2018-19
COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001): 10X037
School Name: P.S. X037 - MULTIPLE INTELLIGENCE SCHOOL
Principal: KENNETH PETRICCIONE
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>The Multiple Intelligences School</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>10X037</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>K-8</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>360 West 230th Street</td>
</tr>
<tr>
<td>School Address:</td>
<td>(718) 796-0360</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>(718) 796-0054</td>
</tr>
<tr>
<td>Fax:</td>
<td></td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Kenneth Petricion</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:kpetric@schools.nyc.gov">kpetric@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Kenneth Petricion</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Danielle Diluzio-Velez</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Micol Lewis</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Cynthia Fontanez</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Michelle Cotto</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>NA</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>NA</td>
</tr>
</tbody>
</table>

District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent:</td>
<td>Maribel Hulla</td>
</tr>
<tr>
<td>Superintendent’s Office Address:</td>
<td>1 Fordham Plaza</td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:MHulla@schools.nyc.gov">MHulla@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>(718) 741-5852</td>
</tr>
<tr>
<td>Fax:</td>
<td>(718) 741-7098</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenneth Petriccione</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Danielle Diluzio</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Mecole Lewis</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Astrid Van Sloytman</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Michelle Cotto</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
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<tr>
<td>NA</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>Stephanie Nunez, Dahianna Valera</td>
<td>CBO Representatives</td>
<td></td>
</tr>
<tr>
<td>Cynthia Fontanez</td>
<td>Member/ SLTChairperson -Teacher</td>
<td></td>
</tr>
<tr>
<td>Dale Allen</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Rina Oliva</td>
<td>Member/ ParaRepresentative</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
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</tr>
<tr>
<td>Marianne Castillo</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Gloria Flores</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Juanita Lewis</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Shanika Hook</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Sheena Spratley</td>
<td>Member/ Parent</td>
<td></td>
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<td>Member/ Parent</td>
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<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

The Quality Review and the Framework for Great Schools

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

**NYCDOE’s Quality Review (QR)**

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

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

**School Quality Guide**

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

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

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

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

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

**Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

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

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

**Section 4: CEP Overview**

1. **What is your school’s mission statement?**

   The Vision of our school states as follows:

   "We strive to create a learning community that values cultural and linguistic diversity, a climate of collegiality, kindness and respect, and is accountable to the individual learning style and ability of every member of our school. We envision a place where students are actively engaged in academically rigorous activities that will allow them to discover new learning experiences that will prepare them for real life applications. As lifelong learners we will commit to grow and develop appropriate practices that are meaningful, challenging, and creative. We will strive to constantly..."
We made the most growth in the previous school year improving the rigorous instruction in all of our classes. Unit plans and lesson plans were scrutinized to analyze student’s tasks to raise the rigor in daily instruction. Teachers worked alone and in teacher teams with consultants, coaches, and administration to identify best practices and implement them in our classrooms on a daily basis. A focus was initiated to analyze and maximize instructional time in all our classrooms, especially in our self-contained special needs classes, and our clusters. The key area for school improvement this year will all be around our specific instructional focus. Our focus is as follows: We will provide all students with an engaging, coherent curriculum that embeds quality instructional tasks, and teachers will refine how they teach reading and writing to reflect the depth and complexity of the Common Core Learning Standards, so students will develop the critical thinking and communication skills necessary, resulting in an increase in English Language Arts student achievement, as measured by running records, writing data, performance tasks, and state test performance. Many of our key initiatives this year will be under the umbrella of our instructional focus, and will include targeted small group instruction with the use of educational technology, and careful examination of the teaching learning process by observing lessons, providing feedback, and participating in worthwhile teacher team meetings. Our cycles of professional learning will also incorporate the key components of our instructional focus, as well as including new initiatives such as reciprocal teaching, advanced Literacy, and improving the social emotional learning of our students and adults.

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.

We enjoy partnerships with key community based organizations including Literacy Inc., Children’s Arts and Science Workshop, and the Marble Hill community center. We also have a strong partnership with Community Word Group to work on poetry and dramatic writing. These partnerships take place both during the school day, and after school to bring innovative programs and opportunities to our school. We retain a well-trained staff of dedicated teachers that strive to make data driven strategic decisions to spur student achievement. We are excited to offer Regents classes to our 8th grade students in both Science and Math to allow them to earn high school credit while here, and have a leg up on the next part of their academic career after graduation. We strive to integrate the arts into our classes during and after school, as well as expose students to trips and outside performances that will give them an appreciation for the arts. We provide extensive academic intervention services during the school day, and in our after school and Saturday programs to ensure our children have the best chance to succeed. We have integrated technology into all our instruction using laptops, I pads, and SMART boards and other technologies that help foster our instructional goals. Programs such as I-Ready and Myon Reading have been integrated into all our classes to individualize the computer-enhanced instruction so EACH child can make progress, according to their specific instructional levels and needs. We have two new technology based programs I-Read and I-Lit, which instruct and support our English language learners, and our students with special needs.

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

Our school, The Multiple Intelligences school was formulated based on the beliefs of Howard Gardner, who believed children learn by a plurality of capacities, and possess many different intelligences that must be nurtured. We are a kindergarten through 8th grade school of approximately 650 students, with 25% of our students with IEP’s, and 16% are English Language Learners. We are very proud of our school vision, which was written collaboratively by key school stakeholders.

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.

We made the most growth in the previous school year improving the rigorous instruction in all of our classes. Unit plans and lesson plans were scrutinized to analyze student’s tasks to raise the rigor in daily instruction. Teachers worked alone and in teacher teams with consultants, coaches, and administration to identify best practices and implement them in our classrooms on a daily basis. A focus was initiated to analyze and maximize instructional time in
all our classrooms, especially in our self-contained special needs classes, and our clusters. The key area for school improvement this year will all be around our specific instructional focus. Our instructional focus is as follows: We will provide all students with an engaging, coherent curriculum that embeds quality instructional tasks, and teachers will refine how they teach reading and writing to reflect the depth and complexity of the Common Core Learning Standards, so students will develop the critical thinking and communication skills necessary, resulting in an increase in English Language Arts student achievement, as measured by running records, writing data, performance tasks, and state test performance. Many of our key initiatives this year will be under the umbrella of our instructional focus, and will include targeted small group instruction with the use of educational technology, and careful examination of the teaching learning process by observing lessons, providing feedback, and participating in worthwhile teacher team meetings. Our cycles of professional learning will also incorporate the key components of our instructional focus.
### School Demographics and Accountability Snapshot for 10X037

#### School Configuration (2018-19)
- **Grade Configuration**: 0K, 01, 02, 03, 04, 05, 06, 07, 08
- **Total Enrollment (2017-18)**: 646
- **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)**: 72
- **# SETSS (ELA)**: 88
- **# Integrated Collaborative Teaching (ELA)**: 3
- **# Special Classes (Math)**: 73
- **# SETSS (Math)**: 84
- **# Integrated Collaborative Teaching (Math)**: 4

