2018-19
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

DBN: (i.e. 01M001): 11X078
School Name: P.S. 078 Anne Hutchinson
Principal: Claudina Skerritt
School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Anne Hutchinson

School Number (DBN): 11X078

BEDS Code: 32110010078

Grades Served: PreKto Grade 5

School Address: 1400 Needham Avenue Bronx NY 10469

Phone Number: (718) 652-1244

Fax: (718) 231-2756

School Contact Person: Claudina Skerrit

Email Address: cskerri@schools.nyc.gov

Principal: Claudina Skerrit

UFT Chapter Leader: Tara Waters

Parents’ Association President: Veronica Keane

SLT Chairperson: Tamika Tolliver

Title I Parent Representative (or Parent Advisory Council Chairperson): Natoya Dussard

Student Representative(s): N/A

CBO Representative: N/A

District Information

Geographical District: 11

Superintendent: Meisha Ross-Porter

Superintendent’s Office Address: 1250 Arnow Avenue

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

Phone Number: (718) 519-2620

Fax: (718) 519-2626

Field Support Center (FSC)

FSC: Bronx

Executive Director: Jose Ruiz
Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
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<tbody>
<tr>
<td>Claudina Skerritt</td>
<td>*Principal or Designee</td>
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<td>Tara Waters</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Veronica Keane</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>Jeannette Roman</td>
<td>DC 37 Representative (staff), if applicable</td>
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<td>Natoya Dussard</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td>N/A</td>
<td>CBO Representative, if applicable</td>
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<tr>
<td>Shobhainderdeo</td>
<td>Member/ Teacher</td>
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<td>Tamika Tolliver</td>
<td>Member/ Teacher</td>
<td></td>
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<tr>
<td>Ruth Mejia</td>
<td>Member/ Parent</td>
<td></td>
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<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
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<td>Member/ Parent</td>
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<td>OlaidOdobanjo</td>
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Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community.

The process of developing and implementing the SCEP is aligned to the Framework for Great Schools. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP development aligned with the school’s state accountability and informed by New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development

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

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

In accordance with the requirements of Chancellor’s Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a
comprehensive educational planning process to inform the development of five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, Trust, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<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>
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<td><strong>Supportive Environment:</strong> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<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>
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<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>
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<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>
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<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>
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**Accountability Tools and the Framework for Great Schools**

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Rubric, School Quality Guide and other quantitative and qualitative data tools.

**NYSED’s Six DTSDE Tenets**

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

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

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

**NYCDOE’s Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of school communities. All of the qualitative assessments are rooted in the Quality
Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 2017-18 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)

II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)

III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

School Quality Guide

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1**: Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor’s Regulations A-655.

- **Step 2**: Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.

- **Step 3**: In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), and other qualitative and quantitative data.
• **Step 4:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

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

• **Step 6:** Implement at least one USDE Turnaround Principle (e.g., redesign the school day, week, or year; modify the instructional program to ensure it is Evidence-based, rigorous, and aligned with State academic content standards; provide time for collaboration on the use of) beginning no later than the 2018-19 school year.

• **Step 7:** 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 8:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.
### Section 4: SCEP Overview

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

   **Mission Statement 2018-19 - The Anne Hutchinson School is committed to working collaboratively with students, families and communities to build future leaders, and provide a safe and nurturing environment where all students meet and exceed high academic standards and personal goals.**

2. **Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.**

   We are a Pre-Kindergarten to Grade 5 School, located in the northeast Baychester area of the Bronx. Our ninety year old building is well kept accommodating just over eight hundred thirty students and one hundred adults. As a strong collaborative learning community fully engaged in our school motto “Working Smarter for Student Success,” many teachers are currently serving as leaders, facilitators, academic intervention support and coaches. We are moving into our fourth year with our UFT Teacher Center, which has been a great resource, for the influx of new teachers hired and with DOE initiative - ULIT Coach working with teachers on Grades K-2 to increase the rigor of planning and instruction. Through Teacher Career Pathway opportunities, we move into our third year with our model classroom teachers who provide differentiated resources to identified grades and teachers.

   Our School Instructional Focus serves as our driving force to improving teacher practice and student learning: IF we consistently utilize our check for understanding techniques (questioning, retelling, one minute essay, think-pair-share, convince and observation etc.) and promote student ownership through rubric based feedback, THEN students will be able to use feedback to implement their next steps. We continue to participate in the District-wide initiative - Collaborative Visits involving groups of educators from partnering schools visiting classrooms taking low inference notes around our school instructional focus (Assessment and Feedback through the lens of Problem Solving). As a result of the IF Cohort visits, we have solidified four areas to deepen our work in Math Problem Solving: Problem solving exploration, differentiation: Effective use of the FUSE Strategy focusing on the needed area / Small groups, ongoing planning for misconceptions and content knowledge. Through our series of support and walkthroughs, we have created parallel and alternative instruction in all ICT classes, embedded Talk Moves across all subject areas and refined our monitoring and tracking sheets to immediately respond to student needs.

   A curriculum mapping team towards building coherence across grades and subjects have been formed to ensure consistency and transparency in pedagogical practices. Our work in the curriculum mapping project and planning rigorous lessons have allowed us to build on school initiatives: Junior Great (Shared Inquiry Approach), Leader in Me (Character Development) ESS (Leadership Support & Instructional Walkthroughs); Arts - Notes in Motion and CASA. We continue to embed our five common practices (Modeling, Team Talk / Turn and Talk, Evidence-Based Responses (EBR), Monitoring and Tracking and Student Feedback / Goal Setting) along with emphasizing checks for understanding, monitoring and tracking, feedback, student self-assessment, multiple entry points, equity and social emotional learning. This year we created varied structures to ensure a variety of collaborative learning opportunities, which included Special Education and English Language Learner Grade Team Collaborative sessions, Marvelous Monday, Tuesday Data Discussions, Core Inquiry and Grade Leaders. Through multiple formats of differentiated support (which include Study Groups – Learning communities), staff worked collaboratively to explore various strategies on increasing student engagement. Strong professional collaborations across grades enabled teachers to reflect and analyze student work leading to improved pedagogy and closing the gap in student achievement.

   We continue our efforts through Positive Behavior Intervention Support (PBIS) focusing on the whole child. Through Leader in Me (LIM), a character development model based on The 7 Habits of Highly Effective People. The Collaborative Planning Learning (CPL) team created Protocol for Giving Feedback – strategies and examples all staff members can utilize to allow students to be aware of their next steps for learning. We have set academic and personal goals with all students in order to gauge student progress, provide actionable and rubric based feedback. We will continue to utilize Habit 5 to promote our Equity Goal around social and emotional growth, placing a strong emphasis on Young Men of Color. Similarly to our Protocol for Giving Feedback, CPL Team also created samples of Social Emotional Goals and Action Plans aligned to the State Five SEL Core Competencies (Self-awareness, Self-management, Social awareness, Relationship skills & Responsible Decision Making) to guide teachers with their Equity.
students during conferencing sessions. Additionally, over the course of the summer, identified staff attended seminars and a retreat on how to build relationships and connect with students personally and socially. Currently we have adopted The Brain Power Classroom Program to build on our existing programs where teachers and students regulate their stress, increase concentration, building healthy minds through the 10 Essentials – Emotional Wellness, mindfulness, Team Building, Confidence, Focus, Physical Health etc. Our attendance data averages at a 91% which shows a slight drop in comparison to the City target (93%). However, when examined our chronic absenteeism rate is 42.6. The school community is determined to see a decrease. Hence, specific measures are enforced: Overall absenteeism rate is tracked at the Beginning, Mid and End on our School Profile Sheet, Attendance Teacher consistently tracked daily and monthly attendance, attendance recorded is accessible to parents on Pupil Path, incentives are given to classes maintaining a monthly attendance rate of 90% or higher and individual students maintaining a monthly attendance rate of 100%.

