2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 08X069
School Name: P.S. 069 JOURNEY PREP SCHOOL
Principal: SHEILA DURANT
Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

<table>
<thead>
<tr>
<th>School Name:</th>
<th>PS 69 x Journey Prep</th>
<th>School Number (DBN):</th>
<th>08X069</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEDS Code:</td>
<td>32-0800010069</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades Served:</td>
<td>Pre K – 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Address:</td>
<td>560 Thieriot Avenue, Bronx NY 10473</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>(718) 378 - 4736</td>
<td>Fax:</td>
<td>(718) 328-0295</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Sheila Durant</td>
<td>Email Address:</td>
<td><a href="mailto:sdurant@schools.nyc.gov">sdurant@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Sheila Durant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Jordan Copeland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Erika Guzman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Jordan Copeland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>None</td>
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</table>

**District Information**

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>08</th>
<th>Superintendent:</th>
<th>Erika Tobia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td>1230 Zerega Avenue, Bronx NY 10462</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:ETobia@schools.nyc.gov">ETobia@schools.nyc.gov</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>(718) 828 - 5435</td>
<td>Fax:</td>
<td>7188282760</td>
</tr>
</tbody>
</table>

**Field Support Center (FSC)**
FSC: Bronx

Executive Director: Jose Ruiz

Executive Director’s Office Address: 1 Fordham Plaza, Bronx NY 10458

Executive Director’s Email Address: JRuiz2@schools.nyc.gov

Phone Number: 718-828-7403  Fax: 7188286395
### 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>Sheila Durant</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Jordan Copeland</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Erika Guzman</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Diana Negro</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Walter NinoFilippo Galiano Jr.</td>
<td>Member/ Teacher (Assistant Principal)</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>----------------</td>
<td>------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Lisa Macl</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Aileen Fadgan</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Krista Henderson</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>SuperlizaDuarte</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Susan Olivera-Pepin</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
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<td>Member/</td>
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<td></td>
<td>Member/</td>
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<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

The Quality Review and the Framework for Great Schools

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

**NYCDOE’s Quality Review (QR)**

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

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

**School Quality Guide**

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

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

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

### Section 4: CEP Overview

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>At PS 69X Journey Prep, we strive to create a community of life-long learners who demonstrate grit,&quot; and take academic &quot;risks&quot; in pursuit of excellence. Through the process of inquiry, discovery and exploration, students learn the necessary skills to be creative, caring, and college and career ready members of society. Through the involvement of community members, teachers, and parents as partners, we provide a standards-based curriculum that encompasses the different learning styles of all students. In <em>Educating Minds and Hearts</em>, all learners have a voice in impacting on our ever-changing global world.</td>
</tr>
</tbody>
</table>
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.

PS 69 Journey Prep is three building campus which educated approximately 635 students. (79.37% Hispanic/Latino, 15.12% Black, and the remainder roughly 1% of White, Asian and Hawaiian).

- 54% Male / 46.93% Female
- 19.69% Special Education
- 67.24% Economically Disadvantaged
- 11.97% English Language Learners

Initiatives embedded within School Culture (but not limited to):

- Through recognizing the contributions of all members of school community, our school philosophy is to educate "minds and hearts," of all constituents. We celebrate the academic achievements and affiliations of our students and staff. Emphasizing the culture and climate of high expectations, we have implemented a rigorous curriculum-development process that permeates classroom instruction, teacher teams, social/emotional development, student centered learning/engagement/activities/programs, the arts, and family engagement. Our school budget supports and validates this work.

School Professional Learning Environment: The school culture is centered on professional learning that has directly impacted student performance and progress as demonstrated by multiple data points over time. We value professional learning, student engagement, the arts, and family engagement, all of which is strongly reflected in the budget.

Differentiated Professional Development:

- Noting common trends and patterns, teachers receive Professional Development learning opportunities on grade level bands as well as individually within their classrooms. Follow up happens within classrooms in the forms of modeling, co-teaching, common planning, and “on the spot” coaching. This ensures that Professional Development is not a “one size fits all,” but differentiated to meet the needs of the diverse adult learner.
- The opportunity for teachers to “see” best practices are commonly found at PS 69X as they engage within inter-visitations, lab-sites, and turn-keying pertinent information to the staff about ways that students learn best.

Strong Teacher Teams: Grade-level Teacher Teams have a common preparation/planning period every week to meet. This is in addition to the weekly PLC (Professional Learning Community).

- An instructional core team
- Teacher teams have been established in multiple areas in the school and are led by teachers.

Clear Expectations and Communication: A clear vision is established for all students and families. All members of our school community are valued and share in the decision making process. This is reflected in the vision, mission and culture of our school community. (Various artifacts include: Morning Message, Memos/Emails, Week at a Glance, Daily Bulletin, Schools Website). The community shares in this vision, which is evidenced in the alignment of work done by various teams, both vertical and horizontal; common language used by teams, staff, students, and parents around professional conversations and learning. Our expectations are clear and are explicitly communicated around our beliefs on how children learn best and what we most value in an education setting. It is our belief that children learn best through a rigorous process of inquiry, discovery, and exploration.
Arts/Enrichment Activities: Various activities and philosophies allow for the arts to be used as a catalyst for learning. Some learning activities include:

- The Reggio Emilia Inspired Approach to learning - Our NYC Showcase Focus
- Renzulli Inspired Enrichment Clusters
- Archery
- Junior Broadway Style Productions
- STEM-tastic Inquiry Group
- Paideia Socratic Seminars

Social Emotional Learning: As the "heartbeat" of the school, our social emotional learning philosophy is aimed to educate the whole child through a variety of strategies to support academic and social needs. They include:

- RULER
- Peer Mediation Program
- Project World Club
- Student Council
- Kinder Buddies Program
- 4Rs
- Brain Power

Outside Collaborations and Partnerships that the school incorporates are:

- RULER (YALE UNIVERSITY)
- 4Rs (Fordham University)
- Brain Power Classroom
- Wide World Online (Harvard University)
- Leake and Watts (Social/Emotional Wellness)
- NYC Mayor's Office for Mental Health

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

*Students with Disabilities (SWD):

Learning Settings that are offered include: General Education with Related Services: Two (2) Speech and Language Teachers, Occupational Therapist and Physical Therapist; SETSS provided for students K - 5, related services for students );Integrated Collaborated teaching on each grade level (K - 5); Four (4) - Self Contained bridge classes (12:1); Self Contained with a paraprofessional.

Range of Disabilities include: Speech and Language, Learning Disability, Emotionally Disturbed, Autism, etc.

Other needs include:

1. Social Emotional Learning
2. Support services to assist learning disability
3. Learning resources (and materials) to support individual level
4. Multiple entry points into learning experiences (UDL)
*English Language Learners:

- Countries of Origin include: Dominican Republic, Columbia, Puerto Rico, Yemen.
- Range of Languages are: Spanish and Arabic

- Entering: 12 Students
- Emerging: 11 Students
- Expanding: 32 Students
- Transitioning: 16 Students
- Commanding: 34 Students

Other Learning Needs Include:

1. Language development
2. Cultural experiences (adjusting to a new while maintaining their own)
3. Immersion in English Language
4. Background knowledge
5. Visual and auditory aides
6. Modeling of variety of text types and strategies

*Students in Temporary Housing:

- 32 students doubled up
- 10 in Temporary Living Situation

Other Learning Needs Include:

- Social Emotional Learning
- Mental Health

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

The elements of the Framework for Great Schools in which, our school made the most progress over the past year, are:

- Rigorous Instruction (4.84)
- Collaborative Teachers (4.41)

As evident by:
- Improvement of the State English Language Arts: Increase of 14% of students proficiency (Levels 3 and 4)
- Overall MOTP Ratings: 25% Highly Effective Ratings, 75% Effective Ratings.

The key areas of focus for this school year include:

- Rigorous Instruction
- Collaborative Teachers
- Improvement of the State English Language Arts and Mathematics Exam: "Lowest Performing Students"
- Increase in writing initiative to support "Writing for a Purpose"
- Assessment in Instruction to drive student progress.
## School Demographics and Accountability Snapshot for 08X069

### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
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</thead>
<tbody>
<tr>
<td>PK,0K,01,02,03,04,05</td>
<td>621</td>
<td>No</td>
</tr>
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</table>

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

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

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

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>14</td>
<td>73</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># Special Classes (Math)</th>
<th># SETSS (Math)</th>
<th># Integrated Collaborative Teaching (Math)</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>10</td>
<td>72</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
<th># CTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>8</td>
<td>8</td>
<td>14</td>
</tr>
</tbody>
</table>

### School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>% Attendance Rate</th>
<th>% Free Lunch</th>
<th>% Reduced Lunch</th>
<th>% Limited English Proficient</th>
<th>% Students with Disabilities</th>
<th>% White</th>
<th>% Black or African American</th>
<th>% Asian or Native Hawaiian/Pacific Islander</th>
<th>% Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>89.0%</td>
<td>92.3%</td>
<td>82.3%</td>
<td>6.1%</td>
<td>10.1%</td>
<td>20.5%</td>
<td>1.1%</td>
<td>15.6%</td>
<td>2.9%</td>
<td>1.0%</td>
</tr>
</tbody>
</table>

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

- % American Indian or Alaska Native: 0.8%
- % Black or African American: 15.6%
- % Hispanic or Latino: 79.4%
- % Asian or Native Hawaiian/Pacific Islander: 2.9%
- % Multi-Racial: 1.0%

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

- 8.08

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

- 0%

### % Teaching Out of Certification (2016-17)

- 2%

### % Free Lunch (2016-17)

- 61.3%

### % Title I Population (2017-18)

- 89.0%

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

- 20.5%

### % Attendance Rate (2017-18)

- 92.3%

### % Reduced Lunch (2017-18)

- 6.1%

### % Limited English Proficient (2017-18)

- 10.1%

### # of Assistant Principals (2016-17)

- 2

### Average Teacher Absences (2014-15)

- 6.5

### ELA Performance at levels 3 & 4 (2018-19)

- 61.3%

### Mathematics Performance at levels 3 & 4 (2018-19)

- 67.6%

### Student Performance for High Schools (2017-18)

- Mathematics Performance at levels 3 & 4 (Y/N)
- N/A

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

- N/A

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

#### Elementary/Middle School

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

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

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

#### High School

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

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

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

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

Part 1 – Needs Assessment

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

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

According to 2017-2018 School Data:

- 89% of teachers responded that teachers are actively trying to improve their teaching. (According to School Quality Snapshot - Learning Environment Survey - June 2018)
- Increase of 4% of teachers rated Developing in "Using Assessment in Instruction" according to the Rating Distribution Report (ADVANCE - September 2018)
- Decrease of 2% of teachers rated overall "Highly Effective" ratings for teachers (September 2018)

The priority needs of this framework include:

- **Rigorous Instruction** (as noted by data include, but not limited to):
  - 89% of teachers responded that teachers are actively trying to improve their teaching. (According to School Quality Snapshot - Learning Environment Survey - June 2018)
  - Increase of 4% of teachers rated Developing in "Using Assessment in Instruction" according to the Rating Distribution Report (ADVANCE - September 2018)
  - Decrease of 2% in teacher ratings overall in "Highly Effective" (September 2018)

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, as a result of school leaders’ implementation of targeted cycles of observation, feedback, and professional support, at least 80% of all teachers will receive end of year MOTP ratings of Effective or Highly Effective in component 3d, as measured by end of year 2018-2019 Advance ratings.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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</thead>
<tbody>
<tr>
<td>Teacher Leads</td>
<td>9/2018 - 6/2019 (Monthly)</td>
<td>• Administration (Oversee)</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td></td>
<td>• Teacher Leads (Implement)</td>
</tr>
<tr>
<td>Special Education Team</td>
<td></td>
<td>• Staff Development Committee (SDC) - Implement</td>
</tr>
<tr>
<td>Students (ELLS, SWD, etc)</td>
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</tr>
</tbody>
</table>

**Professional Development Opportunities on:**

- Setting instructional goals
- Formative, Diagnostic and Summative Assessments
- Documenting low inference observations
- Developing Assessments that show student misconceptions
- Student learning outcomes
- Differentiated Instruction (Assessing different products/modes/etc)

| Teacher Leads                        | 9/2018 - 6/2019 (Monthly)              | • Administration (Oversee)                                                          |
| Classroom Teachers                   |                                        | • Teacher Leads (Implement)                                                          |
| Special Education Team               |                                        | • Staff Development Committee (SDC) - Implement                                     |

**Teachers will participate in the Process of Inquiry (Deep Data Dive) by meeting regularly with Teacher teams meet weekly to:**

- Review normed/common assessments
- Student work using predetermined criteria protocols
- Discuss data trends, a gap analysis and determine next steps
- Alignment of CCLS
- Teachers will analyze a variety of data points (Student work samples, Performance Tasks, Item Analysis, etc.)

| Teacher Leads                        | 9/2018 - 6/2019 (Monthly)              | • Administration (Oversee)                                                          |
| Classroom Teachers                   |                                        | • Teacher Leads (Implement)                                                          |
| Special Education Team               |                                        | • Grade Leaders                                                                     |
| Students (ELLS, SWD, etc)            |                                        | • Teacher Leads                                                                     |
- Teachers will continually analyze Interdisciplinary Curriculum maps to ensure:
  o Units are developed around an essential question/overall theme: Ensures integration of content, CCLS, skills and strategies
  o Learning Standards across grades
  o Subgroups are addressed
  o Formative, Diagnostic and Summative data is immersed within the Units/Maps
  o Use of Scope and Sequence and resources to support learning (i.e. Pathways, Passport, KEMS, FOSS, etc.)
  o Aspects of "High Quality Curriculum" such as:
    7. Organizing Centers (Essential Questions, Big Ideas, etc)
    8. Alignment to Next Generation CCLS
    9. Standard Emphasis/Placement
    10. Assessment Types/Purposes
    11. Curriculum Embedded Task/Performances

Teacher Leads
Classroom Teachers
Special Education Team
Students (ELLs, SWD, etc)

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<tr>
<td>Teacher Instructional Rounds:</td>
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<tr>
<td>o Visit classrooms with instructional lens/focus: assessment</td>
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<tr>
<td>o take low inference observation notes</td>
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</tr>
<tr>
<td>o Continue to look for trends/patterns</td>
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<tr>
<td>o Share best practices</td>
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<tr>
<td>o Cycles of visits</td>
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Teacher Leads
Classroom Teachers
Special Education Team
Students (ELLs, SWD, etc)

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<tr>
<td>9/2018 - 6/2019 (Monthly)</td>
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</tbody>
</table>

- Administration (Oversee)
  Teacher Leads (Oversee/Implement)
- Grade Leaders
- Staff Development Committee (SDC)

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<tbody>
<tr>
<td>Administration (Oversee)</td>
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<tr>
<td>Grade Leaders</td>
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<tr>
<td>Staff Development Committee (SDC)</td>
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</table>

n/a n/a n/a n/a

**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.

Many members of the school community will be responsible for supporting Rigorous Instruction and Common Core Learning at home from September 2018 - June 2019:

**Administration:**

- Schedules Learning opportunities for families to help understand the element of Rigorous Instruction in the framework,
- Use of leverage points in school to select parent support of unpacking the CCLS and translating to home learning (i.e. Teacher Leads, CBOs, etc.)

