as this is when they can receive their child’s report card. All activities are sent out in Spanish (and other languages, as necessary) and translators are available.

Parents are asked to complete a survey to indicate areas of need. The Parent Survey is reviewed by the leadership and inquiry teams to determine areas of need that can be addressed by changes in the CEP or by scheduling workshops. The Parent
Coordinator does outreach to parents who have students in need of SES services. Assistance is given to complete these applications. Our population consists of students representing cultural and language diversity including our top language groups (Spanish, Arabic, and Urdu). It is recognized that within and among these language groups there are cultural differences, which will be reflected in the school environment. Parents are aware of the school’s high expectations about non-discrimination against any culture or any religion. In consideration for student success, it is important that a school and home relationship be heightened. Parents must be made aware of the importance of explicit socialization of students to the cultural expectations of the classroom, for example, interaction with other students, classroom behaviors, group work, whole class discussions; et cetera. It is in this regard that we continuously strengthen our parent edification through various workshops using the native language through in-house consultants. In addition, conversations and communication about student performance will be ongoing throughout the school year. In doing so, we increase the parents’ understanding of academic standards, assessments and tests. Also, translation services are utilized as a means of communicating information about the school’s various academic programs and students’ participation to ELL parents. These activities are in part but are not restricted to the use of in-person interpretation and for translation of appropriate school documents not available from the central board.

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.

Paste response here:
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, Matthew Barone, 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>
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<tbody>
<tr>
<td>Matthew Barone</td>
<td>Principal</td>
<td></td>
<td>09/18/2017</td>
</tr>
<tr>
<td>Andrea O'Donnell</td>
<td>Assistant Principal</td>
<td></td>
<td>09/18/2017</td>
</tr>
<tr>
<td>Catherine Mayo</td>
<td>Parent Coordinator</td>
<td></td>
<td>09/18/2017</td>
</tr>
<tr>
<td>Kara Schultz</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>09/18/2017</td>
</tr>
<tr>
<td>Lina Marcela SantaMaria</td>
<td>Parent</td>
<td></td>
<td>09/18/2017</td>
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<tr>
<td>Daisy Olivencia/ENL-Spanish</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>09/18/2017</td>
</tr>
<tr>
<td>Maureen Bridgman/SWD teacher</td>
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<tr>
<td>N/A</td>
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<tr>
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<td>06/01/17</td>
</tr>
<tr>
<td>Laura Hayes</td>
<td>School Counselor</td>
<td></td>
<td>09/18/2017</td>
</tr>
<tr>
<td>Anthony Lodico</td>
<td>Superintendent</td>
<td></td>
<td>09/18/2017</td>
</tr>
<tr>
<td>N/A</td>
<td>Field Support Center Staff Member</td>
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<tr>
<td>Tina Bolger</td>
<td>Other Speech Teacher</td>
<td></td>
<td>09/18/2017</td>
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</table>
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 2012/2017 training conducted by the Field Language Access Coordinator?</th>
<th>The LAC was involved in the development of this plan?</th>
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<tbody>
<tr>
<td>Catherine</td>
<td>Mayo</td>
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<tr>
<td>Kara</td>
<td>Schultz</td>
<td>ENL Coordinator</td>
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</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.

1. The data and methodologies used to assess language preferences of the parent community for both written and oral communication are Part III of the Home Language Identification Survey, the home language ATS report (RAPL and RCPL) and student emergency cards. Parents’ requests are also noted and updated when necessary. The Language Access Coordinator will maintain a report listing the languages that parents speak by class and grade that can be updated accordingly.
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>
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<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
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<td>Haitian Creole</td>
<td>2</td>
<td>0.16</td>
<td>2</td>
<td>0.16</td>
</tr>
<tr>
<td>Italian</td>
<td>1</td>
<td>0.08</td>
<td>1</td>
<td>0.08</td>
</tr>
<tr>
<td>Japanese</td>
<td>1</td>
<td>0.08</td>
<td>1</td>
<td>0.08</td>
</tr>
<tr>
<td>Jamaican-Creole</td>
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<td>0</td>
<td>1</td>
<td>0.08</td>
</tr>
<tr>
<td>Mandarin</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>0.32</td>
</tr>
<tr>
<td>Malayan</td>
<td>1</td>
<td>0.08</td>
<td>1</td>
<td>0.08</td>
</tr>
<tr>
<td>English</td>
<td>939</td>
<td>74.58</td>
<td>938</td>
<td>74.5</td>
</tr>
<tr>
<td>Polish</td>
<td>4</td>
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<td>4</td>
<td>0.32</td>
</tr>
<tr>
<td>Portuguese</td>
<td>1</td>
<td>0.08</td>
<td>1</td>
<td>0.08</td>
</tr>
<tr>
<td>Russian</td>
<td>4</td>
<td>0.32</td>
<td>5</td>
<td>0.4</td>
</tr>
<tr>
<td>Senufo</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.08</td>
</tr>
<tr>
<td>Sinhalese</td>
<td>6</td>
<td>.048</td>
<td>7</td>
<td>0.56</td>
</tr>
<tr>
<td>Spanish</td>
<td>248</td>
<td>19.7</td>
<td>247</td>
<td>19.62</td>
</tr>
<tr>
<td>Tamil</td>
<td>2</td>
<td>0.16</td>
<td>2</td>
<td>0.16</td>
</tr>
<tr>
<td>Urdu</td>
<td>7</td>
<td>0.56</td>
<td>7</td>
<td>0.56</td>
</tr>
<tr>
<td>Ukrainian</td>
<td>4</td>
<td>0.32</td>
<td>4</td>
<td>0.32</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</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.