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: 9
- **# Music**: 9
- **# Drama**: 9
- **# Foreign Language**: N/A

#### School Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4**: 28.1%
- **Mathematics Performance at levels 3 & 4**: 28.4%
- **Science Performance at levels 3 & 4**: 82%
- **Science Performance at levels 3 & 4 (4th Grade)**: (2016-17) 30%

#### Student Performance for High Schools (2017-18)
- **ELA Performance at levels 3 & 4**: N/A
- **Mathematics Performance at levels 3 & 4**: N/A
- **Global History Performance at levels 3 & 4**: N/A
- **US History Performance at Levels 3 & 4**: N/A
- **4 Year Graduation Rate**: 6 Year Graduation Rate (2011 Cohort) N/A
- **Regents Diploma w/ Advanced Designation**: N/A
- **% ELA/Math Aspirational Performance Measures (2015-16)**: N/A

#### Overall NYSED Accountability Status (2018-19)
  - % Title I Population: 85.0%
  - % Free Lunch: 65.0%
  - % Limited English Proficient: 15.3%
  - % Students with Disabilities: 27.6%
- **% American Indian or Alaska Native**: 0.3%
- **% Black or African American**: 21.5%
- **% Hispanic or Latino**: 73.2%
- **% Asian or Native Hawaiian/Pacific Islander**: 2.0%
- **% White**: 1.9%
- **% Multi-Racial**: 1.4%

#### Personnel (2015-16)
- **Years Principal Assigned to School**: 11,26
- **# of Assistant Principals**: 4
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching Out of Certification**: 0%
- **% Teaching with Fewer Than 3 Years of Experience**: 10%
  - **Average Teacher Absences (2014-15)**: 9.5

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

#### Elementary/Middle School
- **American Indian or Alaska Native**
  - N/A
- **Black or African American**
  - N/A
- **Hispanic or Latino**
  - YES
- **Asian or Native Hawaiian/Other Pacific Islander**
  - N/A
- **Multi-Racial**
  - N/A
- **Limited English Proficient**
  - N/A
- **Economically Disadvantaged**
  - NO

#### High School
- **American Indian or Alaska Native**
  - N/A
- **Black or African American**
  - N/A
- **Hispanic or Latino**
  - N/A
- **Asian or Native Hawaiian/Other Pacific Islander**
  - N/A
- **Multi-Racial**
  - N/A
- **Limited English Proficient**
  - N/A
- **Economically Disadvantaged**
  - NO

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

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

Part 1 – Needs Assessment

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

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

We strive to provide rigorous instruction to all students in our school on a daily basis. We have coaches and consultants that work with our teachers, individually, and in teacher teams to demonstrate and share best practices to increase student achievement. We have an extensive academic intervention programs that works to provide small group instruction to our students in need during the school day, as well as after school, and in our Saturday program. We have used the Danielson framework to observe teacher performance and provide pertinent feedback for our teachers to improve their pedagogy. We have used resources to purchase instructional materials, and technology to help our teacher provide meaningful lessons that increase student engagement. We have implemented the suggested curricula in Math and English Language Arts provided by the DOE to add rigor and structure to our classrooms. All these initiatives are supervised by our administration to ensure maximum quality instructional time is in every classroom.

The implementation of the NYS common core testing program caused our achievement on our state tests to decline, specifically on the English Language Arts exam. An increase in our NYS ELA test scores will again be our priority focus for this school year and has been shared with the entire school community to ensure its importance. The data source we used for this goal is the new Framework for Great Schools Report, our School Quality Guide, our Principal Performance Review, and our School Quality Review.

Part 2 – Annual Goal

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

By June 2019 35% of our general education students in grades 3-8 will score at a performance level 3 or higher on the New York State English Language Arts exam.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
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<tbody>
<tr>
<td>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td>Target Group(s)</td>
<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>
<td>Target Group(s)</td>
<td>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
</tr>
</tbody>
</table>

- **We will develop a comprehensive professional development plan working with our Generation Ready consultant, and administration, as well as our professional development committee, to work with all teachers to observe, model, and modify reading and writing lessons to spur student progress.**
  - **Target Group(s):** All Teachers in grades 3-8 taking the NYS ELA exam in 2019
  - **Timeline:** Summer 2018-June 2019
  - **Key Personnel:** Principal, Assistant Principals, Literacy Consultant, all teachers

- **We will increase the scope and frequency of our after school and Saturday programs targeting specific students to provide additional instruction in Reading and Writing.**
  - **Target Group(s):** Students falling below performance level 3 on state ELA test.
  - **Timeline:** September to June
  - **Key Personnel:** Students, Teacher, Parents, Consultants, Coaches, Administration

- **Our I-Ready and Myon Reading initiatives will be increased in grades K-8, including special education and English Language Learners, to diagnostically assess what levels students are on and then provide the instruction, remediation, practice, and assessment they need to individually improve.**
  - **Target Group(s):** ALL K-8 Students
  - **Timeline:** September to June
  - **Key Personnel:** Administration, Teachers, Students, and Parents

- **Four family reading events will take place in the evening to bring parents in to read and share literature with their children, and bring about a love of reading at home.**
  - **Target Group(s):** Students and Parents
  - **Timeline:** 2 Per Semester
  - **Key Personnel:** Entire school Community

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### 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.

**We will engage families both within our schoolhouse and online to help parents support their students instruction at home, and strengthen the home school partnership to benefit all.**

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### Part 4 – Budget and Resource Alignment

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

- **Resources needed to implement this plan include hiring of the Generation Ready consultants, per session funds for both the curriculum writing work and the after school and Saturday teaching. The family Literacy nights will be funded to buy the books, pay to keep the building open, and other small expenses associated with this endeavor.**
**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>
<th></th>
<th>Tax Levy</th>
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<th>Title I SWP</th>
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<tbody>
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<td>X</td>
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<td>X</td>
<td>C4E</td>
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<td>21st Century Grant</td>
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<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></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.

Students will be assessed at the end of January 2019 in Reading and writing and these results will show a 35% increase in the tests they took the previous January. We will compare all Fontas and Pinnell and DRA Reading data as well as our Baseline and Mid year writing assessments.

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

All State ELA testing data, as well as all student data including Fontas and Pinnell, DRA, Baseline writing, I Ready, and other formative and summative data will be used to measure success.

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

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

Part 1 – Needs Assessment

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

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

We all feel the need at PS/MS 37 to create a culture, and an environment where students feel safe, supported, and challenged by teachers and peers. We feel strongly that we know our children as individuals, and are knowledgeable about the specific needs that they have. We strive to be a professional learning organization that focuses on the education of the whole child in a way that can balance academic rigor with kindness, and even fun. We have a full time guidance counselor to help support the social emotional needs of our students. She will operate away from the counseling mandates that our other counselors will address, and she will give students, parents, and teachers support where needed. We partner with the program directors of our elementary (COMPASS) and middle school (SONYC) after school programs, to provide experiences those students may not get during the school day. We will continue to stress our R.E.A.C.H. concept which stands for Respect, Excellence, Attitude, Cooperation, and Harmony. The Framework for Great Schools Report, and our Quality Review report are the data sources used for this goal. No matter how much we work to provide a safe environment for our students, they cannot benefit from that environment if they are late or absent. We will make attendance and school promptness a priority for all students K-8 in our school.