**Parent Coordinator:**

- Serve as a parent liaison in facilitating and participating in learning opportunities around CCLS and Rigorous instruction
- Develop and facilitate workshops around Rigorous Instruction

**Teachers (Classroom, Leads, Etc.):**

- Works in tandem with teachers to develop learning opportunities for families to:
  - Interpret learning standards in assignments
  - Provide support for students in reaching mastery
  - Reflection opportunities for individual learning.
  - Be available on Tuesdays for instructional support

---

**Part 4 – Budget and Resource Alignment**

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

- Instructional Coaches, Grade-Level Team Teams, and Cluster Teachers
- Flexibility in Scheduling
- After school Programming (K - 5)
- Saturday Programming (Grades 3 - 5)
- All program resources, per session activities for teachers including instructional coaches and administrators.
- ENL licensed teachers for ELL academic and NYSESLAT support
- School Leadership Team

**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 | X | Title I TA | || | Title II, Part A | X | Title III, Part A | X | Title III, Immigrant |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| || | C4E | || 21st Century Grant | || SIG | || PTA Funded | || 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 February 2019, as a result of school leaders’ implementation of targeted cycles of observation, feedback, and professional support, at least 80% of all teachers will receive at least 2 MOTP ratings of Effective or Highly Effective in component 3d, as measured by Advance observation reports from September 2018 to February 2019.

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

- ADVANCE Rating Distribution Report (September 2018)

### 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?

Strengths:

According to 2017-2018 School Data:

- 85% of teachers of teachers say that adults at their school teach students how to advocate for themselves. (According to School Quality Snapshot - September 2018)
- 79% of teachers say that adults at their school have access to school based supports to assist in behavioral and emotional escalations (According to School Quality Snapshot - September 2018)
- An increase of 5% of Occurrence Reports in OORs

The priority needs of this Supporting Environment/Partner with Communities include:

- Providing appropriate resources for "At Risk" students (based on data history, subgroups (i.e. SWD, ELLs, etc), and additional factors. (Access)
- Forming partnerships between agencies to support all learners.

School-wide policies supporting whole-child include:

- School wide philosophy of conflict resolution
- Built in supports for students (i.e. appropriate supports for individual students)
- "At Risk" students (based on data history, subgroups (i.e. SWD, ELLs, etc), and additional factors.
- Providing scaffolded support for students
- Student Learning outcomes
- Continuing partnerships with NYC Mental Health Office to provide additional resources.

Part 2 – Annual Goal

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

By June 2019, there will be a 5% decrease of overall incidents compared to the 47 reported incidents, that were reported in OORS during the 2017-2018 school year.
### 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).

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</thead>
<tbody>
<tr>
<td>All Teachers Instructional Coaches</td>
<td>9/2018 - 6/2019 (Monthly)</td>
<td>Staff Development Committee (SDC)/Instructional Coaches Core Team (ICT): Administrators (Oversee)</td>
</tr>
<tr>
<td>Classroom Support Staff</td>
<td></td>
<td>Instructional Coaches (Oversee/Implement) Classroom Teachers</td>
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<td></td>
<td></td>
<td>Grade-level Teacher Teams Special Education Team</td>
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<tr>
<td></td>
<td></td>
<td>RULER Implementation Team</td>
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<td></td>
<td></td>
<td>Attendance Committee</td>
</tr>
</tbody>
</table>

**Through examining the whole child, teachers will make shifts in teaching and learning to support academic and social needs of students:**

- A lead instructional core school based CCLS planning team (Staff Development Committee/SDC) will support and plan the implementation of the citywide instructional expectations.
- An implementation team to incorporate the RULER training within school-wide Professional Learning will include (but not limited to):
  1. Developing a school-wide charter
  2. Establishing school-wide Mood Meter along with appropriate shared vocabulary used by school
  3. Developing coping strategies to assist students Meta-Moments
- Professional Learning Communities will focus on embedding formative and summative assessment within common core aligned instructional units and study the resultant student work to determine the strength of using the literacy design and math design collaborative frameworks for aligning teaching tasks to assessment tasks.
- Attendance Committee will set upcoming goals in addressing the needs for improving attendance by developing strategies to address tardiness and truancy. This includes:
  1. Partnerships between appropriate agencies to support outreach
  2. Developing Action Plans for students at risk
  3. Providing appropriate support for students in temporary housing/doubled up, etc.
- A school based professional development plan will be created and implemented to deliver the information
secured by the above activities to the entire school instructional staff

- School leadership will meet weekly with the lead instructional team, cabinet, and join teacher team meetings on a regular basis, and coordinate this work across grades and content areas to ensure fidelity and implementation. The direction of the professional learning will be around teaching and learning, with a focus on supporting learners, such as:

1. Assertive Discipline for students
2. Re-directing learning
3. Providing Student Choice
4. Student Compliance Versus Engagement
5. What is Cognitive Engagement?
6. Identifying Triggers for Students

- Teachers will participate in weekly team planning meetings that focus on the implementation of the CCLS by collaboratively looking at student work to guide the design and editing of formative and summative assessment tools while constantly refining curriculum maps for gaps and developing monthly learning outcomes for students. This will ensure that curriculum is aligned to student interest, readiness and that there is "student choice" to encourage cognitive engagement. (i.e. Teachers will produce units and lesson plans to provide multiple entry points for diverse learners.)

Continue to support and enhance the Social Emotional Support for Students: A variety of strategies to support academic and social needs to enhance include:

- Peer Mediation Program
- Project World Club
- Student Council
- Kinder Buddies Program
- Friendship Club
- Brain Power
- 4Rs
- "The Leader in Me."

<table>
<thead>
<tr>
<th>RULER Implementation Team:</th>
<th>All Teachers</th>
<th>9/2018 - 6/2019</th>
<th>Administration (Oversee)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a charter</td>
<td></td>
<td>Monthly</td>
<td>RULER</td>
</tr>
<tr>
<td>Work with the staff using Mood Meter</td>
<td></td>
<td></td>
<td>Implementation Team (Implement)</td>
</tr>
<tr>
<td>Provide resources of Emotion regulation</td>
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<td></td>
</tr>
<tr>
<td>Developing Meta-Self for Teachers</td>
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<tr>
<td>Administration will monitor implementation by adjusting the school’s observation protocol to reflect the instructional shifts as well as the RULER training that will be used to train the school community.</td>
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</tbody>
</table>
- Designating a Student Leadership Team to begin the student population work

**Staff members will engage in reflection on how instruction is planned, delivered and implemented at PS 69 Journey Prep and how it impacts ALL learners:**

- Identify the needs of learners and establish ways to provide access for all learners to get the appropriate resources to have access to learning.
- Quality Review simulations and study through the use of the Quality Rubric will be aligned to the CCLS work and the principles of Depth of Knowledge for Learning.
- Designated Monday Professional Work will be used to analyze, develop and create common assessments to show student mastery through a Deep Data Dive Using the four stages of reflection.
- In teacher teams, teachers will continue to use norms, protocols and routines to support a culture of engaging in a discussion.
- Instructional Coaches, will meet with teachers to provide professional development on ways to support students student conversations.
- Members from Staff Development Committee (SDC)/formerly the Instructional Core Team (ICT will conduct meetings on an on-going basis in order to identify students tiered approaches to support the need for student conversations in areas such as
  - Ongoing assessments,
  - Progress for student achievement
  - Best instructional practices.
  - Collecting multiple data for student learning
  - Integration of newly revised Social-Emotional Common Core Standards that are aligned to instruction (Next Generation)

<table>
<thead>
<tr>
<th>Role</th>
<th>Frequency</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Teachers</td>
<td>Monthly</td>
<td>Administrators (Oversee)</td>
</tr>
<tr>
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<td>Monthly</td>
<td>Instructional Coaches (Implement)</td>
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<td>Monthly</td>
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<td>Special Education Team</td>
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<tr>
<td>Grade-level Teacher Teams</td>
<td>Monthly</td>
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<td>Administrators (Oversee)</td>
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<tr>
<td>RULER</td>
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</table>

**2018-19 CEP**
The strategic use of resources will be utilized to support the entire school community in supporting academic and social emotional learning:

- Instructional Coaches, service providers, and administration will collaborate and meet at the school level to discuss individual students and create supportive opportunities for students.
- Educational consultants (Literacy Support and National Teaching Network) will work with teachers in supporting the use of classroom discussion as a teaching tool.
- Administration, Members from Staff Development Committee (SDC)/formerly the Instructional Core Team (ICT), and staff members will analyze benchmark data to show progress in the ELA target standards that correlate with student academic conversation.
- RULER implementation team will support staff members in emotional regulation.
- Identify the needs of learners and establish ways to provide access for all learners to get the appropriate resources to have access to learning.

<table>
<thead>
<tr>
<th>Role</th>
<th>Time</th>
<th>Committee</th>
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<td>All Teachers</td>
<td>9/2018 - 6/2019</td>
<td>Staff Development Committee (SDC)/Instructional Core Team:</td>
</tr>
<tr>
<td>Classroom Support Staff</td>
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</table>
3b – Parent and Family Engagement

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

Between September 2018 - June 2019:

Administration will help by scheduling learning opportunities for all adult learners: families, teachers, etc. and will identify and leverage expertise to facilitate learning opportunities. This will be done on an ongoing basis in conjunction with the Parent Coordinator (Monthly)

Instructional Coaches/Teacher Leads will develop learning opportunities to translate Learning Standards, Policy and how it impacts teaching and learning. This is done by monthly parent workshops dedicated to supporting the social emotional fabric of students. This is done through a monthly planning sessions between Administration and Teachers.

Classroom Teachers will develop and works with various resources (admin, coaches, leads) to support the learning of students, adults and the learning community. by facilitating workshops and information sessions to support learning at home. Some include, but not limited to monthly workshops around:

1. Developing a group charter at home
2. Naming and Taming Emotions
3. Using a Mood Meter at Home
4. Strategies for Regulations
5. Identifying our Meta Moment

Part 4 – Budget and Resource Alignment

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

- Instructional Coaches, Grade-Level Team Teams, and Cluster Teachers
- Flexibility in Scheduling
- After school Programming (K - 5)
- Saturday Programming (Grades 3 - 5)
- All program resources, per session activities for teachers including instructional coaches and administrators.
- School Leadership Team

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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<th>Tax Levy</th>
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<th>Title I TA</th>
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<th>Title II, Part A</th>
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<th>Title III, Part A</th>
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<td>C4E</td>
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<td>21st Century Grant</td>
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<td>PTA Funded</td>
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<td>In Kind</td>
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</table>

Part 5 – Progress Monitoring

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

Between September 2018 and February 2019, the amount of incident reports in OORS will not exceed more than 22 (half of the projected goal) compared to the 47 reported incidents, that were reported in OORS during the 2017-2018 school year..
<table>
<thead>
<tr>
<th>Part 5b. Indicate the specific instrument of measure that is used to assess progress.</th>
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</thead>
<tbody>
<tr>
<td>DORS Occurrence Reports</td>
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</tbody>
</table>

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

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

Part 1 – Needs Assessment

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

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

Strengths:
- 63% of students on or above proficiency in English language Arts (NYS ELA 2018 Results)
- 67% of students on or above proficiency in Mathematics (NYS Math 2018 Results)
- All teachers rated either Effective or Highly Effective for the 2017-2018 School Year (ADVANCE Overall Rating Report-Sept 2018)

Priority Needs for Collaborative Teachers (Developing People):
- 54% of students in 1-5 performed at Level 1 according to simulated baseline ELA assessments (September 2018)
- The frequency of teachers meeting to engage in protocols for analyzing student work was limited to approximately once a month (as evident by agendas, staff sign ins, etc.)