From the list of parents’ preferred languages provided in the previous question, none of the languages excluding the ones designated represent at least 10% of our school.
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?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline Code</td>
<td>September</td>
<td>They are translated into the 10 most common languages by NYCDOE. LAC personnel will distribute translated version as necessary by home language to individual students as necessary.</td>
</tr>
<tr>
<td>Entitlement Letters, Continued Entitlement Letter, ETC</td>
<td>September</td>
<td>Letters are available on the NYCDOE website in the languages necessary. ENL coordinator will distribute translated version as necessary by home language to individual students as necessary.</td>
</tr>
<tr>
<td>Blue Emergency Cards</td>
<td>September/ When necessary</td>
<td>Cards are available in the 10 most common languages and are ordered and then upon registration and LAC personnel will distribute translated version as necessary by home language to individual students as necessary.</td>
</tr>
<tr>
<td>Parent Teacher Conference Notifications</td>
<td>September, November, March and May</td>
<td>Notification of the conference dates will be translated into languages as necessary by staff personnel. LAC personnel will distribute translated version as necessary by home language to individual students as necessary.</td>
</tr>
<tr>
<td>Afterschool, Saturday School and Title III Notifications</td>
<td>October and February</td>
<td>Notification of the programs dates will be translated into languages as necessary by staff personnel. LAC personnel will distribute translated version as necessary by home language to individual students as necessary.</td>
</tr>
<tr>
<td>New York State Test Dates Notifications</td>
<td>March, April, May and June</td>
<td>Notification of the exam dates will be translated into languages as necessary by staff personnel. LAC personnel will distribute translated version as necessary by home language to individual students as necessary.</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>Fall Meet and Greet of Teachers</td>
<td>November and March</td>
<td>Interpretation will be provided by staff members, if necessary translators may be hired from the DOE Translation and Interpretation Unit as necessary.</td>
</tr>
<tr>
<td>High School Night</td>
<td>October</td>
<td>Interpretation will be provided by staff members, if necessary translators may be hired from the DOE Translation and Interpretation Unit as necessary.</td>
</tr>
<tr>
<td>Parent-Teacher Conferences per academic year</td>
<td>November and March</td>
<td>Interpretation will be provided by staff members, if necessary translators may be hired from the DOE Translation and Interpretation Unit as necessary.</td>
</tr>
<tr>
<td>Middle School Open</td>
<td>May</td>
<td>Interpretation will be provided by staff members, if necessary translators may be hired from the DOE Translation and Interpretation Unit as necessary.</td>
</tr>
<tr>
<td>Anning S. Prall has dedicated Tuesday afternoons from 2:30 p.m. to 3:45 p.m. to parent outreach</td>
<td>September-June</td>
<td>Interpretation will be provided by staff members, if necessary translators may be hired from the DOE Translation and Interpretation Unit as necessary.</td>
</tr>
</tbody>
</table>

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

In the event of a school emergency the strategy to reach limited English-proficient families are first with the phone message system that is available in English and Spanish which can reach the mass. Then as necessary contacting individual students parents using translation from staff and faculty or the language line.
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.

To ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and the resources available to them LAC personnel will conduct a professional development in September on the language line, procedures of submitting documents for translation to LAC personnel and about the Chancellor’s Regulation A-663.

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..)

Materials from the current Language Access Kit are displayed such as the Welcome poster is posted in the main lobby a sign in each of the covered languages or prominent languages indicating the availability of interpretation services. At the security desk where parents are greeted parents will be provided with Parents’ Guide to language access when translation and interpretation is necessary. The Language ID Guide will also be posted near the security desk and placed on the desk in the main office for parents to easily access

Parent whose primary language is a covered language and who requires assistance services with a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services.

Brochures, flyers, school letter, and parent engagement letter will be given to LAC personnel, they will have it translated by staff or submit to the NYCDOE’s Translation and Interpretation Unit.

Parent engagement events, staff members are paid per session to interpret. If necessary translators are hired from the NYCDOE Translation and Interpretation Unit.
Part E: Monitoring Provision of Language Services

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

Parent Surveys will be translated by staff or through the translation unit and then will be distributed every March, and phone calls are made to homes to ensure the return of these surveys. Parent’s responses are carefully considered. As new students and parents enlist their language needs are also noted.