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

| Overall school wide data | 28% Level 3 & 4 | 34% Level 1 students in ELA; 23% Levels 3 & 4 and 56% Level 1 students in Math. ELA demonstrated a decrease of 1.4 (29.5 – 28.1) and Math a slight increase of 1.3 (22.2 – 23.5) from the previous year. Analysis of our Subgroups indicate minimal growth with our Hispanic / Latino and Student with Disabilities in comparison to our Black students. Our three year analysis (2015-2018) indicates an upward trend with our Black subgroup in ELA Level 3 & 4 (23-31) in comparison to our Hispanic / Latino (19-15); Students with Disabilities increased by 4% (4-8). There is however a good decline with our Level 1 data. Our Black subgroup indicates 8% decrease (40-32); Hispanic / Latino with 10% decrease (53-43) and our Students with Disabilities with a 17% decrease (81-64). In Math, our Black subgroup indicates no movement with our Levels 3 & 4 (25-25); Hispanic / Latino 5% increase (13-18) and Students with Disabilities 4% increase (8-12). Data also indicates an increase of Level 1 students across all subgroups. After analysis of several data sources and looking at student work, some specific needs are but are not limited to: Reading, understanding and discussing complex texts (asking and answering questions to demonstrate understanding of a text referring explicitly to the text), application of vocabulary strategies and reading with sufficient accuracy and fluency to support comprehension, inability to apply grade-level phonics and word analysis skills in decoding words. In math, there is difficulty in deconstructing and solving multi-step word problems and word problems involving fractions.

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 (FGS), in which our school made the most progress, over the past year, are Collaborative Teachers, Effective School Leadership and Supportive Environment specifically social emotional; receiving an average of 3.50 in the categories. Learning Environment Survey data reveals an upward trend in social emotional score (2.55 to 4.57). As a result of the low score of 2.55, a team was created to survey teachers via Survey Monkey three times per year honing in on specific questions under various sub-heading. During each cyclical data review, survey responses were analyzed and discussed. For example: One of the questions asked when thinking about social emotional, how strongly you feel that a lot of adults at the school recognize disruptive behavior as social-emotional learning opportunities. In 2016-2017 school received a score of 71%. This year our score increased 27% (71-98%). We will continue to look closely at each sub-heading and utilize Survey Monkey to sustain and guide our work in the identified areas.

Data from the FGS Report indicates a score of 2.94 – Rigorous Instruction. Through the Instructional Focus Collaborative Cohort visits in Math, we continue to build and refine on our existing initiatives (planning for Misconceptions, incorporating Multiple Entry Points, “on the spot” adjustments). As a result of our progress, we have deepened our instructional focus in the area of assessment and feedback in Math Problem solving allowing more opportunities for students to engage in the assessment cycle: IF we consistently utilize check for understanding techniques (Questioning, Retelling, One Minute Essay, Think-Pair-Share, Convince Me & Observation etc.) and promote student ownership through rubric based feedback, THEN students will be able to use feedback to implement their next steps. It is now evident that students are problem solving and exploring. Our school community has
solidified four areas based on our intra-visitations and school visits: Problem solving exploration, Differentiation: Effective use of the FUSE Strategy focusing on the needed area / Small groups, On-going planning for misconceptions, Engaging adults in Math content. Based on our End of Year data review, i-Ready data indicates that we met our overall target in Math with a 22% increase (8-30%). There is a steady decline in overall Tier 3: this year a 24% decrease (43-19) and last year 17% decrease (44-27). We continue to close the achievement gap in Numbers & Operation (34% vs. 28% increase last year).

5. Identify at least one USDE Turnaround Principle (e.g., redesign the school day, week, or year; modify the instructional program to ensure it is Evidence-based, rigorous, and aligned with State academic content standards; provide time for collaboration on the use of data) to be implemented in the 2018-19 school year.

Through our Collaborative Planning Learning Team, we have strategically outlined our monthly professional development sessions which include allotted time for Curriculum Refinement. Schedules for our Marvelous Monday and Tuesday Time was discussed with staff and posted.

~1st Monday – Whole Group Session

~2nd & 3rd Monday – Curriculum Refinement Process

~4th Monday – Study Group Session (Professional Learning Communities)

~Tuesday Time – Data & Inquiry Sessions

On Mondays & Tuesdays Professional Development opportunities include working sessions with grade and content area teams using Curriculum Mapping Refinement and Pacing Calendars. This process is used to determine standards and entry points, student misunderstanding and components of the programs to be addressed. To date, teams have identified specific units and or topics from our core programs to unpack over the course of the year to deepen student understanding with identified anchor standards.

Also, our Math initiative - embedding Math Exemplar – problem solving activities daily through our five day protocol and our Math Team have allowed more emphasis on small group instruction, exploration tasks which enabled teachers to plan and address misconceptions. To increase adult content, we have created and executed math boosters during staff meetings. We also have partnered with Algebra for All instituting departmentalization on Grade 5.
### School Demographics and Accountability Snapshot for 11X078

#### School Configuration (2018-19)
- **Grade Configuration**: 0K,01,02,03,04,05
- **Total Enrollment (2017-18)**: 824
- **SIG Recipient (Y/N)**: No

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

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 81
- **# SETSS (ELA)**: 13
- **# Integrated Collaborative Teaching (ELA)**: 62
- **# Special Classes (Math)**: 82
- **# SETSS (Math)**: 10
- **# Integrated Collaborative Teaching (Math)**: 61

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: 14
- **# Music**: 14
- **# Dance**: 14
- **# CTE**: 14

#### School Composition (2017-18)
- **% Title I Population**: 84.0%
- **% Free Lunch**: 81.2%
- **% Limited English Proficient**: 6.1%
- **% Hispanic or Latino**: 23.2%
- **% Black or African American**: 6.7%
- **% White**: 2.7%
- **% Multi-Racial**: 0.6%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 0.5%
- **% Black or African American**: 62.0%
- **% Hispanic or Latino**: 18.8%
- **% Asian or Native Hawaiian/Other Pacific Islander**: 1.8%
- **% White**: 2.7%
- **% Multi-Racial**: 0.6%

#### Personnel (2015-16)
- **Years Principal Assigned to School (2018-19)**: 19.09
- **# of Assistant Principals (2016-17)**: 4
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching Out of Certification (2014-15)**: 0%
- **% Teaching with Fewer Than 3 Years of Experience**: 8%
- **Average Teacher Absences (2014-15)**: 7.1

#### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4**: 28.1%
- **Mathematics Performance at levels 3 & 4**: 23.5%
- **Science Performance at levels 3 & 4 (4th Grade)**: 64%
- **Science Performance at levels 3 & 4 (8th Grade)**: N/A

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

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

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

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

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: NO
  - Economically Disadvantaged: N/A

- **Met Adequate Yearly Progress (AYP) in Science (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: NO
  - Economically Disadvantaged: N/A

#### High School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: NO
  - Economically Disadvantaged: N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: NO
  - Economically Disadvantaged: N/A

- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: NO
  - Economically Disadvantaged: N/A

**2018-19 SCEP-FF**
### Section 5: Needs Assessment, Annual Goals, and Action Plans

#### Section 5A – Framework for Great Schools Element – Rigorous Instruction

Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

#### Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Tenet 3 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2 The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.</td>
<td>N/A</td>
</tr>
<tr>
<td>3.3 Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.</td>
<td>N/A</td>
</tr>
<tr>
<td>3.4 The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.</td>
<td>N/A</td>
</tr>
<tr>
<td>3.5 Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.</td>
<td>X</td>
</tr>
</tbody>
</table>

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

Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.