Part 2 – Annual Goal

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

By June 2019, there will be a 10% increase of student work samples specifically in Mathematics /Writing by increasing the frequency of teacher meetings to at least twice a month, which would result in a decrease students performing at level 1 on tasks as evidenced by results on authentic tasks, observation notes and Teacher Team protocols (Looking at Student Work – LASW) and minutes.
### Activities/Strategies

Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | All teachers, Students (SWDs, ELLs, etc.) | 9/2018 - 6/2019 | Administrators (Oversee) |
| **Professional Learning Communities** | | | |
|  - PLC content varies but are commonly used for CCLS integration and task creation/adapting, unpacking and revising units of study, daily lessons, looking at data and student work, planning, and other specific grade-level needs. | | | |
| **Common Planning:** Common planning refers to the common period/prep shared on a grade-level each day in which teachers engage in conversation, reflection, and/or revision of content units and/or daily lesson plans. This time can be both formal and informal, including lunch-time conversations. The focus is generally around planning, including sharing ideas, resources, etc. | | | |
| **Professional Learning Mondays and Tuesdays** | | | |
|  - Looking at Student Work using research based protocols  
  - Baseline data analysis, planning for instruction, unit/lesson revisions  
  - Development of grade-level, teacher, and student goals  
  - Unit Process/Products: Looking at student work, “norming” work using rubric and exemplars, highlighting strengths and next steps, revising current and future units of study.  
  - Data analysis, goal revisions, planning accordingly, unit/lesson revision  
  - ED Camps: are a designed forum (set up by educators) to provide participant-driven professional development for K-12 educators in a myriad of topics that are current and interesting. | All teachers | 9/2018 - 6/2019 | Administrators (Oversee) |
| **Learning Walks:** | All teachers | 9/2018 - 6/2019 | Administrators (Oversee) |
- Environment: Team effort, followed up by administrator meeting, grade-level feedback letter and teacher self-reflection
- Instruction: What do tasks/activities look and sound like in the classroom? Identifying depth and rigor in the execution of lessons and tasks we are engaging students in.

**Lab-sites/Inter-visitations**

- Mini-Lesson Support
- Exemplary practices
- Next steps/individual goals

- Establishing a critical lens based on impact of learning by various learners: (ELLs, SWDs, High Achievers, etc.)

**Differentiated Professional Learning**

- One-to-one teacher development/small group provided by administration, instructional coaches, and mentor depending on need (model lesson, teacher-teacher observation and feedback, inter-visitations, lab sites). This work is vertical and horizontal.
- Tiered support: consultants, instructional coaches, teacher teams and administrative “coaching” days.
- Focus on Math writing tasks
- Revisiting assessment tools to support writing (i.e. Pathways Rubrics and checklists)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Task Description</th>
<th>Frequency</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/2018 - 6/2019</td>
<td>One-to-one teacher development/small group provided by administration, instructional coaches, and mentor depending on need (model lesson, teacher-teacher observation and feedback, inter-visitations, lab sites). This work is vertical and horizontal.</td>
<td>Weekly and daily depended on need of individual teacher</td>
<td>Administrators (Oversee)</td>
</tr>
<tr>
<td>Monthly</td>
<td>Staff Development Committee (SDC)/Instructional Core Team (ICT) (Implement)</td>
<td>Classroom Teachers</td>
<td>Instructional Coaches</td>
</tr>
</tbody>
</table>

| Tiered Support | Consultants, instructional coaches, teacher teams and administrative “coaching” days. | Classroom Teachers | Instructional Coaches |
| Focus on Math writing tasks | Revisiting assessment tools to support writing (i.e. Pathways Rubrics and checklists) | Classroom Teachers | Instructional Coaches |
### Looking deeper at data and implications for teaching and learning.

* Embedding Deep Dive Data Protocol Analysis in Teacher Team sessions to align the Instructional Core to the work of Nancy Love (Data Analysis). Using the four phases of dialogue to explore:

- Using these protocols to look for impact of learning through disaggregated student groups: ELLs, SWDs, High Achievers, Temporary Housing, etc.
- Predict (*Questioning, clarifying and setting expectations of data*)
- Go Visual (Display data in organized manner such as charts, etc.)
- Observe (looking how data progresses, analysis of change)
- Infer/Question (*Generating possible explanations for the observations of the data*)

<table>
<thead>
<tr>
<th>All Teachers</th>
<th>9/2018 – 6/2019</th>
<th>Staff Development Committee (SDC)/ Instructional Core Team (ICT) (Oversee)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Twice Monthly (i.e. during common planning and or/ Tuesday menu options)</td>
<td>Classroom Teachers (Implement)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instructional Coaches</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher Leads</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade-level Teacher Teams</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

**Between September 2018 - June 2019:**

Administration will help by scheduling learning opportunities for all adult learners: families, teachers, etc. and will identify and leverage expertise to facilitate learning opportunities. This will be done on an ongoing basis in conjunction with the Parent Coordinator (Monthly).
Instructional Coaches/Teacher Leads will develop learning opportunities to translate Learning Standards, Policy and how it impacts teaching and learning. This is done by monthly parent workshops dedicated to supporting the social emotional fabric of students. This is done through a monthly planning sessions between Administration and Teachers.

Classroom Teachers will develop and works with various resources (admin, coaches, leads) to support the learning of students, adults and the learning community by facilitating workshops and information sessions to support learning at home. Some include, but not limited to monthly workshops around:

1. Supporting Students at Home
2. How to offer feedback to our students
3. Using a Tool to Measure (What is considered ‘Good Work?’)

---

### Part 4 – Budget and Resource Alignment

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

- Instructional Coaches, Grade-Level Team Teams, and Cluster Teachers
- Flexibility in Scheduling
- After school Programming (K - 5)
- Saturday Programming (Grades 3 - 5)
- All program resources, per session activities for teachers including instructional coaches and administrators.
- School Leadership Team

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

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

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### Part 5 – Progress Monitoring

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

Between September 2018 and February 2019, there will be an increase in frequency teachers meet to analyze student work (minimally twelve (12) times) resulting in a 5% increase of student work samples as evidenced by results on authentic tasks, observation notes and Teacher Team protocols (Looking at Student Work – LASW) and minutes.

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

Minutes from Protocols (Learning Walks, Meetings, Conferences, etc.)

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#### 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Data Trends, Source, and Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>All teachers were rated overall in either Effective or Highly Effective for the 2017-2018 School Year (ADVANCE Overall Report - September 2018)</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Priority for Effective School Leadership/Developing People - a decrease of 4% of teachers rated Effective or Highly Effective in MOTP reports 1a: Demonstrating Knowledge and Pedagogy (ADVANCE MOTP Tracking Report January 2018 - June 2018)</td>
</tr>
</tbody>
</table>

#### Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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.

**Goal:** By June 2019, at least 80% of all teachers will receive end of year MOTP ratings of Effective or Highly Effective in Danielson Framework for Teaching component 1a, as measured by 2018-2019 end of year MOTP ratings in Advance.
### Activities/Strategies:
Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>9/2018 - 6/2019</td>
<td>Administration (Oversee)</td>
</tr>
<tr>
<td>All Students (i.e. ELLs, SWDs, Temporary Housing, Gender, etc.)</td>
<td>6 Week Cycles focusing on action plans and unit overlaps</td>
<td>Staff Development Committee (SDC)/Instructional Core Team (ICT)</td>
</tr>
<tr>
<td>All teachers!</td>
<td>9/2018 - 6/2019</td>
<td>Classroom Teachers (Implement)</td>
</tr>
<tr>
<td>All teachers!</td>
<td>9/2018 - 6/2019</td>
<td>Instructional Coaches</td>
</tr>
<tr>
<td>All teachers!</td>
<td>9/2018 - 6/2019</td>
<td>Teacher Leads</td>
</tr>
<tr>
<td>All teachers!</td>
<td>9/2018 - 6/2019</td>
<td>Grade-level</td>
</tr>
<tr>
<td>All teachers!</td>
<td>9/2018 - 6/2019</td>
<td>Teacher Teams</td>
</tr>
</tbody>
</table>

### Use Data to Drive Learning:
- Survey the staff for needs assessments
- Share school wide data disaggregated by student subgroup/need (i.e. ELLs, SWDs, Temporary Housing, Gender, etc.)
- School-wide assessments
- Use common planning to look at data
- Refine curriculum maps
- Administration will schedule formative observations on an ongoing basis.
- Principal will share school-wide initiatives and goals at opening conference.
- Each teacher will meet with administration to identify individualized teacher specific goals for the 2018 - 2019 school year at the initial planning conference. Progress will be reviewed at the cycles.
- Teachers will be asked to set goals on an ongoing basis:
  - Long term goal (personal)
  - Short term goal(s) (personal)
  - Classroom long term learning goals
School Instructional Leads will work collaboratively with classroom teachers and provide differentiated PD based on grade level needs and individual needs:

- Staff Development Committee (SDC)/formerly Instructional Core Team (ICT) will focus on instruction, analyzing curriculum and setting next steps for the entire organization. In addition, they will facilitate Grade and content appropriate study groups made up of the instructional staff and will collaboratively identify the necessary common language and expectations for high level of teaching and learning.

  - Informal and formal observations will reflect Charlotte Danielson’s rubric of Effective Professional Practice.
  - Each teacher will engage in a professional growth plan that assesses effectiveness at three cycles, a baseline, mid-year and end-of-year feedback session.
  - Focus on student special needs and how to provide access to learning.

- Open forum “to discuss important curriculum and instructional issues ongoing.
- Scheduled staff conference each month will provide feedback to all teachers and highlight exceptional practices in the school as well as a time to view authentic teacher videos and discuss best instructional practices.
- Learning Walks will be scheduled once a month using school wide initiatives as a focal point lens
- Lab-sites will be scheduled monthly, recorded and used for teacher discussion focusing on elements of effective instruction/practice.
- Teacher Rounds will be scheduled and implemented in Inquiry Cycles
- ED Camps will be scheduled once a month about a variety of topics based on interest/expertise of staff.
- Teachers will engage in opportunities to collect low inference evidence based on the Domains of Charlotte Danielson.
- ADVANCE Score tracker will be used to support ongoing reflection and individual next steps.
- School Instructional Leads and administrators will engage in network professional development opportunities focusing in on teacher effectiveness, the Danielson Framework, and shared expectations around looking at student work and implementation of the CCLS.
- Lens of student needs based on subgroups (i.e. ELLs, SWDs, Temporary Housing, Gender, etc.)
- Inter-visitations are scheduled for peer on peer feedback
- Comprehensive Education Plan (School-wide goals)
- Teacher teams will meet collaboratively on an ongoing basis to analyze current data trends and plan next steps for group and individual students in their class.
- Teachers will engage in designated Monday Professional Work Time to look at data and impact of teaching and learning.
- Tuesday menu of options provide teachers the opportunity to personalize collaborative professional development in instructional and parent involvement goal setting

<table>
<thead>
<tr>
<th>All teachers</th>
<th>9/2018 - 6/2019</th>
<th>Administration (Oversee)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly (During Common Preps and or Individual Preps)</td>
<td>Staff Development Committee (SDC)/Instructional Core Team (ICT)</td>
<td>Classroom Teachers (Implement)</td>
</tr>
<tr>
<td>Teacher Leads</td>
<td>Instructional Coaches</td>
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<td>Grade-level Teacher Teams</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of 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.

**Strategies that our school will engage 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:**
Between September 2018 - June 2019:

Administration will help by scheduling learning opportunities for all adult learners: families, teachers, etc. and will identify and leverage expertise to facilitate learning opportunities. This will be done on an ongoing basis in conjunction with the Parent Coordinator (Monthly)

Instructional Coaches/Teacher Leads will develop learning opportunities to translate Learning Standards, Policy and how it impacts teaching and learning. This is done by monthly parent workshops dedicated to supporting the social emotional fabric of students. This is done through a monthly planning sessions between Administration and Teachers.

Classroom Teachers will develop and works with various resources (admin, coaches, leads) to support the learning of students, adults and the learning community. by facilitating workshops and information sessions to support learning at home. Some include, but not limited to monthly workshops around:

1. Supporting Students at Home
2. How to offer feedback to our students
3. Using a Tool to Measure (What is considered ‘Good Work?”)

Part 4 – Budget and Resource Alignment

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

- Instructional Coaches, Grade-Level Team Teams, and Cluster Teachers
- Flexibility in Scheduling
- All program resources, per session activities for teachers including instructional coaches and administrators.
- School Leadership Team
- Staff Development Committee (SDC)
- Grade Level teacher Teams

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

<table>
<thead>
<tr>
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</tr>
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</table>

Part 5 – Progress Monitoring

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

By February 2019, at least 80 % of all teachers will receive at least 2 MOTP ratings of Effective or Highly Effective in Danielson Framework for Teaching component 1a, as measured by Advance observation reports for the period of September 2018 to February 2019.

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

Advance Data
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.

- Feedback provided by parents via the school website, PA meetings, parent surveys, and workshops through strategic facilitation and use of planned guided questions, to create an inviting environment while encouraging open and authentic conversations.
- Goals set by Parent Association and School Leadership Team
- New school programs that involve parents as partners through documentation and tracking of events.
- Increased number of parent volunteers.
- Increased number of parents attending Parent Association meetings.
- Increased number of workshops and learning opportunities.