Part 2 – Annual Goal

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

By June 2019, the Attendance Team will continue to strengthen, collaborate, and communicate with the greater school community structures and strategies that will impact school-wide attendance, specifically chronically absent students, which will lead to a 10% decrease in chronic absences as measured by the ATS report RAMO.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our school attendance committee will be reignited to include our new pupil accounting secretary, guidance counselor, administration, parent coordinator, and attendance family worker that will meet bi-weekly to discuss student attendance issues and next steps to correct them.</td>
<td>Students who demonstrate chronic absenteeism and lateness</td>
<td>September to June 2019</td>
<td>All members of the PS/MS 37 school attendance committee team</td>
</tr>
<tr>
<td>Our team will work with our Budget Field Support Center Staff to track and monitor attendance at our school, and work with their attendance teachers to do student and parent outreach that increases attendance.</td>
<td>Students who demonstrate chronic absenteeism and lateness</td>
<td>September to June 2019</td>
<td>The administration and attendance support staff</td>
</tr>
<tr>
<td>Our team will post monthly winners for perfect attendance and have celebrations each term for students who are neither absent or late.</td>
<td>Students with perfect attendance</td>
<td>September to June 2019</td>
<td>The administration and attendance support staff</td>
</tr>
<tr>
<td>The team will identify students found at risk due to poor attendance and multiple lateness’s, and devise an individual attendance improvement plan in conjunction with the team, the student and the parent. Students struggling with attendance and lateness will be matched with a staff member to oversee attendance improvement and check with families periodically to ensure attendance improves.</td>
<td>Students who demonstrate chronic absenteeism and lateness</td>
<td>September to June 2019</td>
<td>School attendance committee team</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

We will engage families both within our schoolhouse and online to help parents support their students instruction at home, and strengthen the home school partnership to benefit all.

### Part 4 – Budget and Resource Alignment

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

Resources needed to implement this plan include budget lines for the guidance counselor and adaptive physical education teacher. The DOE Office of Youth Development will fund the SONYC and COMPASS after school programs in our school, and we will use Title III funds to conduct the English as a Second Language (ESL) program. Schedules for
the adaptive physical education program will be formulated, and all necessary funding permits will be executed for the after school expenses.

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

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<thead>
<tr>
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<td>21st Century Grant</td>
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<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></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 the end of the Fall term, January 31 chronic absenteeism and multiple lateness’s will decrease by 10% compared to the same time frame of the previous year using key reports from ATS including RRSA and RDAL report

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

All ATS attendance reports including RYIS, RSAL, RDAL and RRSA will be used and addressed at attendance committee 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 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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

We view the collaboration of teachers as an important strength of our school organization. We purposely schedule common planning time prep periods for our teachers to work together to unify instruction. Our Monday professional development time helps teachers collaborate, and participate in meaningful professional development. Our teachers meet over the summer in two committees, one for professional development, and one for the Measures of Student Learning part of the ADVANCE system. These meetings strategically informed our plans for this school year. Our School Quality Review showed our teacher team work as a strength, but we want to make it even stronger. A recent principal performance observation by our superintendent brought about an initiative to enhance our teams, and to look at student work using a specific protocol, which we have implemented and will continue to use. We need to strengthen the Looking At Student Work initiative, and spend more time working with the protocol to build a common language around looking at student work products.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate your school’s 2018-19 goal for improving student outcomes</td>
<td>By the end of June 2019 PS/MS 37 we will strengthen the collaboration of</td>
</tr>
<tr>
<td>and school performance that addresses this element of the Framework</td>
<td>teachers through the work of teacher teams to analyze student work using a</td>
</tr>
<tr>
<td>for Great Schools–Collaborative Teachers. Your goal must be</td>
<td>specific protocol that will impact teacher instructional decisions and</td>
</tr>
<tr>
<td>responsive to the identified priority need(s) indicated in Part 1,</td>
<td>student outcomes. This will be measured with a score 5% above the citywide</td>
</tr>
<tr>
<td>and be written as SMART–Specific, Measurable, Achievable, Relevant,</td>
<td>average on every metric of the Collaborative Teachers component of the 2019</td>
</tr>
</tbody>
</table>

By the end of June 2019 PS/MS 37 we will strengthen the collaboration of teachers through the work of teacher teams to analyze student work using a specific protocol that will impact teacher instructional decisions and student outcomes. This will be measured with a score 5% above the citywide average on every metric of the Collaborative Teachers component of the 2019 Framework for Great Schools report.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>All PD committee members</td>
<td>Summer 17 to June 18</td>
<td>Administration</td>
</tr>
<tr>
<td>All Teachers</td>
<td>September to June</td>
<td>Administration</td>
</tr>
<tr>
<td>Teacher mentors, new teacher being mentored</td>
<td>September to June</td>
<td>Administration</td>
</tr>
<tr>
<td>All teachers</td>
<td>September to June</td>
<td>Administration, Consultants and Coaches, Teacher Facilitators</td>
</tr>
</tbody>
</table>

- **Our professional development committee will meet monthly to discuss the professional development plan for the school, and how all teacher can work in teams to improve pedagogy to increase student achievement.**
  - **Target Group(s):** All PD committee members
  - **Timeline:** Summer 17 to June 18
  - **Key Personnel:** Administration

- **Common planning meetings and grade level meetings will be held weekly to plan lessons collaboratively, use an agreed upon protocol to examine student work, and revise curriculum units to improve instruction.**
  - **Target Group(s):** All Teachers
  - **Timeline:** September to June
  - **Key Personnel:** Administration

- **We will have a mentoring program for first and second year teachers to meet to work on specific domains of the Danielson framework to enhance professional practice. Teachers will also be invited to visit teachers that have demonstrated best practices to observe and replicate effective strategies that positively impact student achievement.**
  - **Target Group(s):** Teacher mentors, new teacher being mentored
  - **Timeline:** September to June
  - **Key Personnel:** Administration

- **Our Monday professional development plan will encompass all teachers and paraprofessionals engaged in sessions facilitated by school personnel, and outside sources to provide the adult learning necessary for continuous school improvement.**
  - **Target Group(s):** All teachers
  - **Timeline:** September to June
  - **Key Personnel:** Administration, Consultants and Coaches, Teacher Facilitators

### 3b – Parent and Family Engagement

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

We will engage families both within our schoolhouse and online to help parents support their students instruction at home, and strengthen the home school partnership to benefit all.