<table>
<thead>
<tr>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<td>X</td>
</tr>
</tbody>
</table>

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

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

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

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

Our 2017-18 ELA and Math State results reveal an overall decrease of 1.4% (29.5 – 28.1) in ELA and an overall increase of 1.3% (22.2-23.5) in Math. Grade 3 students made good progress in both areas: ELA 12% increase (20-32) in Level 3 & 4 and 32 % decrease (50-27) in Level 1; Math 7% increase (20-27) in Level 3 & 4 and 4% decrease in Level 1. When comparing iReady ELA cyclical data from the previous year, we are closing the gap in overall reading with a 17% increase (15-32) vs 15% (16-31), in phonics 19% increase (32-51) vs 17% (25-42) and vocabulary 13% increase (17-30) vs. 17% (12-29) the previous year. Our cyclical data for Fountice & Pinnell, Diagnostic Writing Assessment and Math Exemplar Tasks indicate good progress as well. F & P Cycle 1 to Cycle 3 data indicated 72% to 53% Below or Far Below and 28% to 46% Meeting or Exceeding. DWA Assessment indicated large percentages of students making progress in the areas of Structure, Development and Transition. However, there is a need to continue working with Anchor Standards 1, 2, 3 and 4 (cite specific text evidence and inferences; central ideas or themes; analyzing the text; vocabulary). When comparing iReady Math cyclical data from previous year, there was a 2% increase (25-27) in Algebra & Algebraic Thinking. Our work with Math Exemplar from January through May 2018 indicated 74 to 55% Level 1 & 2 and 26 to 44% Level 3 & 4. Problem Solving - 57 to 40% Level 1 & 2 and 43 to 60% Level 3 & 4. Communication - 72 to 54% Level 1 & 2 and 28 to 46% Level 3 & 4. However 40% of our students are below standard in Problem Solving and 50% below standard in Communication. Based on our Item Analysis and Periodic Assessment data from last year, we need to hone in on the standards Operations and Algebraic (OA) Thinking, as well as, Number and Base ten (NBT).
In addition to our effort to use a variety of teaching strategies such as open-ended questions - Hess Matrix, reference charts, graphic organizers, rubrics, excerpts of student work, text annotation, visualization, vocabulary study, differentiated text, and routines such as partner / Team Talk and strategic grouping, providing opportunities for active participation for identified subgroups and group of students.

To provide a comprehensive approach responsive to student needs, we will implement our school instructional focus (around assessment and feedback) with fidelity by: 1) Setting goals in order to gauge student progress, provide actionable and rubric based feedback and adjust curricula and instruction through multiple points of entry, learning activities and misconceptions. 2) Checking for student understanding using formative and summative assessments to immediately respond to student data across classrooms. 3) Consistently implement our agreed upon practices, check for understanding techniques and feedback strategies across grades and subjects.

Part 2 – Annual Goal

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

By June 2019, as measured by the Universal Screening Tool – I-Ready, in the areas of Phonics, Vocabulary and Information Comprehension and Math (Number & Operation and Algebraic Thinking) – there will be a 20% increase in ELA & 25% in Math on the overall percentage of our cyclical data analysis in the identified areas.)
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</strong></td>
</tr>
</tbody>
</table>

| ~ Teachers and supervisors will utilize a universal screening tool, iReady to track progress, alignment between the curriculum to target instruction and sub groups | The entire school community | Sept. 2018 | Point Person: Supervisors |
| ~ Teacher will administer cycles of I-Ready (September, January and May) to monitor the progress of all students with professional development opportunities. | | Oct. 2018 | Data Specialist teachers |
| ~ Common assessments such as Math Beginning of the Year (BOY), Mid and End, Fountas & Pinnell, Diagnostic Writing Assessments (DWA) and PST will be administered 3X per year and tracked from cycle to cycle. | | Jan. 2019 | Teachers |

Supervisors will conduct cyclical data analysis (Teacher Profile Sheets), cycles of observation and grade data conferences

| Service Providers (AIS, ESL, SETTS,) will work in Collaborative teams to ensure vertical alignment and adjustment of curriculum to ensure that lessons developed include strategies for differentiation, flexible grouping, and tasks that embed student choice. | Identified sub-groups | Monthly | Point Person(s): Supervisors |
| | General Ed. population | Every 2nd & 3rd Mondays | ELA & Math Coach |
| | | June 2019 | Special Ed. Liaison |

Teachers and supervisors will conduct weekly meetings and cycles of observation. **All teachers Instructional Coaches**

| Teachers will utilize IO Assessment to monitor and track student progress in response to the data ensuring targeted instruction. | All teachers | Ongoing: | Point Person(s): Supervisors |
| Supervisors will access, monitor and track teachers’ data for patterns and trends. | Instructional Coaches | Oct. 2018 | ELA & Math Coach |
| | | Feb. 2019 | Special Ed. Liaison |
| | | May 2019 | Teachers |
Supervisors will access, monitor and track teachers’ data for patterns and trends.

### Professional Development Opportunities

| ~ Beginning, Mid and End data Analysis | All teachers | Ongoing: Monthly Family Tuesday Sessions | Point Person: Supervisors |
| ~ IO Education refresher – Pupil Path, IO Assessment, Grade Book | Instructional Coaches | Oct. 2018 - June 2019 | Data Specialist Teachers |
| ~ Study Groups – Professional Learning Communities | | | |
| ~ Teacher Team Sessions- Inquiry & Grade Leaders Meeting | | | |

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### 3b – Parent and Family Engagement

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

Supervisors and Parent Coordinator will ensure parent/families events during designated Family Tuesday. Parents information session will be hosted per grade with training during Tuesday Time on accessibility and techniques to support their child with assigned practice lessons. Parents will be informed on pertinent areas of Pupil Path (parent and teacher vehicle for communication) during Open House & monthly PTA meetings. School will continue utilize identified Tuesdays (October, December, January, February and April) to foster an environment of teacher-parent and child collaboration. Each session will outline grade specific topic(s) under the umbrella of our School Instructional Focus, School and Equity Goals.

---

### 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.

Per Session Activity: Nov. - April; 2 days (2.5 hours) with 8 teachers and 1 supervisor

~ Materials for Parent information session

~ Renewal of I-Ready Program & IO Education

~ Purchase of Clickers

~ Utilization of I-Ready and IO Education Programs

#### 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>X</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>SIG Grant</th>
<th>School Achievement Funding</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td></td>
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</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.
By February 2019, there will be a 10% increase in the identified areas in ELA and 15% increase in Math as measured by the second cycle of I-Ready administration.

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

| iReady Assessment Tool |

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. (Aligned to DT SDE Tenet 5: Student Social and Emotional Developmental Health)

Part 1 – Needs Assessment

Part 1a. Alignment to DT SDE Statements of Practice

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

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

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

Our Equity goal allowed us to build on our leadership habits, support our Young Men of Color and deepen our knowledge around social emotional learning towards improving school climate his initiative utilizes Habit 5 (seeking first to understand then to be understood). It aims at enhancing student learning and provides consistency in students creating, monitoring and tracking of their academic and personal. This initiative has allowed us to create an Equity Team comprised of e supervisors, classroom teachers, Dean and Guidance. Through our monthly Equity Team, each classroom teacher, support staff and other school personnel has adopted three boys for the purpose of mentoring. Teachers guide student in creating, monitoring and tracking of their academic and personal goals via the leadership folders. Student leaders have the opportunity to reflect on their progress towards mastery and set new goals on “Reflection Fridays”.