**Learning Environment Survey (2017 - 2018)**

**Strengths:**

- 95% of Parents believe "of families say that school staff regularly communicate with them about how families can help their child learn" (Strong Community-Family Ties)
- 94% Parents agree that the principal/school leaders encourage feedback from parents/guardians and the community through regular meetings with parent and teacher leaders (Effective School Leadership)
- 90% Parents agree School staff regularly communicate with parents/guardians about how parents can help students learn. (Strong Family and Community Ties)
- 96% of Parents believe "Teachers and parents/guardians think of each other as partners in educating children." (Trust)

**Next Steps/Growth Areas:**

- Been asked or had the opportunity to volunteer time to support this school (for example, spent time helping in classrooms, helped with school-wide events, etc.) (76%)
- Parents of families say that they get opportunities to visit their child's classroom, such as observing instruction or participating in an activity with their child. (86%)
- of families say that they are likely to attend a general school meeting or school event (88%)

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, there will be at least a 10% increase in the number of parents attending school-wide meetings, events, and activities, as measured by the 2018-2019 Parent Coordinator Activity Report, compared to the number of parents attending school-wide meetings, events, and activities, as measured by the 2017-2018 Parent Coordinator Activity 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) 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>Parents/ families</td>
<td>9/2018 - 6/2019</td>
<td>Administration</td>
</tr>
</tbody>
</table>

**A variety of learning activities to cognitively engage parents in the learning process.**

- A needs assessment will be done in conjunction with the administration, staff and parents in the form of a survey to determine parental needs in supporting learners at home.
- Focused workshops will be ongoing in content area learning such as Science, Math and Art by staff members and educational consultants.
- “Make and Take” activities planned for parents to develop learning tools at home to help with students at home (i.e. “SOLVE bookmarks, fold-ables, etc.)
- Ongoing surveys to evaluate effectiveness of workshops/events and to plan next steps.
- A menu of options is available for teachers to support parents and engage them in learning during designated Tuesday afternoon scheduling.
- Homework Diner in conjunction with WITS In-house Chef strengthens the home school connection by covering topics such as stress relief, CCLS, discipline, etc.
- Anti-Bullying and Internet Safety will be topics for parent workshops provided by the 43rd precinct.
- Our Monthly Book and a Bagel workshop provide parents with the opportunity to read and discuss the same literature that their children are reading in school. (Our school-wide Book of the Month.)
- Monthly grade level and individual classroom newsletters will be distributed at the start of each month highlighting classroom events, student learning outcomes and ways to support students at home.
- Interim progress reports are distributed to parents in between formal report cards to show student strengths, weaknesses and ways to support them in reaching these goals.
- Workshops for parents dedicated on how to analyze school-wide and student achievement data.
- Parents trained to implement and use the "Great Leaps" Intervention program for at-risk students.
- Parents will be trained to be classroom volunteers
- Students will be monitored by ongoing assessments (every 6-8 weeks) and the achievement data will be reported to parents.

- The development of “JP Parent U(niversity)” – an interactive way for parents to engage in the learning process for themselves through reciprocal learning:
  - To teach skills based on their own careers/trades/etc in classrooms and or other adult learners
  - Sign up to meet with teachers to learn teaching strategies while supporting their children at home.
- Parents will facilitate the "Great Leaps" Intervention o students that are designated "At Risk" for grades K, 3-5:

<table>
<thead>
<tr>
<th>Who Will Help?</th>
<th>When Will They Help?</th>
<th>How Will They Help?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Instructional Coaches/Teacher Leads</td>
<td>9/2018 - 6/2019</td>
<td>Schedule learning opportunities for all adult learners: families, teachers, etc. Identifies and leverage expertise to facilitate learning opportunities</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>9/2018 - 6/2019</td>
<td>Develops learning opportunities to translate Learning Standards, Policy and how it impacts teaching and learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develops and works with various resources (admin, coaches, leads) to support the learning of students, adults and the learning community.</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.
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.

- Workshop agendas and minutes
- Parent Survey data from workshops
- Agendas from Committees (i.e. Journey Prep Pride, College Prep, etc.)
- 2018 - 19 Parent Involvement/Engagement plan
- Tuesday Menu logs from teachers
- School Monthly Calendar
- Website events brief
- Student achievement data

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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</table>

Part 5 – Progress Monitoring

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

By February 2019, there will be at least a 10% increase in the number of parents attending school-wide meetings, events, and activities, as measured by the Parent Coordinator Activity Report for the period of September 2018 to February 2019, compared to the number of parents attending school-wide meetings, events, and activities, as measured by the Parent Coordinator Activity Report for the period of September 2017 to February 2018.

Analyze and triangulate several data points such as:

- Needs Assessment
- Ongoing communication with PA president
- Increased attendance at monthly Parent Association meetings.
- Increased collaboration and decision-making during School Leadership Team meetings.
- Monthly Parent Newsletters: Provided by each grade-level team, completed by classroom teachers, includes content units information, supports for parents, highlights of classes and grades, events, celebrations, etc.
- Monthly Parent Calendar: Highlights events, programs, celebrations, reminders
- Parent Workshop Opportunities: Feedback Reflection Sheets

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

- Parent Coordinator Activity Report

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

(Required for All Schools)

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>State Examination Data (ELA, Math, NYSESLAT)</td>
<td>iReady: CCLS integrated program of assessment and data-driven instruction. The program teaches and assesses all CCLS in Reading and Mathematics, with some Writing/Response Standards addressed throughout. Language, Speaking, and Listening Standards are also integrated throughout.</td>
<td>Small group and one-on one</td>
<td>Parts of each program will be used during the school day, during reading workshop, and during extended day.</td>
</tr>
</tbody>
</table>
addressed through text activities. (Small group instruction)

**Max Scholar** – an intervention program that focuses on phonics, phonemic awareness decoding and/or phonological awareness difficulties as well as critical thinking and deeper comprehension.

**Read Works** - An online database of best practices for teachers to access and meet the needs of selected students

**Fountas and Pinnell Reading Intervention** - is a small-group, supplementary intervention program designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving children in the early grades

**Great Leaps** - An intervention program designed to promote Language Growth: Language Growth teaches phonological awareness in 10-45 minutes of small group instruction. These skills are pre-requisites for reading. (ADMINISTERED by Parents)

**Mathematics**

<table>
<thead>
<tr>
<th>State Examination Data (ELA, Math, NYSESLAT)</th>
<th><strong>J-Ready</strong>: Reinforces a strong foundation of mathematical skills and scaffolds students learning. Focus on place</th>
<th>One on One</th>
<th>Parts of each program will be used during the school day, during Math</th>
</tr>
</thead>
</table>

2018-19 CEP
| **Key Elements to Math Success (KEMS)** – a supplemental math program that is used to enhance student understanding of essential mathematics concepts. |
| **Guided Math/Strategy Groups**: Provided in addition to classroom instruction, small group, targets student’s needs. |
| **NYC Scope and Sequence Measuring Up**: NYS Learning Standards (Science, Level), Includes assessments and test practice. |
| **FOSS** – the website [http://www.fossweb.com/](http://www.fossweb.com/) includes learning modules that students and teachers can access: |
| **Read Works** - An online database of a variety of genres including science non-fiction texts and best practices for teachers to access and meet the needs of selected students |
| **Amplify** |

| **Science** | Baseline assessment data | Science Baseline assessment data, Content Unit pre and post-tests, Grade 4 State Science, trends & patterns |
| **Social Studies** | Baseline assessment data | Social Studies Baseline assessment data, Grade 4 Social Studies, trends & patterns |

<p>| <strong>Social Studies</strong> | Baseline assessment data | NYC Scope and Sequence | Guided small group instruction on specific grade-level science |
| <strong>Guided small group instruction on specific grade-level science</strong> | <strong>During the school day during Social Studies/ Humanities Workshop.</strong> | <strong>Guided small group instruction on specific grade-level science</strong> | <strong>During the school day during Social Studies/ Humanities Workshop.</strong> |</p>
<table>
<thead>
<tr>
<th>Content Unit pre and post-tests</th>
<th><strong>NYCPassport to Learning</strong> standards during the school day.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NY Historical Society</strong></td>
<td><strong>Read Works</strong> - An online database of a variety of genres including science non-fiction texts and best practices for teachers to access and meet the needs of selected students</td>
<td></td>
</tr>
<tr>
<td><strong>At-risk services</strong> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td><strong>Occurrence reports</strong></td>
<td><strong>Resolving Conflict Creatively Program</strong> RCCP - Peer Mediators addresses conflict resolution, character education, and social and emotional learning.</td>
</tr>
<tr>
<td></td>
<td><strong>Anecdotal records</strong></td>
<td><strong>Girl’s Social Skills Group</strong> – social skills group dedicated to character development and social skills for girls</td>
</tr>
<tr>
<td></td>
<td><strong>Student writing, responses/discussions</strong></td>
<td><strong>Boy’s Social Skills Group</strong> - social skills group dedicated to character development and social skills for boys</td>
</tr>
<tr>
<td></td>
<td><strong>RTI referrals</strong></td>
<td><strong>Speech, OT, PT, SETSS</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Special Education referrals, IEP’s</strong></td>
<td><strong>The Leader In Me</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Outside service referrals</strong></td>
<td><strong>4Rs</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Small Group</strong></td>
<td>During the School Day scheduled</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

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

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

Part A: FOR TITLE I SCHOOLS
1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

2. Please describe the services you are planning to provide to the STH population.
   - Purchase resources
   - At-risk counseling provided by Guidance Department
   - Strategies from the 4Rs program:
     - The 4Rs builds on an engaging, interactive curriculum that uses great children's literature as springboard. In weekly lessons, teachers engage students in reading, writing, discussion, and skills practice aimed at fostering caring, responsible behavior, including:
       - building community
       - understanding and handling feelings
       - listening
       - assertiveness
       - problem-solving
       - dealing well with diversity
       - cooperation
   - Strategies from RULER:
     - RULER teaches the skills of emotional intelligence- those associated with recognizing, understanding, labeling, expressing, and regulating emotion.
     - These emotions are essential to effective teaching and learning, sound decision making, physical and mental health in life.

Part B: FOR NON-TITLE I SCHOOLS
1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

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

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers. These hiring fairs are pre-screened teachers that have been pre-screened by the NYCDOE list of prospective employees.
- The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- A hiring committee is formed to view candidates and observe demonstration lessons using Charlotte Danielson's Framework for Teaching. Demonstration lessons are scored and used as criteria for hiring decisions.
- Mentors are assigned to support struggling and un-qualified teachers by developing a plan of action and providing support. School-wide mentors work closely with "New Teacher Center" to provide targeted support through a variety of tools.
- Continual and ongoing feedback to staff members through grade meetings, tiered PD and various learning activities.
- Differentiated Professional Development to all teachers based on common needs, trends and individual next steps.
- Partnership with colleges to recruit highly qualified teachers (i.e. New York University, Harvard, etc.)
- Needs assessments are provided for teacher needs and personalized prescribed PD is provided based on teacher growth.

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).

Differentiated Professional Development (3 Tiers)

- Author/Education Consultant
- Educational Consultants to support work
Lead Teachers/Instructional Coaches

- Monday and Tuesday’s professional learning cycles, depending on grade-level/team/staff needs, led by core instructional team, including lead classroom teachers differentiated, with the expectation of learning being applied which is followed up by reflection, revision, and evidence in student use and product. This includes Professional Learning around school-wide policies and initiatives such as: content area learning, standards alignment and incorporating Access to learning for all students (ELLS, SWDs, Temporary Housing, Gender, etc.)

- Classroom teachers attend grade-appropriate, workshops depending on areas of need and interest. Learning is then shared during PLC’s (Professional Learning Communities) and Teacher Team meetings. This might include research based instructional strategies, assessment design, common planning, and developing coherent grade level practices.

- Administration follows a formal and informal observation protocol, which clarifies expectations, incorporates teacher effectiveness, and addresses individually identified teacher goals. On-going support and feedback allows teachers to grow in a non-threatening learning community. This includes (but not limited to modeling for teacher, engaging in data clinic talks, scheduling inter-visitations, lesson planning/study, or coaching teachers who need additional support.)

- Instructional Coaches, Lead Teachers, and administrators will conduct professional learning activities designed to develop a clear and shared understanding of what effective teaching looks and sounds like in specific areas of focus. This includes developing lab sites, or inter visitations, providing instructional support school wide based on findings from AIS student outcomes, revising curriculum ,etc.

- Teachers engage in the collaborative curriculum development, implementation, and analyze student work reflecting the Common Core aligned tasks/units. The Common Core aligned tasks incorporates more rigorous student work. The student work is assessed to plan for future instruction.

- Para professionals and other teams meet regularly to discuss their support for student learning. Paraprofessionals receive PD on a variety of topics which some include: documenting learning of students, facilitating a small group, using research based strategies to support learning (i.e. Reading Rescue, Great Leaps, etc.)

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.).

- Pre-Kindergarten teachers participate in grade articulation so identify student placement based on academic need and optimal social setting
- Vertical planning between Pre K and Kindergarten teachers to outline clarity of grade level expectations
- Parent workshops to assist with transition between grades (i.e. "Getting Ready to Move Your Child Up, etc."
- An Early Childhood Social Worker to support students and families with students of Pre Ks transition to school and between grades (PD Empowerment Session on how to transition students and provide at home support)
- August parent orientation meeting for new incoming kindergarten families (Summer supports, school information, curriculum, School Packet)
- School Handbook which outlines grade level expectations and parenting tips.

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.