### Part 4 – Budget and Resource Alignment

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

Resources needed to implement this plan include an intricate elementary prep schedule, and middle school class schedule to maximize common planning time for all teacher teams. Teachers that attend meetings that have taken place outside of regular school hours will be paid per session. Funding for our Generation Ready consultant and F status Math coach must be supplied. Teachers participating in over the Summer meetings were paid per session.
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| X | Tax Levy | X | Title I SWP | || Title I TA | || Title II, Part A | X | Title III, Part A | || Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|---|
| X | C4E | || 21st Century Grant | || SIG | || PTA Funded | X | In Kind | || Other |

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 the end of January 2019 we will have agendas and sign in sheets for all teacher teams for at least 15 meetings that have taken place to build teacher teams, and spur collaboration. We will also have mentoring interaction reports that illustrate teachers collaborating and improving teacher practice. Administration will scrutinize the work at these meetings to make sure it has a direct impact on teacher practice and student achievement.

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

We will use the new Framework for Great Schools Report to measure this goal.

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

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

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

#### Part 1 – Needs Assessment

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

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

Our administration works tirelessly to see that teachers are supported, students are respected and nurtured, and parents are partners in the comprehensive education of their child. We have received quality scores in this area for many years, as measured by the teacher, parent and student surveys for our school. Our experienced administration has over 45 years combined experience working in our school building. We now have several of our former students as parents in our school, and have had numerous families with multiple siblings over the years, one of the benefits of a K-8 school. We have experience as instructional leaders and have been present at many valuable professional learning opportunities both as a participant, and as a facilitator. We finished our third year of using the Danielson framework to implement the ADVANCE system of teacher observation. Administration went to training over the Summer on school safety updates, and ADVANCE system changes. We are in our second year of providing quality professional learning on Monday afternoons to our teachers to enhance their professional practice. Our most recent Quality Review cited the area of effective school leadership as a strength. Our most recent school quality guide showed this area as meeting the target.

#### Part 2 – Annual Goal

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

By the end of June 2019 school leaders will create and implement a professional development plan that builds teachers capacity to effectively spur engagement in instruction, resulting in a 20% increase in teachers improving one performance level, reflected in component 3c Engaging Students in Learning in the ADVANCE system.
Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cycles of learning will take place throughout the year with all our teachers, including teachers of special needs and English language learners to enhance practice with regard to using all methods to spur engagement in instruction, and make learning more interesting and more rigorous.</td>
<td>All ADVANCE rated teachers</td>
<td>September to June 2019</td>
<td>The administration, coaches and consultants, and all teachers</td>
</tr>
<tr>
<td>The administration will continue to be trained in the ADVANCE system to improve the calibration between all the administrators so student engagement can be observed and scored accurately for all teachers.</td>
<td>The Administration</td>
<td>September to June 2019</td>
<td>Teacher Development and Evaluation Coach, The Administration</td>
</tr>
<tr>
<td>Our initiative to use a specific school wide protocol for looking at student work will be continued and improved for the benefit of our teachers to build instructional coherence.</td>
<td>The teachers</td>
<td>September to June 2019</td>
<td>The administration, coaches and consultants, and all teachers</td>
</tr>
<tr>
<td>Our middle school teachers will come together in early September to create and implement a middle school grading policy that enables students to have clear expectations as to what they need to succeed in middle school, and to be engaged, and take responsibility for their own learning.</td>
<td>Middle School Teachers</td>
<td>September</td>
<td>The administration, coaches and consultants, and all teachers</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

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

We will engage families both within our schoolhouse and online to help parents support their students instruction at home, and strengthen the home school partnership to benefit all.

Part 4 – Budget and Resource Alignment

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

Teacher per session funds will be used to strengthen the measures of teacher practice, and assess the measures of student learning to complete the ADVANCE process.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
### Part 5 – Progress Monitoring

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

Observations done by the end of January 2019 will show an increase of 10% in teacher scores with result to Danielson component 3c, Engaging Students in Learning as measured by reports available in the ADVANCE report system.

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

To measure this goal we will use the reports available to us through the ADVANCE system of teacher evaluation.

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

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

Part 1 – Needs Assessment

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

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

At PS/MS 37 we want to ensure that parents are partners in the overall education of their children. We want character education and the love of Literacy to be at the forefront of this partnership. We have made strides in this initiative, but we have much more work to do in this critical area. We have spoken to parents informally, and in conjunction with the SLT and PTA, to get ideas on how to best improve parent involvement. In speaking with our parents they have conveyed that they would like more special events like spelling bees, poetry contests, and other initiatives to encourage reading and writing. Our parents in both elementary and middle school want assemblies, sports and cheer leading, spelling bees, and other extracurricular activities that parents can watch and participate in. We have parents that want to volunteer to come in and read with our students, and help in all other beneficial ways. Parents also want to come to school as a group and have workshops and meetings that will help them help their children succeed in school. They would also like to come for classes in such things as ESL, art, and cooking to use our school as a community hub to learn and enjoy with each other. We have used past survey data to identify the priority needs of this goal, as well as talking with parents at School Leadership Team meetings, and the results of the Strong Family - Community Ties section of the Framework for Great Schools Report.

Part 2 – Annual Goal

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

By June 2019 we will have an increase of 20% in parent attendance at special events, assemblies and celebrations that will strengthen the school community ties as measured by attendance and sign in sheets at all events.
**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>
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<tr>
<td>- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
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<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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<tbody>
<tr>
<td>Eight to 10 special parent events will take place to increase parent involvement and activity in our school</td>
<td>Principal, Parent Coordinator, Parents</td>
<td>September to June 2019</td>
</tr>
<tr>
<td>Character education programs such as Bucketfillers, and Reach to Teach, will be implemented to educate students on how showing kindness and respect can limit student conflict.</td>
<td>Parents, Staff, PC, GC</td>
<td>September to June 2019</td>
</tr>
<tr>
<td>Teachers will use the designated parent time on Tuesdays to meet with parents, build relationships, and strengthen the home school partnership.</td>
<td>Teachers and Parents</td>
<td>September to June 2019</td>
</tr>
<tr>
<td>Title I will hold workshops for parents on Art, nutrition and other topics requested by parents in the Title I parents survey</td>
<td>Administration, Parents</td>
<td>September to June 2019</td>
</tr>
</tbody>
</table>

**3b – Parent and Family Engagement**

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

We will engage families both within our schoolhouse and online to help parents support their students instruction at home, and strengthen the home school partnership to benefit all.

**Part 4 – Budget and Resource Alignment**

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

Resources and cost needed to implement this plan include funding for the parent coordinator, the 1% Title I set aside for parent involvement for assemblies, trips, and supplies needed for special events.

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

**Part 5 – Progress Monitoring**

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

By the end of January 2019 we will have had 5 family students events to build community, character education, and the love of Literacy as evidenced by agendas and parent/staff sign in sheets, that will result in a 20% increase in parent participation.

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

We will track attendance at these parent events and measure the increase in parent attendance using sign in sheets.