Our OORS (Report Occurrence Reporting System) Data Index indicates a score of 2.63 in comparison to the City average of 2.97. However, data reveals a 4% increase in Level 3 and 8% increase in Level 4 infractions, as well as, concerns with school attendance rate (90.4). As a result, the goal of our Attendance Committee and school community is to reduce the chronic absenteeism rate by 10%. The Attendance Committee will:

- Match chronically absent students to mentors
- Provide families with real-time attendance data along with an action plan for improvement. While family engagement is crucial at all levels, it is particularly important in the lower grades. Many parents do not see the impact of their child's attendance prior to high school on their futures.
- Intensify incentive plans to include monthly activities

Our school will continue to utilize our coordinated efforts (School Tone, Equity and Crisis Team) toward social emotional development to eliminate barriers to student learning and increase student attendance. We continue to build on our Leader in Me whole-school transformation process creating a culture of student empowerment. Greater emphasis is on the implementation of our school-wide initiative focused on providing more support and development of the social-emotional well-being of our students. We have mapped out a series of professional Development sessions geared towards equipping teachers with the necessary tools to effectively address the social emotional needs of all students. Staff members have participated in a variety of professional development sessions some of which included “Equity vs. Equality”, “The Five Competencies of Social Emotional Learning”, video Presentation - “Every Child Needs a Champion”. Currently, our partnership with Brain Power Classroom, a program which promotes physical, emotional and cognitive intelligence. Students and staff will participate in on going workshops in which they engage in exercises, breathing techniques and meditations aimed at improving focus, managing stress, build confidence and increase mindfulness and movement. We have instituted monthly Social Emotional Learning (SEL) tip to help staff further address students’ social emotional needs.

**Part 2 – Annual Goal**

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, there will be improvement in school culture and climate as evidenced by a 20% decrease in identified levels of OORS.</td>
</tr>
</tbody>
</table>
### 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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<tr>
<th>Target Group(s) Who will be targeted?</th>
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<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Staff</td>
<td>Nov. 2018 – 2019</td>
<td>Point Person(s): Assistant Principal Consultant, Staff</td>
</tr>
</tbody>
</table>

Our School Tone Committee (Equity, PBIS, and Lighthouse Team for Leader In Me) will work closely with each grade level teacher team to strategically implement additional positive support structures for students in need of additional role model support (leadership roles, small group restorative circles).

**Refinement of our Leadership / Equity Process:**

- Identification of 3 equity students by all classroom & cluster teachers
- Identification of students with high incidents
- Adoption of 3 Equity students by other personnel – Supervisors, Paraprofessionals, Dean, Guidance Counselor, Support Staff, School Aides, etc.
- Create specific structure & protocols for Leadership Folder
  - Timeline for reinstituting the use of the Leadership Folders
  - Identify Day/time to meet with Equity students
  - Embedding aspects of Eagle Model into our LIM Program
- Call & Response (PS 78 Leaders... Yes we are)
- Mentoring Protocols (Build trust, Sustain & Restore Relationships)
- Various morning greetings

School will collaborate with community based programs that will provide the necessary strategies to enhance student social emotional learning.
Supervisors will conduct learning walks to observe program implementation and monitor OORS data monthly for pattern and trends:

Analysis of Data - Analysis of OORS data (Mid-point check in)

- Review list of students with high level of OORS Reports
- Number or percentage of Equity students entered in system

Our Lighthouse Team will continue to monitor program implementation with fidelity, establish quarterly celebrations and an incentive / reward program recognizing students for attendance, citizenship, leadership (peer mediation, student council, etc) promoting a healthy school environment.

Monthly school-wide grade-level student celebrations will be established using the LIM framework. School will continue to utilize their multi-tiered approach and the LIM Lighthouse team to eliminate barriers to student learning and to increase attendance.

Through our Crisis Team, our Tier 3 students, Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) will continue to be developed based on SWIS data and ongoing progress monitoring of students with BIPs to reduce minor or major student incidents.

Family Handbooks English and Spanish will provide families with the Parent Involvement Policy, PBIS structures, School Initiatives, Student Behavioral Contract, schedules, school policies for attendance, homework, lateness, Electronic Device Use, school contacts, required school forms, etc.

Supervisors will provide resources and participate in monthly meetings.

<table>
<thead>
<tr>
<th>Our school will create systems to support new students enrolled into the school and students articulating to middle school, ensuring a safe and supportive learning environment.</th>
<th>Students</th>
<th>Sept. 2018</th>
<th>Point Person(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Feb. 2019</td>
<td>Supervisors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>April 2019</td>
<td>School Tone Committee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>June 2019</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Supervisors will periodically monitor process of new enrolled and student articulating to Middle School</th>
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</tbody>
</table>
Professional Development Opportunities:

Therapeutic Crisis Intervention Supports (TCIS) training will continue throughout the year to provide identified staff with research based behavior support interventions and strategies to address student social emotional needs to reduce behavior episodes.

Staff Development on Brain Power to teach social emotional wellness strategies and Elevate Education to teach study skills habits for greater student outcomes.

~Staff Development on Equity versus Equality

~Monthly School Tone Meeting

~Leader in Me workshops for teachers and staff

<table>
<thead>
<tr>
<th>Professional Development Opportunities:</th>
<th>All Teachers and Instructional Coaches</th>
<th>On-going</th>
<th>Point Person(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Therapeutic Crisis Intervention Supports (TCIS) training will continue throughout the year to provide identified staff with research based behavior support interventions and strategies to address student social emotional needs to reduce behavior episodes</td>
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<td>~Leader in Me workshops for teachers and staff</td>
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</tbody>
</table>

3b – Parent and Family Engagement

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

Our school will host parent sessions on Leader in Me Program during Tuesday Time, School Leadership sessions and Monthly PTA meetings. Parent Coordinator will provide monthly workshops in identified areas (100BC, EBR, Seven Habits, Computerized Programs, etc.), as well as, utilize identified Tuesdays (October, December, January, February and April) to provide resources based on parent feedback.

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.

Leader in Me Consultant Services for Staff and Lighthouse Committee Training

Community based programs that will provide the necessary strategies for staff

**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>Tax Levy</th>
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<th>Title I TA</th>
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Part 5 – Progress Monitoring

2018-19 SCEP-FF
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<th><strong>Part 5a.</strong> 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.</th>
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<tr>
<td>By February 2019, there will be a 10% decrease in identified levels of OORS.</td>
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<table>
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<tr>
<th><strong>Part 5b.</strong> Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
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<tbody>
<tr>
<td>School Questionnaire distributed September, January &amp; June</td>
</tr>
<tr>
<td>Monthly OORS Tracking Form</td>
</tr>
</tbody>
</table>

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. (Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

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

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

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

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

As we closely analyze the June Instructional Focus and the Item Skills Analysis (ISA) honing in on the Constructive Responses (Writing to Sources), overall across all grades in ELA (3-5) when compared to the city, we are performing lower than the city. Analysis shows:

- **Strengths**
  - Grade 3: Determine the main idea of a text; recount details in response to writing (RL 3.2) & Refer to parts of stories, when writing or speaking about a text (RL 3.5). Grade 4: Determine the meaning of words and phrases as they are used in a text (RL 4.4) & Compare and contrast the point of view from which different stories (RL 4.6). Grade 5: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (RL 5.3) & Describe how a narrator’s or speaker’s point of view influences how events are described (RL 5.6). **Next Steps** – Grade 3: Describe logical connections between particular sentences and paragraph in a text (RL 3.8). Grade 4: Determine a theme of a story, drama, or poem from details in the text; summarize the text (RL 4.2) & Explain events, procedures, ideas including what happened and why based on specific information in the text (RL 4.3). Grade 5: Compare and contrast overall structures of events, ideas or concepts in two or more texts (RL 5.5) & Determine a theme of a story, details in the text, including how characters in a story respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text (RL 5.2).