- Qualitative documentation which captures big ideas, learning and statements about explorations and group projects
- Learning portfolio
- Cumulating projects and tasks those are thematic
- Cross curricular projects with a final product

Multiple forms of formative and summative assessment data are used to guide school, grade-level, class, teacher, and student goals. The most valuable of assessments are the formative; which engages teachers/teams to analyze student work, progress tasks/checks, and unit assessment data in order to revise and adjust current and future units of study. Teacher conference notes are also research based and valuable in identifying strengths and next steps which are communicated to students. Unit assessments are both CCLS aligned and aligned to what is specifically being targeted and taught throughout a lesson/unit. The following is a summary regarding assessment within the school community:

- State Examination Data (ELA 3-5, Math 3-5, Science 4, NYSESLAT)
- ELL Interim Assessment
- AIS Program Data K-5 (See Above for list of Intervention Programs, Targeted Students)
- Baseline, Midline, End-line Data K-5 (Reading, Writing, Math, Social Studies, Science)
- Unit Assessments (Criteria/Rubrics)
- Math (Pre/Post, Progress Checks/Extended Response)

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>438,848.00</td>
<td>X</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>133,540.00</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>11,200.00</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>3,091,466.00</td>
<td>X</td>
</tr>
</tbody>
</table>

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

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

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

2The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:
• **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

• **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aim 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. PS 69X Journey Prep, 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

PS 69X Journey Prep will support parents and families of Title I students by:

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

### Parental Involvement and School Quality

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent- Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the ESSA;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

### Encouraging School-Level Parental Involvement

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events ("Family Fitness Night, School Play, etc.)
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers; (Great Leaps, Reggio Volunteer, Parent U)
- 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;
- Social Media platforms to keep parents engaged and updated with current information: www.PS69Bronx.org (Instagram: @PS69JourneyPrep) (Twitter: @PS69JourneyPrep)

**School-Parent Compact (SPC)**

**PS 69X Journey Prep**, in compliance with the Section 1118 of Title I, Part A of the , 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;
• Social Media platforms to keep parents engaged and updated with current information: www.PS69Bronx.org (Instagram: @PS69JourneyPrep) (Twitter: @PS69JourneyPrep)

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

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

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities

• monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
• ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
• check and assist my child in completing homework tasks, when necessary;
• read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
● set limits to the amount of time my child watches television or plays video games;

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

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

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

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

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

● respond to surveys, feedback forms and notices when requested;

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

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

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

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

### III. Student Responsibilities

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

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

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

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

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

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

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

Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td></td>
</tr>
<tr>
<td>☒ conceptually consolidated (skip part E below)</td>
<td>☐ NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>Total # of ELLs to be served:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades to be served by this program (check all that apply):</td>
<td></td>
</tr>
<tr>
<td>☒ K</td>
<td>☐ 1</td>
</tr>
<tr>
<td>☐ 6</td>
<td>☐ 7</td>
</tr>
<tr>
<td>Total # of teachers in this program:</td>
<td></td>
</tr>
<tr>
<td># of certified ESL/Bilingual teachers:</td>
<td></td>
</tr>
<tr>
<td># of content area teachers:</td>
<td></td>
</tr>
</tbody>
</table>
# 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: 

Analysis of multiple data sources (such as Lab-R/NYSTL, Baselines, State Assessments, etc) indicates that our ELL population is in need of additional support in reading, writing and math skills. Our before school, after school, Winter/Spring Learning Institutes, and Saturday programs address these specific needs and deficits.

Instructional support is delivered to English Language Learners through a variety of levels (or Tiers). In addition to best practices that support ELLs by classroom teachers, students also receive Academic Intervention Services (AIS) by additional support staff during the school day. AIS providers provide academic intervention using a variety of strategies and research based interventions such as Fountas and Pinnell, Tune Into Reading, FUNDations, Achieve 3000, and Read Works as well as En Vision, CAMS, etc.

All instructional and intervention programs target the the following English Language Learner Subgroups: Necomers, Middle Year ELLs, and Former ELLs. The ENL Strategies for "Success in School Breakfast Meeting" targets ELL students in grades three through five. There will be a total number of 32 students with three teachers (as well as an ENL teacher) supporting the students. (ENL teacher is funded through Title III funds). The focus is on vocabulary, language development, test taking strategies and understanding the approaches to problem solving as well as complex reading of varied texts. There is ongoing articulation between the classroom teacher, ELA and math teacher for an hour on two different mornings. Both teachers engage students in direct instruction, group work and immersion of language. The program involves monitoring student progress through on-going assessments targeting benchmark levels of mastery. Each student has a personal prescribed action plan with SMART goals, written by all the professionals who work with the student. Packets go home so that parents can work with their children. This program, which is delivered in English is offered January through April: Wednesdays and Thursday at 7:15 until 8:10AM. Meeting twice a week, (Monday - Thursday depending on the group and teacher) this service includes 24 sessions.

All ELL students in grades three through five who are in need of academic intervention supports (in all disciplines) are offered a Saturday Academy from November 3rd, 2018 until April 13th, 2019.

The dates for the 2017-2018 school year will include:

3rd, 10th, 17th, 1st, 8th, 15th, 5th, 12th, 19th, 26th, 2nd, 9th,
**Part B: Direct Instruction Supplemental Program Information**

<table>
<thead>
<tr>
<th>16th</th>
<th>2nd,</th>
<th>9th,</th>
<th>16th,</th>
<th>23rd</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th,</td>
<td>13th,</td>
<td>17th,</td>
<td>20th,</td>
<td>2nd</td>
</tr>
</tbody>
</table>

This includes a total of 29 sessions for three hours a session from 9:00AM to 12:00PM. ELL students are grouped in two groups (averaging 20), based on their proficiency levels. (Using the data source of: NYSESLAT/NYSTELL). They are taught by an ENL certified teacher and a certified content area teacher for an hour and a half each. The student groups are rotated to each teacher. Both teachers engage students in direct instruction, group work and immersion of language. Through the use of the research based materials of Sadlier and Rally, Math Steps and KEMS which encourage a hands-on approach students increase their speaking, listening, reading and writing skills through an increased exposure to explicit vocabulary based on the various works of multiple research based literature.

All ELL students in grades three through five who are in need of English Language Arts and Mathematics intervention are offered an After School program from October 17th, 2018 until April 18th, 2019. The 2018 - 2019 dates will include:

<table>
<thead>
<tr>
<th>17th</th>
<th>18th</th>
<th>24th</th>
<th>25th</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st,</td>
<td>7th</td>
<td>8th</td>
<td>14th</td>
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<tr>
<td>15th</td>
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<td>9th</td>
</tr>
<tr>
<td>10th</td>
<td>16th</td>
<td>17th</td>
<td>23rd</td>
</tr>
</tbody>
</table>
This include a total of 61 sessions for two hours a session from 2:30 PM to 4:30 PM. Similar to the Saturday program, ELL students are grouped in two groups (averaging 20), based on their proficiency level on the NYSESLAT/NYSTELL. They are taught by an ENL certified teacher and a certified content area teacher for both an hour each. The students will rotate to each teacher. Both teachers engage students in direct instruction, group work and immersion of language. Through the use of materials such as literature from the research based ReadWorks.com and Rally and Pearson’s En Vision and KEMS, a hands-on approach students increase their speaking, listening, reading and writing skills through an increased exposure to explicit vocabulary based on the various works of multiple research based literature. The school will supplement the cost of the program, using other funding source.

A program titled "Now I Get It" from Mondo Learning will be used to support students in reading, speaking, language development and writing. The program is research based and is designed specifically for ELL students. Reach works to increase vocabulary, reinforce academic language, and increase interest in reading a variety of genres such as informational texts and literature. The students work from a variety of resources such as independent work materials, independent journal and on teamwork activities and on their school laptops. All instruction will be in English. Additionally, the Sheltered Instruction Observation Protocol (SIOP) will be used to address the needs of ELLs through a use of eight interrelated components including building background, comprehensive input, interactions, application and assessment.
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: ____

PS 69X Journey Prep will provide professional development to all staff members (teachers and administrators) who have direct contact with ELL students to develop a coherent Professional Development plan to support varied ELLs at different strategies of Language Acquisition. All PD opportunities that involve direct instruction of English Language Learners are supported by Title III funds. This will include, administrators, guidance personnel, classroom teachers and out of classroom teachers. The ELL teacher’s goal is to make sure that the entire staff becomes involved and knowledgeable about educational issues and strategies regarding ELL students. This will ensure that all staff members receive training to support pedagogical practices to help ELL make academic gains using research based interventions such as the Sheltered Instruction Observation Protocol (SIOP).

All teachers and paraprofessionals have received professional development on the Language Allocation Policy. Teachers will continue to receive site based professional development throughout the course of the year with the ENL pedagogue (Title III teacher) . During grade level meetings every Monday from 2:30 until 3:50 and Each Monday, teachers engage within Professional development sessions around pedagogy, instructional practices and data to support diverse learners. These PD sessions are facilitated by lead teachers, ENL teacher and outside educational consultants (at no cost to Title III LEP Funds) supporting teachers with ELLs in their classrooms with instructional practices, literacy/mathematics shifts in CCLS, assessment and data and differentiating learning for all students.

The Monday dates (with titles/topics) for the 2018-2019 school year during Professional Learning Time is at no cost to Title III funding (2:30 - 3:50 PM) are targeted to teachers and support staff. Attendance and agendas will be kept on file, in the school's Title III LEP Binder. The topics include, but not limited to:

- October 2018October 22nd (Developing Action Plans for ELLS by E. Padilla, ENL Teacher),
  October 29th(using Critical Data by A. Pastula),
- October 22nd (Developing Action Plans for ELLS by E. Padilla, ENL Teacher),
  October 29th(using Critical Data by A. Pastula),
- November 2018November 5th (Setting instructional Outcomes by Varied Learners by Grade Level Teams),
  November 12th (by M. Acevedo),
  November 19th (Inquiry Work by M. Morriss),
  November 26th (Integrating Content Learning into ELA by M. Morriss),
- November 5th (Setting instructional Outcomes by Varied Learners by Grade Level Teams),
  November 12th (by M. Acevedo),
  November 19th (Inquiry Work by M. Morriss),
  November 26th (Integrating Content Learning into ELA by M. Morriss),
- December 2018December 3rd (Supporting Diverse Learners in Math Groups by N. Nocerino),
  December 10th (Vocabulary Development by M. Morriss),
  December 17th (Differentiating Instruction by M. Mirvil),
- December 3rd (Supporting Diverse Learners in Math Groups by N. Nocerino),
- December 10th (Vocabulary Development by M. Morriss),
Part C: Professional Development

- December 17th (Differentiating Instruction by M. Mirvil),
- October 22nd (Developing Action Plans for ELLS by E. Padilla, ENL Teacher),
- October 29th (Using Critical Data by A. Pastula),
- November 5th (Setting instructional Outcomes by Varied Learners by Grade Level Teams),
- November 12th (by M. Acevedo),
- November 19th (Inquiry Work by M. Morriss),
- November 26th (Integrating Content Learning into ELA Studies by M. Morriss),
- December 3rd (Supporting Diverse Learners in Math Groups by N. Nocerino),
- December 10th (Vocabulary Development by M. Morriss),
- December 17th (Differentiating Instruction by M. Mirvil),
- January 2019 January 7th, (Setting Instructional Outcomes by Grade Teams),
- January 14th (Creating Project Based Assessments by J. Weingarten),
- January 28th (CCLS aligned goal setting by M. Morriss),
- January 7th, (Setting Instructional Outcomes by Grade Teams),
- January 14th (Creating Project Based Assessments by J. Weingarten),
- January 28th (CCLS aligned goal setting by M. Morriss),
- February 2019 February 4th (The Reggio Emilia approach to learning by Pre K Team),
- February 11th (using Appropriate Resources to Support Learners by C. Katz),
- February 25th (Setting Instructional Outcomes by Grade Level Teams),
- February 4th (The Reggio Emilia approach to learning by Pre K Team),
- February 11th (using Appropriate Resources to Support Learners by C. Katz),
- February 25th (Setting Instructional Outcomes by Grade Level Teams),
- March 4th (Collecting Data by A. Pastula),
- March 11th (Vocabulary Development by M. Morriss),
- March 18th (Inquiry, Discovery and Exploration by S. Durant/W. Galiano)
- March 25th (Equity and Access for ALL by K. Meyer),
- March 4th (Collecting Data by A. Pastula),
- March 11th (Vocabulary Development by M. Morriss),
- March 18th (Inquiry, Discovery and Exploration by S. Durant/W. Galiano)
- March 25th (Equity and Access for ALL by K. Meyer),
- April 1st (Setting instructional Outcomes by Grade Level teams),
- April 8th (Characters Come Alive by S. Robinson),
- April 15th (Equity and Access - C. Gonzalez)
- April 1st (Setting instructional Outcomes by Grade Level teams),
- April 8th (Characters Come Alive by S. Robinson),
- April 15th (Equity and Access - C. Gonzalez)
- May 6th (Art Infused Projects by J. Amico),
- May 13th (Setting Instructional Outcomes by Grade Teams),
- May 20th (Math ESL Strategies by E. Padilla),
- May 6th (Art Infused Projects by J. Amico),
- May 13th (Setting Instructional Outcomes by Grade Teams),
- May 20th (Math ESL Strategies by E. Padilla),
Part C: Professional Development

- March 4th (Collecting Data by A. Pastula),
- March 11th (Vocabulary Development by M. Morriss),
- March 18th (Inquiry, Discovery and Exploration by S. Durant/W. Galiano)
- March 25th (Equity and Access for ALL by K. Meyer),
- April 1st (Setting instructional Outcomes by Grade Level teams),
- April 8th (Characters Come Alive by S. Robinson),
- April 15th (Equity and Access - C. Gonzalez)
- May 6th (Art Infused Projects by J. Amico),
- May 13th (Setting Instructional Outcomes by Grade Teams),
- May 20th (Math ESL Strategies by E. Padilla),
- June 3rd (STEM by J. Weingarten), June 10th (Article Study by S. Robinson).
- June 3rd (STEM by J. Weingarten),
- June 10th (Article Study by S. Robinson).

In addition to these constant PD sessions, addition PD ongoing and tentatively change each month. On designated professional development days, workshops are provided by the principal, assistant principal, literacy coach, math coach, literacy consultants and ENL pedagogue, during common planning and professional development days. An outgrowth of this work includes: a brochure that outlines K - 5 strategies to support ELLs, ongoing hands-on workshops, make and take activities to enhance instruction.