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

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>ELA State Test Scores, Running Records, Performance assessments, Diagnostic Tests</td>
<td>Myon, I Ready, Fundations, Wilson, Voyager, My Sidewalks, Toe by Toe Reading</td>
<td>Small group, one-to-one</td>
<td>During the school day, After school, Saturday, Vacation Break</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Math State Test Scores, Performance Assessments, Diagnostic Tests</td>
<td>I Ready Math</td>
<td>Small group, one-to-one</td>
<td>During the school day, After school, Saturday, Vacation Break</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Science Performance Assessments</td>
<td>Guided Science Instruction, Lesson Remediation</td>
<td>Small group, one-to-one</td>
<td>During the school day, After school, Saturday, Vacation Break</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Social Studies Performance Assessments</td>
<td>Guided SS Instruction, Lesson Remediation</td>
<td>Small group, one-to-one</td>
<td>During the school day, After school, Saturday, Vacation Break</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>Case By Case Basis for students with at risk behavior documented by the OORSSystem</td>
<td>Guidance intervention, Group and 1 on 1 counseling</td>
<td>Small group, one-to-one</td>
<td>During the school day</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

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

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

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>88</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>We will provide these students with book bags and school supplies whenever the need arises. We will provide school uniforms to all of these students that need them. We will provide guidance services at risk to all students in temporary housing where we feel issues are arising from the student’s housing situation. We will track attendance, and academic progress of each of these students to monitor student achievement. Our counselors and social worker will frequently check in with these students and see how we can help meet their individual needs. We will do all of these things with discretion to make sure all students feel valued and important to our school.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>NA</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

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

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

We recruit from local universities, and have an extensive student teacher program at our school. We provide new teacher mentoring and support. We have a comprehensive professional learning plan for all teachers to increase their level of expertise. We feel increasing the Tier 1 classroom instruction will always be a paramount factor in spurring an increase in student achievement. We will continue to give teachers the support, guidance, and pertinent feedback to make them enjoy their work and strive for continuous improvement. We work hard to make sure our teachers feel valued and that they want to stay with us through the teacher tenure process and beyond. We also have a strong partnership with Manhattan College and their teaching candidates spend several years here before they are eligible for employment. This helps us get to know them so when they become quality teacher applicants we can hire and nurture them.

2b. High Quality and Ongoing Professional Development

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

Our extensive professional development plan encompasses many strategic decisions designed to improve teacher pedagogy. Cycles of professional learning are designed and implemented in all the key areas of instruction. The focus will always be on the eight components of the Danielson framework so our teachers continue to improve on the ADVANCE system and morale increases. Study groups and book clubs are encouraged and implemented so groups of teachers are studying facets of teaching that they deem important for their growth. Mentors for new teachers are assigned, teacher teams are formulated, and in house coaches, and consultants provide key support on best practices in the subjects they teach to coach all teachers.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A
3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

We bring future kindergarten parents in for an open house and school tour. The parent coordinator is available to meet with all new prospective parents. Our School Based Support team works on all turning 5 cases to ensure the proper placement of our new students that require student support services. Upon registration all students are given a tour, and a book about getting ready for kindergarten.

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 teams meet with administration to weigh in on school assessment choices. Assessment resources are provided to the teachers to compare and contrast different assessment options before school wide decisions are made. We have both a professional development, and measures of student learning (MOSL) committee that meets to examine different assessments, and make strategic decisions on what will be most effective. Ongoing professional learning is provided to use formative assessment results to make strategic decisions in the classroom.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Column A</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Program Type</th>
<th>Source</th>
<th>Amount</th>
<th>X</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$549,052.00</td>
<td>X</td>
<td>5A-5E part 3</td>
</tr>
<tr>
<td>Title I, Part A</td>
<td>Federal</td>
<td>$51,092</td>
<td>X</td>
<td>5A-5E part 3</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$12,878.00</td>
<td>X</td>
<td>5A-5E part 3</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>X</td>
<td>5A-5E part 3</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$4,276,210.00</td>
<td>X</td>
<td>5A-5E part 3</td>
</tr>
</tbody>
</table>

**Explanation/Background:**

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

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

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

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

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

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

- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

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

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

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

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

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

---

### 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. The Multiple Intelligence School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

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

The Multiple Intelligences School will support parents and families of Title I students by:

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

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

Parental Involvement and School Quality

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

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

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

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

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

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

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

● conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
● provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

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

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

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

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

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**Encouraging School-Level Parental Involvement**

The school will further encourage school-level parental involvement by:

● holding an annual Title I Parent Curriculum Conference;

● hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

● encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

● supporting or hosting Family Day events;

● establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

● encouraging more parents to become trained school volunteers;

● providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

● developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

● providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

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**School-Parent Compact (SPC)**

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

I. School Responsibilities: High Quality Curriculum

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

- Using academic learning time efficiently;
- Respecting cultural, racial and ethnic differences;
- Implementing a curriculum aligned to the Common Core State Learning Standards;
- Offering high quality instruction in all content areas;
- Providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the 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 with all members of the school community;

● Supporting parental involvement activities as requested by parents;

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

II. Parent/Guardian Responsibilities
Monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

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

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

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

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

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

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

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

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

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

Respond to surveys, feedback forms and notices when requested;

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

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

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

Share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

Student Responsibilities:

Attend school regularly and arrive on time;

Complete my homework and submit all assignments on time;

Follow the school rules and be responsible for my actions;

Show respect for myself, other people and property;

Try to resolve disagreements or conflicts peacefully;
• Always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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

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

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the [iPlan portal](http://schools.nyc.gov/Academics/ELL/default.htm) by June 30.

### Part A: School Information

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

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

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

- [ ] Before school
- [ ] After school
- [ ] Saturday academy

Total # of ELLs to be served: _____

Grades to be served by this program (check all that apply):

- [ ] K
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10
- [ ] 11
- [ ] 12

Total # of teachers in this program: _____

# of certified ESL/Bilingual teachers: _____

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

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

Begin description here:  

Begin description here:  PS/MS 37 will use Title III ELL funds to create one supplemental program for our English Language Learners. The program will run after school from October nineteenth through the end of March, approximately for 20 weeks, or 40 sessions. The materials that will be used during the program for both target groups are for ELA: Vocabulary skills Workbook "Word by Word Basic", Continental's New York ELLs workbook that includes all 4 modalities, and online additional resources that will include reading comprehension and writing activities. Math materials will include Continental workbook "Practice Exercises in Basic Math", with additional resources. There will be up to twelve (12) students in each class. There will be two certified ENL teachers and one foreign language (Spanish) certified teacher. We are targeting two (2) groups.