As we further analyze our Diagnostic Writing Assessment (DWA), school wide data reveals an increase in score from beginning to the end. Categories such as Structure, Development, Organization averaging at an Approaching level (2.1) across grades. As a result, school will focus on Writing looking closely at:
Short Response Questions (Reading) RI.1, RI.2: Demonstrates accurate understanding of the text (when applicable, states accurate main idea)

Reasoning and Support (W.1.B) : Develops logical reasons that support opinion and refers to information from the texts

Organization and Transitions W.1.C, W.1.A: Creates an organizational structure that lists reasons / group related ideas together and Uses transitional words and phrases to link opinion and reasons

As we reflect on Pedagogy (1.2), greater emphasis will be on the use of differentiated instruction that is more responsive to student, use of ongoing checks for understanding (rubric-based) and student self-assessment. Our overall Instructional next steps will be on Building Teacher Practice, looking at standards and reviewing components within the standards mirroring the State exam questions, analysis of Performance tasks (Unit Tasks, MOSL) to inform instruction and student groups and opportunities for frequent on demand tasks.

Part 2 – Annual Goal

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

By June 2019, teachers will effectively use data to drive instruction improving student outcomes on Diagnostic Writing Assessment (Development & Organization) as evidenced by a 10% increase on cyclical data (Cycle 1 to Cycle 3).
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy Coach</td>
<td>Sept. 2018-June 2019</td>
<td>Point Person: Supervisors ; Teacher Center</td>
</tr>
<tr>
<td>Teachers of SWD’s ELLS</td>
<td>On-going Monthly</td>
<td></td>
</tr>
<tr>
<td>SE Liaison</td>
<td>Every 2nd &amp; 3rd Monday</td>
<td></td>
</tr>
</tbody>
</table>

#### Teacher Teams will continue to refine the uniformed methods, for reviewing Leadership Folders & Data Calendars, to allow student self-reflection, feedback regarding the results student data:

- IO Education as our daily monitoring and tracking tool for literacy, math and other subjects.
- Cyclical Assessment, comparative and disaggregated data on Profile Sheets to allow teacher teams to adjust instruction and curricula.

### Teachers will continue to receive Professional Development on the new writing programs – Writing City & Times for Kids and ensure on demand task and learning activities match the academic needs of all students, including the lowest third, SwDs and ELLs and around Self-Assessment, Discourse in Classrooms and identifying common misconceptions in writing

<table>
<thead>
<tr>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisors ; Teacher Center</td>
</tr>
</tbody>
</table>

### Supervisors will conduct learning walks observing implementation of knowledge gained, formal and informal observation.

<table>
<thead>
<tr>
<th>Key Personnel</th>
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</thead>
<tbody>
<tr>
<td>Supervisors</td>
</tr>
</tbody>
</table>

### School Leaders will continue formal and informal observations with immediate feedback, targeted steps for improvement with benchmarks and follow-up. Grade team data sessions will be conducted to monitor effectiveness

<table>
<thead>
<tr>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisors</td>
</tr>
</tbody>
</table>

### Supervisors will conduct cyclical data analysis (Teacher Profile Sheets) sessions, cycles of observation and grade data conferences.

<table>
<thead>
<tr>
<th>Key Personnel</th>
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</thead>
<tbody>
<tr>
<td>Instructional Coaches</td>
</tr>
</tbody>
</table>

### Administration

<table>
<thead>
<tr>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisors</td>
</tr>
</tbody>
</table>

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2018-19 SCEP-FF
- Fall and Spring Benchmark assessments, mid-point assessments, math chapter tests, literacy end of unit PBAs, social studies and science end of unit tests
- Rubrics and student checklists with end of unit tasks, projects/presentations, and writing to self-monitor and ensure they are meeting task specific expectations.
- Informal observations and formative questions to guide instruction throughout the lesson.

Supervisors will conduct cyclical data analysis (Teacher Profile Sheets) sessions, cycles of observation and grade data conferences.

### 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.

School will utilize identified Tuesdays (October, December, January, February and April) to foster an environment of teacher-parent and child collaboration. Teacher Teams will spearhead the sessions with an emphasis on various tools such as rubric, checklists grading policy and the use of data to drive instruction.

Parent Teacher Association (PTA) and the Parent Coordinator will schedule parent workshops including but not limited to the following topics: Common Core Learning Standards in Writing, Higher Order Thinking Skills, Instruction for ELL and SwD students and Student Goal, Common Assessments & Curriculum.

### 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.

<table>
<thead>
<tr>
<th>Write Time for Kids</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing City</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Title I 1003(a)</th>
<th>Title III</th>
<th>PTA Funded</th>
<th>SIG Grant</th>
<th>School Achievement Funding</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Part 5 – Progress Monitoring

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

By February 2019, teachers will effectively use data to drive instruction improving student outcomes on Diagnostic Writing Assessment (Development & Organization) as evidenced by a 5% increase on cyclical data (Cycle 1 to Cycle 2).

#### Part 5b. Indicate the specific instrument of measure that is used to assess progress.
| Part 5c. In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |
### Section 5: Needs Assessment, Annual Goals, and Action Plans

#### Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. (Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)

#### Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tenet 2 Statement of Practice</strong></td>
<td></td>
</tr>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
<td></td>
</tr>
<tr>
<td>2.2 The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).</td>
<td>N/A</td>
</tr>
<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</td>
<td>N/A</td>
</tr>
<tr>
<td>2.4 The school leader has a fully functional system in place aligned to the district’s Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.</td>
<td>N/A</td>
</tr>
<tr>
<td>2.5 Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).</td>
<td>X</td>
</tr>
</tbody>
</table>

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

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

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

Supervisors continue to conduct frequent cycles of classroom visits, followed by actionable feedback, focusing on Component 1e (Designing Coherent Instruction), 3c (Engaging Students in Learning) and 3d (Using Assessment in Instruction). We continue to utilize multiple formats of differentiated support where staff works collaboratively to explore various strategies to enhance student engagement. As a result of supervisory walkthroughs, regular class visits, lesson plan reviews and ADVANCE data, there has been noted improvement in consistency and transparency of pedagogical practices. Targeted professional development session were provided which included specific checks for understanding techniques, self and peer assessment, the feedback protocol, setting personal goals and the revised monitoring and tracking sheet. ADVANCE data indicates a need to continue in identified areas (coherent instruction, engagement, assessment) with emphasis on student discussion. Although, we continue to close the gap in pedagogical practices across grades, subjects and disciplines; teaching practices do not translate to accelerated growth in student achievement. Our school subgroup data indicates a wider gap in both areas for Black (ELA-31%; Math-25%), Hispanic (ELA-15%; Math-18%) and SwD’s (ELA-12%; Math-8%) suggesting the need for consistent systems in place to decrease the gap. Greater consistency is required in the effective utilization of assessments to form small groups providing targeted, differentiated instruction for cohort of students with similar needs. School leaders will place a stronger emphasis on the instructional focus (assessment and feedback), utilizing cyclical data to hold ongoing data conferences honing in on progress of identified subgroups (Black, Hispanic, Students w Disabilities).
### Part 2 – Annual Goal