Book discussion groups will be formed (at no cost to Title III funding) in order to discuss and analyze the book Classroom Instruction That Works with English Language Learners by Jane Hill. Professional journals and articles will also be shared and discussed from various sources such as Dialogue and Idiom published by NYS TESOL and TESOL Journal. The strategies discussed in the literature will be implemented in the classroom. The effective strategies will be shared during the book groups, common prep time and during grade meeting in order to allow all ELLs to benefit from the best practices.

Part D: Parental Engagement Activities

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

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

Begin description here: _________

PS69X Journey Prep parent involvement will include a parent orientation session in September. The parents of all newly enrolled ELL students are invited to attend. Besides this orientation, parents of all ELL students are invited to workshops throughout the year. Agendas will be kept on file, in the school's Title III LEP Binder. These workshops are given in both English and Spanish in order to allow for understanding by all parents and guardians. Parents are notified of these workshops through letters home, school website, posted notices and an electronic sign in front of the school and a phone messaging system. The letters and the notices are sent home and posted in English and Spanish. The rationale for Parent engagement topics are disaggregated from a Need Assessment in the form of a survey distributed at the beginning of September. The questions aim to extract
Part D: Parental Engagement Activities

information that parents of ELLs need in order to help their children be successful in school. It also provides parents of ELLs with the tools to aid their children at home.

The Parent Association also posts these workshops on the Parent Association bulletin board in the main hallway. The workshops are run by the Parent Coordinator and translated by a bilingual pedagogue as well as Community Based Organizations, Financial Institutions and addition partnership. The workshops are held ongoing every month for an hour and a half. Notifications of these events are sent home in English and Spanish. Translators are available at all school events, including workshops to translate for parents. The focus of the workshops ranges from a five week series on the Common Core State Standards entitled "How to Help: math, ELA, homework, etc" Workshop Series. There are also parent workshops on Literacy through Finance and Stress Relief. Once a month there is a workshop for the parents of pre-kindergarten students that focuses on child development.

All workshops are scheduled monthly Tuesdays from 8:30 AM - 10:00 AM, unless Homework Diner, which is from 2:30 PM - 3:40 PM. For the 2018-2019 school year, there are 20 sessions planned: 10 workshops / 10 Homework Dinners). All workshops are facilitated by trained, certified pedagogues in the content area of expertise. (at no cost to Title III funding). Some workshops include: October 30th: Helping with Homework, presented by our Parent Coordinator, November: 20th: Development of Children by Amelia Pabon, Social Worker, November 27th: Literacy is Alive, by Librarian Suzanne Robinson, December 5th: Homework Diner presented by classroom teachers, December 18th: CCLS Mathematics by Nicole Beck, Math Consultant, January 9th: Literacy Magic, by Amy Pastula, Lead Teacher, January 29th: Journey Language into Cooking, by Kesha Cromatie, WITS Chef, February 6th: Homework Diner presented by classroom teachers, February 26th: Non fiction Matters for All by Amy Pastula, Lead Teacher, March 12th: Success in School by Parent Coordinator, March 19th: Data in School by Nicole Nocerino, Math Teacher, April 30th: NYS Assessments by E. Padilla, ENL Teacher, May 21st: Science is Alive by Jill Weingarten, Science Educator. In addition to various workshops throughout the year, Tuesday are a designated time for parent outreach (including ELL students.) from teachers. These activities are at no cost to Title III funding. Some activities include a monthly "Homework Diner" which includes personalized tutoring and homework help in one on one and small group scenarios based on class assignments. In addition, other parent activities include: Meet with parents (telephone, text, email, person, SKYPE,) to discuss pertinent student matters (i.e. IEP meeting, concerns, positive reinforcement); Create a newsletter for parents outlining curriculum, current homework assignment, ways that parents can help at home, etc; Develop and maintain a class website with pertinent information (i.e. assignments, photographs, upcoming events, etc.); Design an integrated project that students need to work with parents at home to complete (i.e. interview, parent’s hobby, research about native home, etc.); Deliver a Parent Workshop based on helping parents with CCLS or new concepts in the classroom; Create and distribute a Progress Report to parents to show student needs and growth; Develop a Questionnaire for parents to share their talents and skills. This information can help bring parents in to enrich the learning of students; Develop a weekly email blast for parents to keep them in touch with what is currently happening in class; Have student led conferences, where students lead the conferences based on their next steps/growth; Design Family Learning Activities that have students bring their parents to class and be involved in their children’s learning; Plan for an event in school (i.e. Publishing party, parent volunteer, guest parent speakers. Parents also participate in multiple opportunities (translated in English and Spanish) to discuss pertinent, pressing issues that around education (at no cost to Title III funding). This includes Coffee Talk, which invites parents to discuss issues once a month. In addition a Book and a Bagel, which involves our Librarian/Media Specialist reading our Book of the Month and provide learning strategies around a common book for grades K - 5.
**Part D: Parental Engagement Activities**

Our literacy and math consultants will also provide (at no cost to Title III funding) make and take activities to help support parents in content area learning and concepts learned in the classroom.

**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>6,895.00</td>
<td>The total amount used from Title III will be used to fund After School ELL teacher. The remainder 2,128.40 will be used from Title I Funding</td>
</tr>
<tr>
<td>1. Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td>0.00</td>
<td>High Quality Staff and Curriculum Development will be provided by Bronx FSC Support and ELL Liaison Meetings.</td>
</tr>
<tr>
<td>1. High quality staff and curriculum development contracts.</td>
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<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>0.00</td>
<td>Materials to support ELL in After school will be purchased through Title I funds.</td>
</tr>
<tr>
<td>2. Must be supplemental.</td>
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<td></td>
</tr>
<tr>
<td>3. Additional curricula, instructional materials.</td>
<td></td>
<td></td>
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<tr>
<td>4. Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>0.00</td>
<td>The purchase of I-Ready to support ELL in during school and After school will be purchased through Title I funds.</td>
</tr>
<tr>
<td>Travel</td>
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<td>N/A</td>
</tr>
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<td>Other</td>
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<td>n/A</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>6,895.00</td>
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DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADERS K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
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<tbody>
<tr>
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<td>Bronx</td>
</tr>
<tr>
<td>School Number</td>
<td>069</td>
</tr>
<tr>
<td>School Name</td>
<td>PS 069X Journey Prep</td>
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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.

| Principal | Sheila Durant |
| Assistant Principal | Walter Nino Filippo Galiano Jr |
| Coach | type here |
| ENL (English as a New Language)/Bilingual Teacher | Young Kim |
| School Counselor | Claribel Gonzalez |
| Teacher/Subject Area | Amy Pastula |
| Parent | Erica Guzman |
| Teacher/Subject Area | Miguel Acevedo |
| Parent Coordinator | Krystal Hamilton |
| Related-Service Provider | Kim Evaniski |
| Field Support Center Staff Member | Sabrina Cruz |
| Superintendent | Karen Ames |
| Other (Name and Title) | type here |

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.

| Number of certified ENL teachers currently teaching in the ENL program | 2 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 0 |
| Number of teachers who hold both content area/common branch and TESOL certification | 2 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12) | 0 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of certified ENL teachers not currently teaching in the ENL program | 0 |
| 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) | 0 |
| Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| Total number of students in school (excluding pre-K) | 616 |
| Total number of ELLs | 151 |
| ELLs as share of total student population (%) | 24.51% |

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

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

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This school offers (check all that apply):

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

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

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<th>Program</th>
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Part III: Assessment Analysis

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

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

   PS 69 uses Fountas and Pinnel for grades kindergarten through 5th for literacy assessment. These results allow us to evaluate where our ELLs stand in regards to their English-speaking peers as well as charting their own individual progress. The students are assessed three times during the school year namely at the beginning, middle and end periods. Thus the school is provided with a benchmark by which we can assess progress as cohorts and individuals as the year goes on. In addition, every 6-8 weeks students are given a CCLS targeted simulated exam which encompasses a variety of target standards. The data is disaggregated by subgroup, grade and level of language acquisition. This data helps the early childhood team (as well as the inquiry team) to capitalize on those areas of strength in determining thematic approaches to reading and to concentrate on the language and literacy needs of our ELLs. Previous New York State ELA exams are also used to gauge what level the students are at in literacy. The ESL teacher uses the National Geographic Reach literacy series to regularly assess the ELLs. The teacher follows the National Geographic Reach Assessment Handbook to assess letter recognition, phonics, reading, writing, comprehension, and oral skills. This provides the teacher where the students’ strengths and weaknesses lie. The data also demonstrates progress.
The teacher uses the data to determine whether re-teaching is necessary or to move onto the next unit. The data can also determine and change ESL Standalone groups. Grouping is flexible and can change throughout the year as determined by data.

2. What structures do you have in place to support this effort?
   * Staggered testing schedule (Assessment schedule)
   * Common Planning (for curriculum modifications and coherence)
   * Deep Data Dive Clinics (Scheduled Data talks about specific students with targeted action plans)
   * Differentiated Professional Learning (based on tiers of support and individual steps)

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?
   Individual and cohort data analysis is used to assess progress and performance on a periodic and annual basis. Scoring out and advancing in the NYSESLAT and parent support and satisfaction with their child’s growth is paramount in our model. When looking at the ELL Data Analysis Tool (EDAT), the School Leadership Team can see that the students across the grade levels show consistently advanced scores in listening and speaking. The reading and writing NYSESLAT scores show a slower growth, but growth as the student moves through the grades nonetheless.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   * Students data is disaggregated to target individual needs
   * Use of research based interventions to target specific needs (i.e. REACH, ReadWorks, etc)
   * ENL and General Education teachers common plan to address student needs.
   * Professional Learning Opportunities to support General Education teachers supporting English Language Learners

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.] PS 69 Journey Prep has an RTI Team that works to provide students with services as needed. The students are evaluated in both languages. Their strengths and weaknesses in both languages are taken into account. Upon referral to the RTI team, the student’s baseline data is used to determine strengths and weaknesses. The team develops SMART (Specific, Measurable, Attainable, Realistic, and Timely) goals for each student. An intervention plan is created using all of this data and the SMART goals. Once the interventions are in place, weekly data is collected. The data collected is contingent upon the SMART goals and areas of weakness. Student progress is looked at every 6-8 weeks. The classroom teacher is kept apprised of progress. Students progress is measured through the cyclical process of Response to Intervention by Examining Classroom Instruction, Draw on multiple sources of information, Analyze data through lens of acquisition, Design and implement targeted intervention supports and Monitor progress overtime and plan for midcourse corrections. Following this procedure ensures that students are attaining what they need by specific interventions.

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].)
   It is clear from the modality review of the NYSESLAT that the vast majority of our ELLs have a good or advanced command of English listening and speaking and BICS (Basic Interpersonal Communication Skills). The 2017 NYSESLAT data shows that students performing at different levels such as 24% Entering, 1% Emerging, 11% Transitioning, 28% Expanding, and 31% Commanding. The majority of our ELLs fall into the Expanding and Commanding categories, which suggests a different approach to instruction. Instruction will emphasize vocabulary development, reading instruction and guided practice in reading and writing to meet the individual goals of students. The progression in developing their language skills is shown by the number of students who score out or move from entering to transitional and commanding levels. Across the grades, the students excel in listening and speaking and need more reinforcement in reading and writing.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
Review of data is ongoing and scheduled throughout the school year between the Principal and the ENL Team through a variety of ways:

### 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.
      Currently we are using a push in and pull out model and a standalone model for different grade groups. In the standalone model, licensed ENL teachers meet with the students (grades K, 3 - 5) at the beginning and intermediate levels for 360 minutes per week. These students receive instruction in order to acquire the English language needed for success in core content courses. Those students at the advanced level are seen for 180 minutes a week in a standalone setting. In our integrated model, our ENL teacher pushes in to several grade groups such as 1 st, 2 nd In this model, our students are receiving core content learning and English language development from a dually certified teacher and a general education teacher. A standalone group of newcomers is formed to specifically provide intervention for those that are new to this country. As students gain confidence and progress in their English language skills we plan to transition them to a push in model. Our goal is to meet the linguistic needs of each individual student while moving to a complete push in model over the course of the school year. Classroom teachers and ELL specialists plan together for the instruction of ELL students. Instruction is based on a thematic approach driven by the topics that are part of the classroom curriculum. Students are seen in groups organized by English language proficiency level. The program models are un-graded, block, homogeneous grouping.
   b. TBE program. If applicable.
      Paste response to questions here:
   c. DL program. If applicable.
      Paste response to questions here:

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)?
      PS 69 presently has a free standing ENL only program model. Instructional minutes are delivered in standalone/Integrated model as per the proficiency level of each student. Students in the Entering and Emerging stage of acquisition receive 360 minutes per week, while Transitioning and Expanding receive 180 minutes per week of services. Students in the Commanding stage of acquisition receives 90 minutes of ENL services.

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.
   Content areas are delivered in English in the regular classroom. Classroom teachers are trained in ESL methodology and routinely apply same to their delivery. In consultation with classroom teachers, ESL teachers review and reinforce content instruction and use content materials in their language development approach. Various methodology and instructional approaches are used to engage and teach ELLs. This includes the SIOP model to deliver instruction and also the use of graphic organizers, realia, scaffolding, comprehensible input, picture dictionaries, additional literature, and accessing prior knowledge. Literature used in the ESL classroom includes Reach, Rigby: On Our Way to English, and Mondo. Reach is a content based, Core
CURRICULUM ALIGNED PROGRAM THAT IS USED IN ORDER TO PROVIDE CONTENT AREA INSTRUCTION. THE PROGRAM USES SOCIAL STUDIES AND SCIENCE TO TEACH LITERACY.