The first target group are students who are on an entering or emergent level in grades first through sixth grade. Most of these students are newcomers that have arrived to the country within the past school year. Our main goal for this target group is to move at least 30% of the students in this group to a transitional level by the end of the 2018 - 2019 school year. These students will receive Math content instruction in their home language (Spanish) by the foreign language teacher. There are a few (3) students whose home language is not Spanish. These students will receive Math instruction in English. The ENL teacher will focus on improving student's academic language development with this target group as well. The four modalities will be implemented in every lesson, since our entering and emergent students need academic vocabulary acquisition through explicit instruction. This will also prepare them for the NYSESLAT, ELA state exam, and Math state exam.

The second target group will be made up of students in grades 3 through 6 who are on a transitioning or expanding level, and are long-term ELL students. A few students in this group are on a transitioning level and the remaining are on an expanding level. Our main goal will be for 30% of this target group to improve by at least one level. Since all the students in this target group are proficient in speaking, they will receive instruction in listening, reading, and writing. This group will also receive Math content instruction. Math topics to be taught will include multiplication, division, solving word problems, and creating graphs, as well as answering questions that are based on data from different types of graphs. Instruction for this group will be in English.

<table>
<thead>
<tr>
<th></th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>3-8</td>
<td>7</td>
<td>11</td>
<td>14</td>
<td>18</td>
<td>8</td>
</tr>
<tr>
<td>5-11</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>11</td>
<td>5</td>
</tr>
</tbody>
</table>

Our Title III program trip will be to enjoy different landscapes and historical sites located in New York. They will participate on a Circle Line Sightseeing Cruise which navigates around the Statue
### Part B: Direct Instruction Supplemental Program Information

of Liberty, World Trade Center site, Intrepid Museum and the five New York City boroughs which are visible from the boat. Most of our ELLs are recent arrivals therefore this trip will be an opportunity for them to get familiarized with their surroundings. The selected students will be divided into small groups. Each group will focus on one landscape and they will create a Collaborative Poster together. Then, they will share their work with the other groups. With this activity, they will demonstrate all four modalities (listening-to the speaker during the trip, reading-the information of the landscape, speaking-with the group members, and writing-all the data/information to complete the Collaborative Poster). The trip will take place after NYSESLAT testing (End of May/Beginning June).

### 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: __________

Due to our increasing number of ELL students in our school, ENL teachers, as well as classroom teachers will attend workshops that satisfy ELL student's needs.

The two (2) ENL teachers at our school are anticipated to attend the NYSABE (New York State Association for Bilingual Education) for the 2018 - 2019 school year. Topics to be covered are not available yet. Dates for this conference are not yet available.

In addition, teachers will attend workshops that become available throughout the school year that will help them improve their teaching strategies for their ELL students. These workshops will be ongoing to assure that our teachers integrate the best practices to help our students succeed.

Our two ENL teachers are dually certified, each holding a TESOL license for grades kindergarten through twelve. In addition, one teacher holds a grades 1 -6 common branch license, and the other teacher holds a bilingual common branch license. Common branch licenses

Teachers will co-plan twice a month for six months.

### 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: 

For the 2018 - 2019 Title III Parent Involvement piece, we will be offering a Parent ENL Program. We will provide three workshops to parents. The workshops will be scheduled during the first month of school in September. The projected dates are not yet decided. Each workshop will be one hour. The first workshop will be for ENL parents that do not speak English. The parents will be following steps on completing a painting that resembles a famous artist's piece of work (Van Goh's "The Starry Night". The second workshop will be Native Language Arts for parents that don't speak Spanish. Our foreign language teacher will hold this workshop and engage parents in activities to learn basic Spanish. The third workshop for parents will be an introduction to technology for all parents. During this workshop parents will learn how to search the internet and research. These workshops will provide refreshments and food for the parents.

Part E: Budget

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

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>7727</td>
<td>Direct instruction during our after school and Saturday program</td>
</tr>
<tr>
<td>Purchased services</td>
<td>1288</td>
<td>Quality workshops for our teachers</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>2576</td>
<td>Time for Kids reading supplemental program. Words their way for new arrival word study</td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>1287</td>
<td>Circle Line trip for new admits and their families</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>12878</strong></td>
<td></td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Bronx</td>
<td>037</td>
</tr>
</tbody>
</table>

School Name: The Multiple Intelligences School

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenneth Petriccione</td>
<td>John Wagner</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counsellor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charlene Freedman</td>
<td>Yolanda Negron</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>type here</td>
<td>type here</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Related-Service Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>type here</td>
<td>type here</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maribel Hulla</td>
<td>Socorro Diaz</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title) AP</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP: Effie Najarian</td>
<td></td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
<th>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>638</td>
<td>119</td>
<td>18.65%</td>
</tr>
</tbody>
</table>
A. ELL Programs

This school offers (check all that apply):

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

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

K 1 2 3 4 5 6 7 8 9 10 11 12

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

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

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   For the early grades, we use the Fountas and Pinnell Literacy assessment. For the middle grades, we use the DRA to determine literacy skills for all students, including ELLs. The emphasis school-wide for new ELLs is not only on decoding skills, but comprehension skills and strategies. We use the data from DRA scores to help inform our guided reading programs and instruction. These assessments allow us to properly group the students for literacy and identify specific skills and strategies that the students need to improve. They also inform us of which students may be in need of Reading Recovery for the early grades, and AIS (Academic Intervention Services) for the middle grades.

2. What structures do you have in place to support this effort?
   To support instructional planning for ELLs, ENL teachers meet weekly to discuss data findings and student growth. In addition, ENL teachers meet with classroom teachers and SETSS teachers (Special Education Teacher Support Services) to discuss ELL students' needs and strategies that they may incorporate into their daily lessons to support ELL students.
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?

The summative assessments being used are baseline, mid-line and end-line writing assessments, end of unit tests, pre-unit assessments and post-unit assessments. These assessments give data on each student's strengths, weaknesses, areas in need of improvement, and skills and strategies that students need to progress in literacy.

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

Once summative data has been gathered and analyzed students that are performing below grade level are placed in AIS for either ELA or math, or both. In addition, this upcoming school year, an intervention period for each grade will take place daily. During this intervention period, classroom teachers, ENL teachers, AIS teachers and SETSS teachers will work with students in small groups for guided reading and small group instruction where they will focus on identified areas of need.

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.]

All ELL students who score level 1 or 2 on the ELA and Math state exams are initially placed in an AIS group where extra support is given (Wilson Reading program, Math support) to help them improve their skills across the content areas. This small group instruction provides them with extra academic support in the needed areas where they struggle the most. ELLs are periodically assessed according to their grade level. Fountas and Pinnel, DRA, City Periodic Assessments and Writing Diagnostic (baseline, Midline and Endline) for grades K - 8.

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].

To evaluate and inform our ELL program, we use NYSITELL and/or NYSESLAT scores, and ELA state test scores. The data is gathered and analyzed to identify areas in need and the allotted time for ENL services. The students are then grouped by proficiency level and abilities. Modalities are also taken into consideration when grouping students.

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

The ENL teachers share ELL student data (NYSITELL and/or NYSESLAT scores-proficiency levels, allotted time) with the classroom teachers.

---

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.