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

| By June of 2019, teachers will effectively utilize iReady data to drive instruction in the area of ELA (Vocabulary) and Math (Number & Operation) as evidenced by 20% increased with identified subgroups. |
### 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 What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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., over-age/under-credited, SIFE, STH).</td>
<td>All teachers Supervisors</td>
<td>Monthly: Every 4th Monday</td>
<td>Supervisors Support Staff</td>
</tr>
<tr>
<td>Supervisors will use observation data to develop targeted professional learning experiences for teachers focusing on – Questioning and discussion techniques, Engaging students in Learning and Assessment.</td>
<td></td>
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</tr>
<tr>
<td>Supervisors will provide structures and support for teachers who rated developing in the 2018-2019 school year through differentiated Professional Development (Learning Communities, New Teacher) to effectively reach the goals established in written feedback.</td>
<td>All teachers Supervisors</td>
<td>Sept. 2018 - June 2019</td>
<td>Supervisors Grade Teams</td>
</tr>
<tr>
<td>Teachers will identify their subgroups utilizing Tier II approach for Levels 1 &amp; 2 to strategically tailor instruction meeting student needs through multiple entry points, differentiated small group approaches, designing learning activities that are relevant to their academic and social emotional needs, and carefully monitoring and tracking their progress towards mastery.</td>
<td>All teachers Supervisors</td>
<td>Oct. 6, 2017 Nov. 2018 Dec. 2018</td>
<td>Supervisors and Instruction Coaches</td>
</tr>
</tbody>
</table>
In addition to Skedula (Pupil Path) school leaders will create monthly newsletter allowing reciprocal communication between parents and school.

**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.

During Parent Teacher Association meetings, Assistant Principal & Parent Coordinator will continuously revisit the School Snapshot Documents, Principal Newsletter, Instructional Focus (IF), School Highlights focus on specific areas: Mission, Vision Shared Values, Family & Community Ties, IF - What will students and Parents do.

**Part 4 – Budget and Resource Alignment**

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

~ Use of Learning Communities to facilitate ongoing Marvelous Monday sessions with targeted teachers on the common language of the rubric and to further develop the delivery of lessons in relation to the rubric indicators under “Effective”

~ Teacher Center & Model Teachers provide differentiated support to identified teachers

~ Targeted teachers receive one-on-one support from identified mentor

~ Professional learning opportunities in discussion techniques and student engagement

~ Educators for Student Success (ESS) providing support in leadership, data and differentiated instruction

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

<table>
<thead>
<tr>
<th>Part 5a</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>By February 2019, teachers will effectively utilize iReady data to drive instruction in the area of ELA (vocabulary) and Math Number &amp; Operation as evidenced by 10% increased with identified subgroups.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5b</th>
<th>Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ADVANCE System - Measure of Teacher Practice Data &amp; iReady Data Collection Tools</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5c</th>
<th>In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</th>
</tr>
</thead>
</table>

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**Title I**

- **1003(a)**

**Title III**

- **PTA Funded**

**School Achievement Funding**

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<table>
<thead>
<tr>
<th>Other</th>
<th></th>
</tr>
</thead>
</table>
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. (Aligned to DTSDE Tenet 6: Family and Community Engagement)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

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

Part 1b. Needs/Areas of Focus:
Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

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

Our school is deliberate and strategic in strengthening the bond between home and school. Over the past three years we have placed stronger emphasis on improving parental involvement. This year the NYC School Survey parent participation rate rose to 99% in comparison to previous years ranging 50-60%. This has propelled us to invest in the use of various tools to reach and connect with our families in an attempt to improve student performance. Some of the tools being used include a School App, Pupil Path, Class Dojo, monthly calendars in English and Spanish, tentative annual calendar included in the Parent Handbook, parent interest survey, monthly PTA meetings, parent workshops and special flyers notifying parents about school events. Based on data collected from the School Quality Guide 2017-2018, 90% of parents/guardians agreed or strongly agreed that they feel well-informed by the communication they receive from their child’s school. We consistently communicate high expectations through our school instructional focus, Mission, Vision & Shared Values, strong emphasis on student engagement, data driven instruction and SCEP goals. We have implemented various ways to build family and community ties and strong emphasis on student engagement. Some initiatives that we have undertaken are:

- Leader in Me (LIM) Activities: LIM Booster Shot, a 5 – 10 minute icebreaker before the start of PD sessions
- PS 78 School App which support our effort to keep families aware of all the events happening at the school.
- Hosting a series of Parent Informational and Engagement sessions that support students in being prepared for college, and career readiness. Parents were engaged in a series of morning workshops with our CEI Consultants:
After careful analysis of our Parent Activity Log (PAL), we soon realized that there are specific activities that increase our parent attendance:

- Parent Open House (196); Dads Take Your Child to School (115); Donuts with Dads (163); World Read Aloud Day Celebration (91); Muffins with Moms (200); Notes in Motion (77); Family Game Night (100)
- Our goal moving forward, is to have all staff members utilize Pupil Path as our school-wide reciprocal communication tool.
- Family Literacy Morning Sessions

**Part 2 – Annual Goal**

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

By June 2019, Parent Coordinator will ensure that 25% of parents utilize Pupil Path to increase reciprocal communication.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
</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). | Parents  
Families  
CBO | On-going training in during TT:  
Oct. 2017  
Skedula Training in Nov. 2017  
Feb. 2018  
May 2018  
June 2018 | Supervisors  
Staff  
Parent Coordinator |
| Parent Coordinator, PTA President and Guidance Counselor will be trained on the use of available tools to encourage more meaningful dialogue between home and school | | | |
| Schedule parent workshops, meetings, and ongoing communication with parents regarding: Common Core Learning Standards; Project based learning; Citywide Instructional Focus; Analyzing Student Work; Using Formative / Summative Assessments to identify student needs; Utilizing the Language of LIM Habits 1-6 | Parents  
Families  
Teachers  
Students | Sept. 2018 - June 2019  
Monthly:  
Every 3rd Wednesday of each Month | Supervisors  
Staff  
Parent Coordinator |
| All teachers will be trained on technology tools and strategies to improve parent engagement. Teachers will utilize technology tools, strategies and Tuesday Time to encourage reciprocal communication. | Parents  
Families | Oct. 2017  
Oct. 2017  
Oct. 2017  
TT session Skedula in Nov. - | Supervisors  
Parent Coordinator  
Teachers |
**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.

Educators for Student Success (ESS) consultants and supervisors outlined Series of Morning parent workshops on the 7 Habits of Highly Effective People, overview of NYS State Exams and Social Emotion

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**Part 4 – Budget and Resource Alignment**

<table>
<thead>
<tr>
<th>Part 4a.</th>
<th>Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>~ Per session Activity: Teachers will facilitate different training sessions at identified PTA sessions (2 teachers &amp; 1 Supervisor)</td>
<td></td>
</tr>
<tr>
<td>~ Targeted workshops for ELLS and SWD’s parents / families</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 4b.</th>
<th>Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tax Levy</td>
</tr>
<tr>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Title I 1003(a)</td>
<td>X</td>
</tr>
</tbody>
</table>

---

**Part 5 – Progress Monitoring**

<table>
<thead>
<tr>
<th>Part 5a.</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By February 2019, Parent Coordinator will ensure that 10% of parents utilize Pupil Path to increase reciprocal communication.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5b.</th>
<th>Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>IO Education - Pupil Path (Parent Component); Skedula (Staff Component)</td>
<td></td>
</tr>
</tbody>
</table>

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

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Students who score -2 levels below grade level on i-Ready diagnostic test</td>
<td>i-Ready web based program identifies &amp; addresses student needs. It diagnoses, instructs &amp; monitors student progress in domains: Phonological Awareness, Phonics, High Frequency Words, Vocabulary and Comprehension</td>
<td>Independent Whole &amp; Small Group</td>
<td>During the School Day to students 550 Afterschool Program (Wed. &amp; Thurs.)</td>
</tr>
<tr>
<td></td>
<td>-below level 3 on state exam</td>
<td></td>
<td>Whole, Small Group &amp; one on one</td>
<td>285 students</td>
</tr>
<tr>
<td></td>
<td>-Retained on the grade</td>
<td></td>
<td></td>
<td>Afterschool Program (Wed. &amp; Thurs.)</td>
</tr>
<tr>
<td></td>
<td>-Two levels or more below grade level on F&amp;P and DWA</td>
<td></td>
<td></td>
<td>45 students</td>
</tr>
<tr>
<td></td>
<td>–far below and recommended by RTI team</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Focus on reinforcing the CCLS & evidenced based strategies in various areas. Curriculum – Crosswalk Coach to Common Core is fully aligned to CCLS.