4. HOW DO YOU ENSURE THAT ELLS ARE APPROPRIATELY EVALUATED IN THEIR HOME LANGUAGES THROUGHOUT THE YEAR?

Students that are deemed entitled to ENL programming after being administered the Home Language and NYSITELL and are Spanish speaking. If they are Spanish speaking, they are given the Spanish LAB. In addition, translated tests and student assignments (as well as translators) are made available in the students’ native language for math and science state exams. Oral interviews are also conducted in the native language at registration.

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) SIFE students are placed into smaller pull out groups in order to meet their needs and provide appropriate intervention. These students work on text skills including reading, phonics, oral language development, listening and writing. The Rigby, On Our Way to English series provides Phonics Song Charts that aid students with letter sounds and word families. In the regular classroom setting, these students are given a buddy that speaks the native language and helps him/her and guides him/her in everyday classroom tasks. In addition, these students attend Saturday School in order to provide further intervention.

b) Newcomer students are given additional support in Basic Interpersonal Communication Skills. These skills include speaking and conversational skills and also lessons in social studies about their new country. This is done in order to ease their integration into their new school, community, and country. This provides students with the skills necessary to communicate on a daily basis. The teacher uses the Reach: In the USA reading program that is designed for students newly arrived to the country. The program covers sight words, basic communication skills, beginning reading strategies. This program prepares the students to communicate and read in the general education classroom.

6c) ELLs receiving services 4 or more years are enrolled in pre- and post-school groups where they receive additional language, literacy and math support. In addition, a Saturday Academy program has been instituted for long term ELLs. This program provides small group instruction for those students that need additional help in ELA and math. ELL students who have not met the performance standards in listening receive additional support from the ENL teachers as part of the ENL block scheduling. This small group of students meet with the teacher for hour long sessions three days a week. The instructional focus is to teach the students active listening skills that allow them to listen for specific and important information that depends on the activity at hand. The certified ENL teacher works with the students on active listening skills through read aloud activities, a listening center with accountable activities, and listening games. During a read aloud, the teacher chooses a grade and language level appropriate book and reads it to the group. Throughout the reading an ongoing class discussion is going on in order to check for understanding and for details. The individual follow-up activity also provides for an assessment. The listening center is used with grade and language level appropriate books along with activities that are used as an assessment for the teacher to check for listening comprehension. The listening game “I Have, Who Has?” is played once a week in class. The students must actively listen in order to complete the game successfully. Without listening for information they cannot successfully participate in the game.

ELL students who have not met proficiency in writing receive additional support throughout the school day. The ENL certified teacher for 72 minutes, five days a week, services these students. The instructional focus during this time is for the students to successfully complete a piece of writing as per the rubric for the task. This includes complete sentences, correct punctuation, grammar and spelling, and clear paragraphs. These students show weakness in writing conventions and also in summary writing. The students also tend to leave out specific details in their writing pieces. The ENL teacher also works in conjunction with the classroom teacher to provide support and strategies for these students. Empire State NYSESLAT workbooks help guide the students with pre-writing, writing essays, using correct syntax and correcting sentences. Every classroom is also equipped with laptops that have the program WriteToLearn. Pearson’s WriteToLearn has a built in dictionary and has the ability to read the passage to the student in order to facilitate better understanding for ELL students. The program acts like a personal tutor for writing and provides instant feedback. The students practice both summary writing and essay writing. The ENL reading program Reach has a writing component that is very beneficial to the ESL students. Explorations in Nonfiction is used at every
grade level, has established lessons and organizers that are a great resource and companion to the reading series. The graphic organizers that are part of the program makes writing and conventions accessible and easier to understand for the students that are struggling. Throughout the day the ENL teachers use different writing strategies learned in ongoing professional development such as writing prompts and brainstorming with graphic organizers in order to provide ideas. Students have punctuation charts and interactive word walls in order to provide aid with conventions and word choice. There are also exemplars for writing assignments in order to establish expectations. The ENL teacher also meets and plans with the classroom teachers in order to establish an action plan for these students to succeed.

6d) PS 69 currently provides a Saturday Academy and After School activities for Long Term ELLs to receive additional support in literacy and math. The instructional focus for these programs is for the students to be able to reach grade level proficiency in literacy and math. The Saturday Academy teachers work together with the certified ENL teacher to formulate an action plan for each student. The teachers work on reading and writing and math. The focus is on vocabulary, test taking strategies, and understanding approaches to problem solving. The After School program is taught by the classroom teachers in conjunction with the ENL teacher and provides intervention for the students that are at risk in math and ELA. Teachers use such books as Progress Coach: Math, Progress Coach: ELA, Buckle Down: Math, Rise and Shine Math and Rise and Shine ELA. These are used to fill in the knowledge gaps for those students that need extra support in ELA and math. They reinforce basic skills along with more complex topics.

6e) Transitional support is delivered during both during the day and After School programs. The students work with the ESL certified teacher in a small group pull out setting or integrated model in order to provide the students with individualized attention. Study skills and test prep are emphasized to help these students succeed on the myriad of standardized and content area tests they need to pass. For the next two years, former ELLs are entitled to receive 90 minutes of ENL services. They are entitled to receive testing accommodations such as extended time and directions read.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Teachers of ELL-SWDs use many different strategies and techniques to ensure that the students have access to academic content and accelerate their English language development. Teachers employ such strategies such as the use of graphic organizers, visuals and frequent use of the SmartBoard in order to provide interactive and engaging lessons. High Interest literature is used to appeal to interest and ability. These materials are used for specific subgroups such as ELLs, SWDs and native language speakers. In addition, multiple intervention programs are available to support the needs of students who may have been affected. Programs such as FUNDations, Fountas and Pinnell Reading Intervention, Read Works, Waterford and Wilson. This program allows for interactive, student centered lessons in ELA and math. Some technological programs that support the needs include Reading A-Z where students monitor their own progress while working independently. In addition, Tune Into Reading ensures that students receive practice in fluency and comprehension.

PS 69 works towards placing ELL-SWDs in the least restrictive environment according to his/her needs. Continuous articulation of ENL teacher and special education teacher ensure that students receive quality instruction in terms of their IEPs. Ongoing conversation ensures that students are receiving appropriate programming to support their learning. The staff works together to decide on the best placement for these students. If the student receives related services such as OT/PT, speech and language or SETSS, the teachers work together to create a schedule that allows for the student to adequately receive all services and be in class during necessary lessons. These teachers work and plan together in order to service the student’s needs in English language development.

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?

Scheduling student services is at the core of student success. Ensuring that students receive all the services they are entitled, the school has no option but to be flexible in terms of scheduling. Integrated and Standalone are scheduled so that way the least Intervention programs for ELLs are offered in English, and Spanish where possible. These programs have adapted materials in a small group setting with access to the core curriculum. They include services delivered by the SETSS and the Morning Breakfast Club, After School Sessions and Saturday Academy. Content area intervention is targeted to the upper grades at all language levels. Criteria used to place ELL-SWDs in ICT classes are students who are within Expanding or Commanding level of Acquisition. The ELLs from the first subgroup of 0-3 years of service, are given an instructional focus of
literacy in order to provide the students with the phonics skills necessary to catch up to their English speaking peers. The Rigby, On Our Way to English phonics component is a great resource for these students. ELLs with 4-6 years of service and long term ELLs have an intense instructional focus on academic writing. These students are worked with on writing conventions and clearly conveying ideas through the use of graphic organizers, modeling, and mini-lessons.

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.

As of last year, Journey Prep has begun a new literacy program for ELL students. The National Geographic Reach program is being used for the ENL pull out program. This program teaches English through the content areas. Each unit has either a social studies or science focus with language and literacy goals that complement the area of study. This program has pushed our students to use more academic vocabulary and more accountable talk. We feel that this program is effective as shown through analysis of authentic student work classroom data. The analysis shows all students made progress and reached proficiency and mastery on teacher designed rubrics aligned to CCLS.

Programs such as FUNDations, Fountas and Pinnell Reading Intervention, Read Works, Waterford and Wilson. This program allows for interactive, student centered lessons in ELA and math. Some technological programs that support the needs include Reading A-Z where students monitor their own progress while working independently. In addition, Tune Into Reading ensures that students receive practice in fluency and comprehension.

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

Introducing technology programs to support ELLs will be utilized into the instructional core. The programs Tune Into Reading and Reading A-Z and RAZ Kids will be used to supplement ELL learning in literacy as both an independent and guided activity. This year, "An Article a Day" will be introduced to help support content knowledge of students and build their prior knowledge. All ELLs participate in all school programs. These include but are not limited to, After School Clubs, Special Assemblies and School Trips. In addition ELLs join the Breakfast Club, the After School Program and Saturday Academy for language and literacy development. ELLs are also encouraged to run for and participate in Student Council. On Friday afternoons, all ELLs also participate in Enrichment Clusters in the spring. Chorus and archery are also made available to all students, including ELLs.

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

No programs will be discontinued due to their success.

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

All students receive services to help them achieve academic success. These include but are not limited to, After School Clubs, Special Assemblies and School Trips. In addition ELLs join the Breakfast Club, the After School Program and Saturday Academy for language and literacy development. ELLs are also encouraged to run for and participate in Student Council. On Friday afternoons, all ELLs also participate in Enrichment Clusters in the spring. Chorus and archery are also made available to all students, including ELLs. These programs have supported the learning of ELLs and helped them succeed.

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.**

Introducing technology programs to support ELLs will be utilized into the instructional core. The programs Tune Into Reading and Reading A-Z and RAZ Kids will be used to supplement ELL learning in literacy as both an independent and guided activity. This year, "An Article a Day" will be introduced to help support content knowledge of students and build their prior knowledge. In content classes, students have access to exams in their native language and native language dictionaries and glossaries. The Envision math program used by the classroom teachers, has portions of each unit available in Spanish. Teachers with newcomer students make use of this part of the program.

13. **How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?**
The home language support is delivered through appropriate resources and materials to support ENL learners. Some include translating articles, providing quality literature, visual, hands on, manipulatives, graphic organizers and kinesthetic materials. In addition, differentiated techniques and multiple entry points such as grouping, pairs to scaffold the learning experience.

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

The ENL teacher and administration continue to review students receiving services. This is done through ongoing articulation between all those supporting the ELLs. Students are placed in grade levels based on their age and receive the scaffolded support to ensure entry points to grade level standard based work. Students social emotional wellbeings are taken into considerations so that developmental and cognitive abilities are addressed.

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?

Introducing technology programs to support ELLs will be utilized into the instructional core. The programs Tune Into Reading and Reading A-Z and RAZ Kids will be used to supplement ELL learning in literacy as both an independent and guided activity. This year, "An Article a Day" will be introduced to help support content knowledge of students and build their prior knowledge. In content classes, students have access to exams in their native language and native language dictionaries and glossaries. The Envision math program used by the classroom teachers, has portions of each unit available in Spanish. Teachers with newcomer students make use of this part of the program.

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).

We provide newly enrolled ELLs with the opportunity to meet the teacher, principal and aspects of the school environment. This orientation includes the Parent Coordinator, Krystal Hamilton, Assistant Principal Walter Galiano, ENL provider, Eunice Padilla, Bilingual Guidance Counselor, Claribel Gonzalez. For those who enroll throughout the school year are also offered a peer mentor/mediator program which allows for easy transition and ongoing support. Agendas and sign ins are maintained and held in Main Office.

17. What language electives are offered to ELLs?

None

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)?

---

**Professional Development and Support for School Staff**

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

1) All ESL certified teachers attend regular meetings with District 08 and Bronx Borough Field Office to support ENL instruction. These meetings review policy, best practices and data analysis. These teachers also regularly attend professional development meetings offered through the Department of Education. The methods, techniques, current trends and research acquired there are then incorporated into school wide training for the entire staff, as everyone interfaces with ELLs on some level. There is school wide ESL training provided to the staff on a monthly basis delivered by the state certified ESL coordinator.
This training can cover a range of topics up to and including vocabulary development, ESL reading and writing, scaffolding for ELLs, stages of oral language development and linguistic diversity. In addition, the ESL teacher reaches out to outside agencies to gain ENL knowledge and innovative educational practices.

2) The ESL teacher attends ongoing meetings at the district level. All information presented in these workshops is turn-keyed to the staff including the guidance counselors and include such topics as the Common Core and ESL and the ESL Student in the General Education Classroom. Staff learn how to adjust their teaching to meet all students in their class. Some activities include using assessment, measuring progress, and developing lessons that allow for multiple entry points of English Language Learners. We have a bilingual guidance counselor on staff that works with the ESL students upon entry. She helps them learn the routines of the school and discusses their new environment. She is in close contact with the classroom and ESL teacher. The ESL teacher works with teacher teams on a weekly basis. The teams work together to align the curriculum to the Common Core. The ESL teacher makes recommendations on accommodations for the English language learners. Performance tasks for every unit are aligned to the Common Core and accommodations are made for English language learners at every level. Classroom teachers gain a deeper understanding of what is expected from a student at any language level.

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.

3) The teachers of our upper grades (4th and 5th) visit the middle schools that we feed. There they meet with the 6th grade teachers and administration to discuss the incoming students and how they can collaborate to ease the children’s’ transition to middle school. Some activities they participate in include making decisions, being accountable and preparing for the unknown in middle level. Our Guidance Counselors create activities and discussions targeting how to ease the transition between the developmental difference of elementary and middle school. In the spring semester, 5th grade students visit the middle schools that we feed.