   We group our students in several ways. Depending on the required mandated time students are grouped by grade, proficiency level and mandated minutes required for services. For our stand alone model, students are grouped by homogeneous proficiency level. For our integrated model the ENL teachers push into the classroom to service ENL students.

   b. TBE program. *If applicable.*

   Paste response to questions here:

   c. DL program. *If applicable.*
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

   Our school uses the NYSESLAT data and the new regulations to provide the mandated minutes according to New York State. All the ENL groups are seen during their allotted times as per CR-Part 154.2 in 45 minute periods. Students are grouped according to their proficiency level and leveled materials are used with instruction. Entering level students are serviced within two groups, one that includes mixed proficiency levels, and one that is mixed grade levels, but same proficiency level to ensure that they are serviced for the amount of minutes required. Emerging level students will be serviced during four 45 minute periods by grade level and two 90 minute blocks. Transitioning and expanding students are serviced during four 45 minute periods, consisting of both pull-out instruction and integrated instruction. Commanding level students will be serviced during two 45 minute periods. The classroom teacher delivers ELA instruction using differentiated teaching strategies and materials to provide ELLs with the appropriate support. Students’ varying needs are met not only by the ENL teacher, but also by the classroom teachers. All of our classroom teachers have received training in differentiation of instruction. To assist newcomers in Mathematics, for example, all efforts are made to supply materials in the students’ native language (Spanish). Newcomers and long term ELLS are placed in the Title III ENL after school and Saturday school programs. All intervention services are provided in English to support students with language development.

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.

   Students receiving ENL services through pull-out instruction are provided with content area instruction in small groups. All content area instruction is provided in English with differentiation strategies. We use non-fiction materials which are aligned with the CCLS. During integrated ENL periods, the ENL teachers push into classrooms during content area instruction to support ELL students. Teachers use a variety of techniques to make content concepts clear. These techniques include modeling, hands-on materials, visuals, demos, gestures, and film clips. In addition, meaningful and authentic activities that allow language practice opportunities are provided to students. Some of these activities include the use of graphic organizers, study guides, surveys, letter writing, and plays.

   The following programs are used across the grades: Ready Gen (Grades K-2) provides a scaffolded strategies handbook, that includes supports for ELLs. Expeditionary Learning (Grades 3-5) provides close reading of several non-fiction units. Scholastic Code X (grades 6-8), every unit includes building support for ELLs. Teachers use authentic literature and other titles available in the native language as the basis of common core aligned units of study in native language arts classes. Go Math (Grades K-5) includes teachers guides and student editions with built in vocabulary support in every unit. In addition, each lesson includes differentiation for ELL learners as well as suggestions for instructional strategies for various levels of student understanding. Grades 6-8 New York State Education Department Modules are used and every module includes support for ELLs in the form of embedded teacher notes. ELL students are also given a peer tutor who speaks their native language to assist them during area instruction. The general education teachers are provided with supplemental materials from the ENL teachers to assist in teaching and supporting the ELLs in their classroom.

   A newer method used to foster language development in the classroom is reciprocal teaching. During reciprocal teaching, students become the teacher in small group reading sessions. Teachers model for students, then assist students in learning to guide group discussions using four specific strategies (summarizing, questioning, clarifying and predicting).

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

   Students who are first time admits are evaluated in their native language with the NYSITELL in Spanish. Since we do not have a bilingual program the ELE is not used. The students who are in the Special Education classes are New York State Alternately Assessed. Instruction is provided in English. The students are trained in using a translated version side by side and are given
the option to either complete the test in Spanish or in English. Most of the students prefer to take the test in English since that is the language of instruction.

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
   a. Instruction is differentiated for SIFE students by providing visuals, diagrams, graphic organizers, sentence starters, leveled texts, manipulatives and allowing extra time to complete activities.
   b. Instruction is differentiated for newcomers by providing visuals, diagrams, graphic organizers, sentence starters, leveled texts, manipulatives and allowing extra time to complete activities.
   c. Instruction is differentiated for Developing level students by providing them with graphic organizers, instructions that are step-by-step to follow, leveled texts
   d. Instruction is differentiated for Long Term ELLs by providing more complex and higher order thinking questions and activities.
   e. Instruction is differentiated for former ELLs by providing more complex and higher order thinking questions and activities.

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?
   Instructional strategies that teachers of ELLs use in their classrooms include making lessons visual, making connections to prior knowledge, modifying vocabulary instruction, and providing them with personal word walls. The grade-level materials we use is "Language Power", which provides access to academic content areas and accelerate English language development. In addition, students are also provided with content instruction through "Time for Kids" articles.
   Technology is also used to support ELL students. Teachers use smart-boards during lessons to support with visuals, as well as making lessons interactive for ELL students. ELL students also use computers to go on to programs to support their progress in reading and mathematics.

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?
   Our ELL-SWD's are divided within the school's 6 different special education classrooms. These six special education classrooms follow the 12:1:1 special education model and students are serviced as mandated by their IEP recommendations. All instruction and scheduling is done within the 12:1:1 setting to accommodate all of their educational support services as they are mandated to receive Speech, Counseling, Occupational Therapy, Physical Therapy, and Adaptive Physical Education support services. Some of these students are mandated to receive a language paraprofessional assistant to support their second language acquisition as mandated by their IEP document. ENL teachers participate in grade level meetings and SBST meetings to assure that IEP goals are met. These meetings occur as often as needed.

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.
   Our Academic Intervention Providers are using a variety of intervention programs to address the specific needs of our ELL groups which are offered in English. The ELLs in grades K-2 receive targeted intervention from the Reading Specialist which uses Ready Gen and Reading Recovery Program that focuses on phonemic awareness, blending, letter sounds, etc. with a variety of non-fiction books related within the content areas (i.e., Social Studies, Science, and Math). Grades 3-5 ELLs are serviced by an English and a bilingual AIS teacher and math providers (enrichment). The Wilson program used provides reading strategies, letter sound, fluency building and comprehension. Guided Reading is provided using fiction and non-fiction texts (Social Studies, Science, and Math). These programs are provided in English. AIS teachers for grades 6 - 8 use the Go Math curriculum that provides technology to assess and analyze student work. In addition, they use Scholastic Code X which
focuses on the Common Core Curriculum which is non-fiction content based (Science, Social Studies, and Math). It focuses on writing, comprehension, text support, authors point of view, etc. Reading is taught through these core subjects.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year? Our school is planning to incorporate an intervention period for all grades. The intervention period will consist of one period per grade per day. During this period all students will be receiving small group instruction from either their classroom teacher, ENL teacher, AIS teacher, or SETSS teacher.

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

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. ELL students are invited to participate in all academic programs offered at PS/MS 37. ELLs are invited to the ELA and Math test prep academy. They are also invited to The Children’s Arts and Science Workshop, which is held in our school building daily.