-Students diagnosed at the beginning of a topic or lesson

-Students provided appropriate lessons based on diagnostic results

-At the end of the topic, assessment is
| Mathematics | Students who score **below level 3 on state exam**  
|             | - Students who score **retained on the grade**  
|             | - Students who score **below standard on beginning of year assessment**  
|             | - Students who score **far below standard** and recommended by RTI team.  
|             | **ST Math for Grades 1-4 web based math program that allows students to problem solve in all areas & utilize spatial temporal reasoning.**  
|             | **Grades 2-5 Extended Day (Wed. & Thurs; Saturdays)**  
|             | **Crosswalk Coach for the Common Core and NY Ready CCLS**  
|             | **Independent Whole, Small Group & one on one**  
|             | **During the school day 250 students Afterschool Program (Wed. -& Thurs)**  
|             | **285 students Saturdays**  
|             | **200 students**  
| Science | Students who are working below grade level  
|         | **Interactive Science (Grades K- 5); Units of Study aligned to the Science and Scope Sequence**  
|         | **Whole, Small Group (flexible groups based upon needs)**  
|         | **During the school day 150 students**  
| Social Studies | Students who are working below grade level curriculum used  
|             | **Units of Study aligned to Social Studies Scope & Sequence; paced based on the curriculum used for the grade**  
|             | **Whole, Small Group (flexible groups based upon needs)**  
|             | **During the school day 150 students**  
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Students recommended by RTI team, social worker and IEP team, teachers and parents.  
|             | **Behavior Intervention Committee of RTI - Students provided at risk services by guidance counselors & or site clinician**  
|             | **Small Group and / or one on one**  
|             | **During the school day at risk services are available to all students as needed**  

2018-19 SCEP-FF
<table>
<thead>
<tr>
<th></th>
<th>(partnership with Astor Child Services)</th>
<th></th>
</tr>
</thead>
</table>


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

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

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

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>There are twenty five students in Temporary housing currently enrolled at PS 78.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
<tr>
<td>1. The McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780 ensure that students residing in temporary living situations have access to the same public education and services that are available to permanently housed students. At PS 78 we intend to provide many services to our students in STH population. These services include but are not limited to:</td>
<td></td>
</tr>
<tr>
<td>• One on one interview with guardians and students to identify needs and provide assistance.</td>
<td></td>
</tr>
<tr>
<td>• Referrals to community agencies and mental health clinics</td>
<td></td>
</tr>
<tr>
<td>• Health records &amp; immunization</td>
<td></td>
</tr>
<tr>
<td>• Providing school supplies such as uniforms, notebooks etc.</td>
<td></td>
</tr>
<tr>
<td>• In school counseling and follow up services to members of the family</td>
<td></td>
</tr>
<tr>
<td>• Transportation services through the Department of Transportation (Yellow Bus) or metro cards to access the city bus.</td>
<td></td>
</tr>
<tr>
<td>• The school liaison will maintain a folder throughout the school year with ATS reports that include the names of students living in temporary housing situations and lists of services offered as funded by the Title I, Part A mandatory set aside and participates in McKinney-Vento trainings on behalf of the school, each year.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: Title I Program Information

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

Part 1: Title I Status

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

School administration will work with Human Resources to ensure that all teachers are highly qualified. Formalized interview protocol will determine knowledge of content and pedagogy, as well as, commitment to professional growth. In addition, each teacher interviewed will conduct a demo lesson. Differentiated PD Map is created to ensure aligned PD sessions matched to teachers' strengths and areas of need.

2b. High Quality and Ongoing Professional Development

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

During Monday PDs, Collaborative Teacher Teams, Grade Leaders sessions the following will be outlined and implemented:

~ Continuous review of student work related to CCLS to modify practice and meet needs of all students

~ Utilization of Danielson Framework to enhance teacher practice and provide rigorous classroom instruction

~ Common planning time: Unit Plans, Performance Tasks and Rubrics

~ Mentors, coaches, lead teachers and identified staff will provide professional development support based on teacher ability

~ Continuation of Study & Cohort Groups

~ Implementation of Model and Peer Collaborative teachers to facilitate PD sessions and inter-visitation

(See Page 12 #5)

Part 3: TA Schools Only

3a. Use of Program Resources
### 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).

| NA |

### Part 4: SWP Schools Only

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

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

To ensure a smooth transition for incoming kindergarten students, yearly outreach is made to preschool programs in the area coordinating our efforts in terms of curriculum alignment, professional development workshops, parent activities and the sharing of early intervention services. In addition, incoming Preschool parents are invited to workshops at the end of the school year (June) hosted by the school to acclimate parents with school environment, expectations and visits to the PreK and Kindergarten classes in session.

#### 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.

Our Collaborative Professional Learning Team comprised of teachers and administration. The team works collaboratively to discuss and review the effectiveness of common assessments and professional development opportunities to ensure data driven instruction. For Example: Our CPL committee meets monthly and maps out series of workshop making reference to the Staff Needs assessment:

Through our Collaborative Planning Learning Team, we have strategically outlined our monthly professional development sessions which include allotted time for Curriculum Refinement. Schedules for our Marvelous Monday and Tuesday Time was discussed with staff and posted for transparency.

~1st Monday – Whole Group Session based on surveyed needs of the building

~2nd & 3rd Monday – Curriculum Refinement Process

~4th Monday – Study Group Session (Professional Learning Communities)

~Tuesday Time – Data & Inquiry Sessions utilizing various protocols for looking at data

#### 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\(^1\). To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its
Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated\(^2\). 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>$779,164.00</td>
<td>X Refer to all goals</td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td>$16,979.00</td>
<td>X Refer to all goals</td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>$114,729</td>
<td>X Refer to all goals</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$177,429.00</td>
<td>X Refer to all goals</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$12,366</td>
<td>X Refer to all goals</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$0</td>
<td>X Refer to all goals</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$3,822,268.00</td>
<td>X Refer to all goals</td>
</tr>
</tbody>
</table>

\(^2\)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 School Improvement 1003(a)**: To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding**: To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A**: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A**: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside**: Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG funds**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)

(Required for All Title I Schools)

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

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

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

---

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
</table>

Parent Involvement Policy (PIP)

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

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<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
</table>

The Anne Hutchinson School will support parents and families of Title I students by:

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

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

### Parental Involvement and School Quality

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

### Encouraging School-Level Parental Involvement

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

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

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

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

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

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

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

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

● host the required Annual Title I Parent Meeting on or before December 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;

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

- holding an annual Title I Parent Curriculum Conference;

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

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

- supporting or hosting Family Day events;

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

- encouraging more parents to become trained school volunteers;

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

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

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

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**School-Parent Compact (SPC)**

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

---

**I. School Responsibilities: High Quality Curriculum**

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

- using academic learning time efficiently;
• respecting cultural, racial and ethnic differences;