4) Certified ELL and special education teachers who have previously been trained, provide workshops on school half-days and staff development days to the entire staff. At the beginning of the year the ESL teacher meets with the classroom teachers of the ELL students to provide an orientation in order to familiarize the staff with ESL methodology, scheduling, assessment and testing procedures. The staff also attends monthly staff development meetings. The ESL teacher speaks about best practices during these meetings. Some of the topics covered include linguistic diversity, stages of ELL development, BICS and CALP, literacy for ELLs, scaffolding, ELL writing, academic vocabulary development, and best practices. Teachers learn how to meet the needs of their ELL students through strategies presented in these meetings. The teachers also view videos and model lessons in order to view how these practices and strategies are presented to the students. Recently, a workshop on SIOP (Sheltered Instruction Observation Protocol) and how this protocol can help our ELL students. Specifically, teachers were introduced to language objectives and practiced writing them for their own lessons. These workshops meet at least the minimum 7.5 hours of training as mandated by the Jose P. legislation. There is also a meeting before the NYSESLAT is administered in order to familiarize the classroom teachers with the purpose and format of the test. There are attendance sheets at each of these meetings in order to keep track of the mandated hours.

Parental Involvement

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

1) In addition to the strong parent involvement activities that PS 69 offers, the school provides individual meetings to discuss goals of program, language development, progress, etc. These meetings occur at least once a year and all are invited to attend. Parents of ELLs also receive support in other activities that PS 69 offers. PS 69 has a strong PTA. Our meetings are heavily attended and they are conducted in both English and Spanish so that our ELL parents are comfortable and kept informed and involved in their children’s education. Translation services are always made available. Every month, the principal conducts a meeting titled “Book and a Bagel.” In this meeting the principal and parents discuss the book of the month that is read by
every class in the school. Translators are always provided. On the last Friday of the month, the principal meets with the parents in an informal setting entitled “Coffee Talk.” There is also a fall and a spring meeting for ELL parents to discuss the expectations of ELLs, promotional criteria, and the NYSESLAT and other state assessments, among other topics. Journey Prep has meetings monthly on how parents can help their students learn and grow using the Common Core Standards, titled "Understanding the Common Core." Parents learn how the new standards effect their child’s learning and how they can help their child at home. In addition to the Common Core meetings, there are monthly meetings relating to academics at Journey Prep. An evening session of this same program will be offered in the future. The fourth Tuesday of every month has a workshop relating to the Common Core. They cover topics such as early childhood math, grades 3-5 math, early childhood ELA and grades 3-5 ELA.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. PS 69 offers a variety of partnerships with parents. Workshops are offered to all and they are offered in translation as well. The Parent Coordinator along with a team plan the workshops for parents. Members of that team include the ESL teacher, administration and parents. Some activities include PS 69 Journey Prep partners with FoodBank to deliver CookShop. CookShop provides parents with cooking classes and monthly grocery distribution. The parents learn how to cook and shop for nutritional foods. In addition, Fan 4 Kids partners with PS 69 to deliver healthy habits such as exercise and fitness for the community. Other academic workshops target CCLS and learning in school. The organizations that partner with PS 69 include National Teaching Network, NY Historical Society, LeAp and Literacy Supports.

### Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response here:
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, Sheila Durant, 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.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
### Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sheila Durant</td>
<td>Principal</td>
<td></td>
<td>9/8/15</td>
</tr>
<tr>
<td>Walter Galiano</td>
<td>Assistant Principal</td>
<td></td>
<td>9/8/15</td>
</tr>
<tr>
<td>Donna Salerno</td>
<td>Parent Coordinator</td>
<td></td>
<td>9/8/15</td>
</tr>
<tr>
<td>Eunice Padilla</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>9/8/15</td>
</tr>
<tr>
<td>Elena Vila</td>
<td>Parent</td>
<td></td>
<td>9/8/15</td>
</tr>
<tr>
<td>Amy Pastula</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>9/8/15</td>
</tr>
<tr>
<td>Miguel Acevedo</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>9/8/15</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>9/8/15</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>9/8/15</td>
</tr>
<tr>
<td>Claribel Gonzalez</td>
<td>School Counselor</td>
<td></td>
<td>9/8/15</td>
</tr>
<tr>
<td>Karen Ames</td>
<td>Superintendent</td>
<td></td>
<td>9/8/15</td>
</tr>
<tr>
<td>Olga Mejia Glenn</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>9/8/15</td>
</tr>
<tr>
<td></td>
<td>Other _____</td>
<td></td>
<td>9/8/15</td>
</tr>
<tr>
<td></td>
<td>Other _____</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other _____</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 08X069  School Name: Journey Prep  Superintendent: Karen Ames

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

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

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

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

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

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

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

   In order to provide access to appropriate language of our school community, we use a variety of ways to collect information regarding written and oral communication. Using pertinent information such as:

   1. Based on the Home Language Identification Survey, a record of adult preferred languages for written translation and oral interpretation are maintained in ATS (based on the results of the Home Language Identification Survey (HLIS): Our predominate language is Spanish. (As per reports: RPOB and RDGS)
   2. Formal parent surveys are distributed in September and January of each school year.
   3. Emergency Cards are translated in both languages to get more information.
   4. Language Proficiency Team (LP Team) interview child and parents to determine home language codes

After the collection of this data, it is shared with our school staff (including Guidance Counselor, Parent Coordinator, Related Service Providers) and then all communication (whether oral or written) is translated through a variety of ways:
1. All written correspondence between the school and students' families is provided in both Spanish and English (and some Arab). As a result, we use Google Translate which is then reviewed for accuracy by our ELL Teacher, prior to dissemination to parents. This includes information such as:
   - Letters of Concern about student's academic performance and behavior.
   - Welcome packets and orientations for families, Parent Handbooks, permission slips and facts and information pertaining to school policy.
   - General parent letters
   - Emergency Cards

2. All oral correspondence between the school and students' families is translated by both ENL providers as well as bilingual staff members (i.e. Guidance Counselor, Psychologist, Teachers, etc.) In addition, translation services are provided to parents through the "Over the Phone Interpreter Services" both in school or in their home. This includes (but not limited) to events such as:
   - Parent meetings (Parent Association)
   - Special Events (Concerts, assemblies, etc.)
   - Curriculum Nights
   - Homework Diner
   - Parent Engagement Tuesdays (Weekly)

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

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPANISH</td>
<td>126</td>
<td>22.16</td>
<td>128</td>
<td>22.61</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>431</td>
<td>76.15</td>
<td>429</td>
<td>75.8</td>
</tr>
<tr>
<td>ARABIC</td>
<td>8</td>
<td>1.41</td>
<td>8</td>
<td>1.41</td>
</tr>
<tr>
<td>FULANI</td>
<td>1</td>
<td>0.18</td>
<td>1</td>
<td>0.18</td>
</tr>
</tbody>
</table>

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

   N/A

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.
<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A- Annual Parent Handbook</strong> <em>(Information regarding school policy rules and protocols for parents)</em></td>
<td>September 7, 2017</td>
<td>• Letter correspondence is generated and reviewed before target due date (usually a month before event.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Letter is translated using a variety of sources (Translation Interpretation Unit, Google Translate, Bilingual Staff Member, etc.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Correspondence is reviewed (double checked) for errors, grammar and inconsistencies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Letter is sent.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Language options are available by staff members, family members and available to parents who do not speak English.</td>
</tr>
<tr>
<td><strong>B- Announcements and Flyers for important meeting dates</strong> <em>(Parent-Teacher Conferences, Bi-Monthly Parent Newsletter, Extended learning opportunities, After School and Saturday Learning Institute, Holiday Learning Institute, SLT Meetings, Parent Association Meetings, etc)</em></td>
<td>October 16, 2017 February 14, 2018 May 2, 2018 September 8, 2017 November 6, 2017 January 8, 2018 March 5, 2018 May 7, 2018 September 22, 2017 October 21, 2017</td>
<td>• Letter correspondence is generated and reviewed before target due date (usually a month before event.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Letter is translated using a variety of sources (Translation Interpretation Unit, Google Translate, Bilingual Staff Member, etc.)</td>
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<tr>
<td></td>
<td></td>
<td>• Correspondence is reviewed (double checked) for errors, grammar and inconsistencies</td>
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<tr>
<td></td>
<td></td>
<td>• Letter is sent.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Language options are available by staff members, family members and available to parents who do not speak English.</td>
</tr>
</tbody>
</table>
C- All letters to parents regarding academic performance, behavior, and upcoming workshops and important school information including our Monthly Calendar, Homework Diner etc.

- Letter correspondence is generated and reviewed before target due date (usually a month before event.)
- Letter is translated using a variety of sources (Translation Interpretation Unit, Google Translate, Bilingual Staff Member, etc.)
- Correspondence is reviewed (double checked) for errors, grammar and inconsistencies
- Letter is sent.
- Language options are available by staff members, family members and available to parents who do not speak English.

D- Welcome packets for families (Orientation Information, Mission, Supply Lists etc.)

- Letter correspondence is generated and reviewed before target due date (usually a month before event.)
- Letter is translated using a variety of sources (Translation Interpretation Unit, Google Translate, Bilingual Staff Member, etc.)
- Correspondence is reviewed (double checked) for errors, grammar and inconsistencies
- Letter is sent.
- Language options are available by staff members, family members and available to parents who do not speak English.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>We hold monthly PA meetings as well as SLT Meetings. We additionally hold monthly parent workshops. Our Parent Coordinator</td>
<td>September 20, 2017</td>
<td>• Letter correspondence is generated and reviewed before target due date (usually a month before event.)</td>
</tr>
<tr>
<td></td>
<td>October 25th, 2017</td>
<td></td>
</tr>
</tbody>
</table>
makes daily outreach to families in regards to communication about school events, individual students and other issues pertaining to the students and their families.

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 22, 2017</td>
</tr>
<tr>
<td>December 13, 2017</td>
</tr>
<tr>
<td>January 17, 2018</td>
</tr>
<tr>
<td>February 14, 2018</td>
</tr>
<tr>
<td>March 21, 2018</td>
</tr>
<tr>
<td>April 18, 2018</td>
</tr>
<tr>
<td>May 16, 2018</td>
</tr>
<tr>
<td>June 6, 2018</td>
</tr>
</tbody>
</table>

- Letter is translated using a variety of sources (Translation Interpretation Unit, Google Translate, Bilingual Staff Member, etc.)
- Correspondence is reviewed (double checked) for errors, grammar and inconsistencies
- Letter is sent.
- Language options are available by staff members, family members and available to parents who do not speak English.

Through:
- School-wide personnel
- Translation Unit
- School website
- Letter correspondence

Attendance outreach is done daily by our Family Assistant and our Attendance Teacher.

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
</tr>
</tbody>
</table>

- Letter correspondence is generated and reviewed before target due date (usually a month before event.)
- Letter is translated using a variety of sources (Translation Interpretation Unit, Google Translate, Bilingual Staff Member, etc.)
- Correspondence is reviewed (double checked) for errors, grammar and inconsistencies
- Letter is sent.
- Language options are available by staff members, family members
<table>
<thead>
<tr>
<th>Our Guidance Counselors regularly reach out to families in regards to academic progress towards graduation.</th>
<th>As Needed</th>
<th>and available to parents who do not speak English.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our School Based Support Team makes calls to families and meets with families face-to-face as needed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers maintain weekly communication with families during our Super Tuesday's With Teachers Parent Involvement Program.</td>
<td>Super Tuesday (Parent Engagement)</td>
<td></td>
</tr>
</tbody>
</table>

Through:

- School-wide personnel
- Translation Unit
- School website
- Letter correspondence

Letter correspondence is generated and reviewed before target due date (usually a month before event.)

Letter is translated using a variety of sources (Translation Interpretation Unit, Google Translate, Bilingual Staff Member, etc.)

Correspondence is reviewed (double checked) for errors, grammar and inconsistencies

Letter is sent.

Language options are available by staff members, family members and available to parents who do not speak English.

Through:

- School-wide personnel
- Translation Unit
- School website
- Letter correspondence

Letter correspondence is generated and reviewed before target due date (usually a month before event.)

Letter is translated using a variety of sources (Translation Interpretation Unit, Google Translate, Bilingual Staff Member, etc.)

Correspondence is reviewed (double checked) for errors, grammar and inconsistencies

Letter is sent.
Language options are available by staff members, family members and available to parents who do not speak English.

Through:
- School-wide personnel
- Translation Unit
- School website
- Letter correspondence

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

- Phone Messenger
- Calls
- Written Correspondence

Part C: Training Staff on Policies and Procedure

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

During Staff conferences, we will ensure that all staff members are aware of the goal of Chancellor Regulation A-663. This will be done also through Tuesday (Engagement) time, using resources such as:

- ENL school-based providers
- District/Field Support
- City wide supports (i.e. memorandums, etc)

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.)

Chancellor’s Regulation A-663 is a directive on the responsibility that our school system is committed to for the opportunity of equal access to all rights, opportunity, information and participation of LEP parents in our school.
parents will never be denied access to opportunities afforded to their families or their children. We have developed systems that will meet the needs the parents of ELLs who speak the predominant second language, Spanish.

Additionally, Item B of Section VII in the Chancellor's Regulations relates to the conspicuous posting of DOE covered languages for translation. This appears upon entry to the school at the Security Desk, The Parent Association Information Board, the counter in the main office and at additional places through the main floor of our school. All Information for parents on the DOE translation and interpretation services is posted in the main office and the parent bulletin board.

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?

Every Fall and Spring Parent Survey are distributed to ascertain parents feedback regarding the quality and availability of services. Surveys will be given and feedback solicited during monthly PA meetings regarding the quality and availability of interpretation services of key documents, translated into home languages.