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. To support and supplement instruction provided to ENL students, all teachers are provided with an ENL Library/Media Center in their classroom for use during independent study and/or independent reading. These areas include CDs, phonics games, puzzles and flash cards, bilingual and picture dictionaries, trade books, periodical and newspaper activities, computers with internet capabilities and Smart Boards. Our licensed computer teacher, as well as the ENL teacher, suggest websites for interactive listening, speaking, reading and writing activities.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)? In our ENL program we provide native language support by the ENL teacher in all the content areas to the newcomers or beginning level students whenever is needed. The support is given through the use of native language dictionaries, translated materials for content instruction, native language library and other resource materials. In addition, we have a Bilingual-Spanish teacher this year who is providing "Spanish" as an elective to grades 5th through 8th as a push-in model.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels. All required service support and resources correspond to ELLs’ ages and grade levels. Our ENL and classroom instruction is currently aligned with the Common Core Curriculum that is delivered on a daily basis during instruction. In our school our ELL students are instructed based on their grade level and with age-appropriate materials. If a student is sife (student with interrupted formal education), the classroom teacher will ensure that instruction is modified to meet the student’s academic needs and/or educational goals.

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? N/A

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). Since newly enrolled ELL students are identified in the Fall upon registration, once they are identified, the ENL teacher provides the students with a tour of the school. They are introduced to the Assistant Principal in charge of ELL instruction, the nurse and other important personnel in the school.

17. What language electives are offered to ELLs? Since we are a K-8 school, we offer Spanish to grades 5th through 8th as an elective.

18. For schools with dual language programs:
a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.

b. In which language(s) is each core content area taught?

c. How is each language separated for instruction?

d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

**Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

   Our professional development plan for all ELL personnel at our school will be provided in our school and also at ELL professional development workshops that are held by the district office and other networks affiliated with the ELL population. To reach this objective we will continue to support all of our teachers in their growth as pedagogues by providing them with professional development which focuses on planning for differentiation, using data for instruction, planning for effort and shared reading groups. Teachers and all staff are aware of all the data available to them where they can see how their ELL students are performing in comparison to their English proficient students and also to see the varying degrees of need in the classroom. Looking at this data also gives them an idea of the linguistic and academic needs of the students. Teachers of ELLs receive professional development and guidance, as it pertains to ELLs, from both the Assistant Principal and ENL teachers. In addition, teachers are provided with resources available to support them in scaffolding curriculum in both ELA and Math for teaching the fundamentals of language. During the monthly grade level meeting, teachers are provided with their ELL student data and strategies are shared for appropriate grouping and selecting supporting materials aligned with the common core learning standards.

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.

   Our school meets the professional development requirements as per CR Part 154.2 for all teachers. The ENL teachers (Ms. Negron, Ms. Capalbo) meet monthly with classroom teachers to discuss strategies and methods that can be incorporated into lessons during classroom instructions for ELL students. In order for our ENL teachers to provide professional development for classroom teachers they attend outside professional development workshops for ELLs.

**Parental Involvement**

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

   Our school provides annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessments, and language development needs in all content areas by scheduling individual meetings that are convenient for parents. Our school’s parent coordinator, Lisa Coca, is available for parents who need translation in Spanish, and provide other accommodations for parents who are non-Spanish speaking.

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

   Our parent coordinator is bilingual (Spanish/English). She provides activities that are hands on for our ELL parents. In addition they are invited to events and workshops at our school.
### 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.

N/A
Part V: ELL Identification Attestation

Principal Certification

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

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

**School Name:** Multiple Intelligences  
**School DBN:** 10x037

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenneth Petriccione</td>
<td>Principal</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>John Wagner</td>
<td>Assistant Principal</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Lisa Coca</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Ms. Negron</td>
<td>ENL/Bilingual Teacher</td>
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<td>10/30/17</td>
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<tr>
<td></td>
<td>Parent</td>
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<td>10/30/17</td>
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<td></td>
<td>Teacher/Subject Area</td>
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<td></td>
<td>Teacher/Subject Area</td>
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<td>10/30/17</td>
</tr>
<tr>
<td>Charlene Freedman</td>
<td>Coach</td>
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<td></td>
<td>Coach</td>
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<td>10/30/17</td>
</tr>
<tr>
<td>Jasmine Jusino</td>
<td>School Counselor</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Maribel Hulla</td>
<td>Superintendent</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Socorro Diaz</td>
<td>Field Support Center Staff Member</td>
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<td>10/30/17</td>
</tr>
<tr>
<td>Effie Najarian</td>
<td>Other AP</td>
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<td>10/30/17</td>
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<tr>
<td>Eleni Capalbo</td>
<td>Other ENL Teacher</td>
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<td>Other ____</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 10x037  School Name: The Multiple Intelligences School  Superintendent: |

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

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

| During registration, every required document is translated in all languages so that families are clear with the required expectations of the Department of Education. According to the summary of ELLs students enrollment, 99 parents are Spanish speaking, one Japanese, one Urdu, three Hausa, and two Russian. In order to effectively communicate with our parents, our parent coordinator attends all trainings offered by the Translation and Interpretation Unit. All school communication is translated by the Parent Coordinator, the school secretary, and the ESL teacher from English to Spanish. Also, Language Interpretation Devices were purchased to use with incidence languages such as Urdu, Hausa, Russian and Japanese. We use Google translate to provide written information for our low incident languages. For our oral interpretation needs either the Parent Coordinator, the school secretary, or the ESL teacher provide this service (Spanish). We also have some staff members who speak Urdu and Bengali. |
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
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We were able to determine our oral and written translation needs based on the HLIS surveys and the Home Language Report from ATS. These needs were effectively communicated to the school community by our Parent Coordinator. As previously stated based on these reports the highest need is for Spanish translations and we are able to meet our needs with in-house personnel. In addition to Spanish, parents’ preferred languages include Hausa, Japanese, Urdu, and Russian.

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

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
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<tbody>
<tr>
<td></td>
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<td>To assure that our parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their children’s education we have implemented the following. During registration, every required document is translated in all languages so that families are clear with the required expectations of the Department of Education. All documents such as:</td>
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handbooks, monthly calendar, mothly newsletters, after-school programs, parent-teacher conferences, overview of the curriculum expectations, leadership letters, and New York State testing dates.

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>
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In September, we conduct evening back to school meetings. We review all the required expectations, curriculum overview and distribute all necessary documents to help keep the parents informed of all regulations. Everything is always translated by our secretary, ENL teacher, and Parent Coordinator. In addition, we have weekly parent meetings so that teachers can communicate with all parents. Once again translations are always available. We also have parent teacher meetings four times a year (September, November, February, April).

Our Bilingual Guidance Counselor does on-going parent outreach and documents everything on I-Log.

Administration is always flexible with meetings with parents on a daily basis.

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

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services
Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

School personnel is given a summary of the Chancellor’s Regulation A-663 to assure that all parents are given the right to express their opinions and concerns in their native/home language.

**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 are conducted annually. Teachers also meet with parents where parents express their concerns and opinions about their experiences at our school.