• implementing a curriculum aligned to the Common Core State Learning Standards;

• offering high quality instruction in all content areas;

• providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

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

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

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

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

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

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

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

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

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

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

• planning activities for parents during the school year, e.g., Parent-Teacher Conferences;
## I. School Responsibilities: Providing General Support to Parents

*Provide general support to parents by:*

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

## II. Parent/Guardian Responsibilities

### II. Parent/Guardian Responsibilities:

- Monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- Check and assist my child in completing homework tasks, when necessary;
- Read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- Set limits to the amount of time my child watches television or plays video games;
- Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- Encourage my child to follow school rules and regulations and discuss this Compact with my child;
- Volunteer in my child’s school or assist from my home as time permits;
- Participate, as appropriate, in the decisions relating to my child’s education;
- Communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
● respond to surveys, feedback forms and notices when requested;

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

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

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

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

### III. Student Responsibilities

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:

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

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

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

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

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

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td></td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

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

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

Total # of ELLs to be served: ______

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

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

Total # of teachers in this program: ______

# of certified ESL/Bilingual teachers: ______

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

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

Begin description here: ______

Rationale:
PS 78 After School and Saturday Classes programs will provide additional academic and linguistic support to our ELL students. The rationale for holding the program is the low performance of ELL students as documented on the NYSESLAT report: 61 Student Tested. Of the 50 returning students - Entering 8%, Emerging 26%, Transitioning 38%, Expanding 24% and Commanding 4%.

All ELL students in grades 1-5 will receive invitations to attend. The supplementary programs will focus on: vocabulary, comprehension and language development in the content areas of English Language Arts and Mathematics. The targeted groups are ELL students in grades 3-5 who will be taking the NYS ELA test in the spring as well as students in Grade 1-2. All ELL students in grades 1-5 will receive invitations to participate in both programs. Subgroups and grade levels of students to be served: Grades 2, 3, 4 and 5 students were identified based on the data: NYSESLAT, ELA, Math tests and I-Ready Beginning of the Year Assessments.

Schedule and duration: ELL students will have the opportunity to attend After School Program. Sessions will be held focused on providing support using the Imagine Learning Program in addition to classroom instruction. The After School schedule is Wednesday and Thursday from 2:45-5:15 P.M. and will begin in November, for a total of 32 sessions. To provide the most efficient instruction during the After School pending student enrollment, students will be grouped based on Performance and grade levels with a Common Branch & ENL Teacher. For example, Entering and Emerging students will be grouped in one class across grades 2 & 3 with a common branch teacher and grades 4 & 5 with another common branch teacher. The certified ENL teacher will rotate in each of the content teacher class for 45 minutes in the After school program. In addition to the after school programs, a myON session on Fridays will occur from November – March. This totals 15 sessions. The program hours are 2:45 PM – 3:45 PM. We are aware that might exceed the allotted funds. Hence, the school will complement the cost of the program using other funding source. At each session there is one teacher to reinforce and provide access of the English Language at no cost to Title III Language of instruction. English # and types of certified teachers: Total of 3 support staff

1 Certified ENL teacher and 2 General Education teachers for both programs (After school).

During the After School Program, ENL Teacher will co-teach with content teacher during the whole group component then rotate from cohort group of students providing targeted lessons based on iReady data. All records such as student attendance and assessment will be kept on file in a Title III Program Binder.

Materials: iReady, Imagine Learning, and myON Digital Reading. Students will receive direct instruction utilizing iReady as a resource for small group instruction.
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: ______

Rationale:
Many of our students speak a language other than English in their home, and therefore, we consider all teachers in our school as teachers for English Language Learners. As such, we provide various opportunities to participate in our school focus of differentiated instruction for professional development.

Resources include ESS support (package purchased to provide additional support as well as, the NYCDOE Division of English Language Learner and Student Support. During our mandated Professional Development sessions classroom teachers receive site-based staff development through our core curricula from school-based coaches, support staff and consultants. All PD sessions are aligned to the identified needs of all students including our ELLs. There are ongoing opportunities for teachers and instructional staff to discuss, review and analyze assessment data and student work as well. During these sessions staff continues to be exposed to research in second language learning acquisition, best practices for ELL students and techniques to improve communication between home and school. Topics that will cover throughout the year are ELL identification process, mandated services and analysis of data honing in on the ELL population and NYSSELAT data. Professional workshops conducted by consultants will be provided throughout the school calendar year as well. The staff involved with Title III are trained in ENL techniques and methodologies by the ENL teacher, Assistant Principal, and representatives from our BFSC who offer additional ENL Professional Development sessions as per CR Part 154 mandates.

Our Professional Development opportunities will include: Site based on-going differentiated Professional Development during mandated Monday dedicated to Professional Development. Imagine Learning Training-BFSC support organization provides: 1) Compliance issue series and 2) NYSSESALT administration and interpreting results training.-How to use JiJi, Cross Work Coach (computation & Series of support from our ELL Consultant: September 13, 24, October 15, November 5, December 10, January 14, February 1, March 11, April 15 and May 13 - total of 10 days - focusing on Co-teaching Model, Identification of targeted strategies for ELLs and Hispanic Subgroup, Facilitation of walkthroughs and debriefing sessions with ENL teachers, instructional focus, ELA data, academic needs of Hispanic students and professional learning support services for your ENL team, ELL compliance etc.

Standard based instruction, ST Math, (problem solving) and Common Core Clinics, IReady (computer based literacy assessment/instruction program) to view data and gain insight to the individual needs of ELL students.-During the day (Collaborative Team Meeting) and After School sessions on Differentiated Learning / Scaffolding Activities-Learning Communities around a text of interest
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: 

Rationale:
It is our school's goal to increase parental involvement. Parents of ELL students are invited to attend all activities provided by the Parent Coordinator and Parent-Teacher Association. In addition, they are invited to attend school performances and class celebrations, which are held every six to eight weeks, also, all local and citywide events. Parents are also encouraged to attend parent teacher conferences and school trips. For the school year our ELL parents will be invited to attend two workshops during our Saturday Classes program; the sessions will be two and a half hours and focused on helping ELL parents support their children's learning, as well as, develop their own literacy skills. During the sessions, The ENL teacher will work with the Parent Coordinator and Instructional Coaches to provide an overview of the school's core curriculum and web based intervention programs highlighting the specific tools used to support ELL students. The session will be interactive where parents will participate in actual lessons and activities, as well as, practice using the web based programs. The sessions will provide information regarding local resources available providing adult literacy from our Parent Coordinator and representatives from partnership providing such services. The Parent Coordinator will also act to assist with addressing the needs of our ELL parents, as well as, helping to inform parents about sponsored events. All parents are notified by mail, distribution of fliers and parent monthly calendar in their native language. ELL students also participate in Arts Initiative at P.S. 78. Notes and Motion is focused on dance and the CASA Inside Broadway initiative focused on singing, acting and dancing. The expectation is that ELL students will receive additional support with developing language skills through their participation in these programs. The needs of our ELL parents are determined through parent surveys and questionnaires, feedback during PTA meetings, parent participation on our school's leadership team, direct contact with school's Parent Coordinator and meetings and phone conversations with teachers. Translation services are provided through the LAC coordinator. The LAC coordinator, secretaries and Parent Coordinator are all bi-lingual and can provide Spanish translation. All school notices and other pertinent written communication are translated into Spanish using and any other identified languages, using resources from the LTI unit. In addition, the staff includes a school aide who is fluent in French and Haitian Creole. She is able to translate for parents as needed.
**Part E: Budget**

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

Allocation Amount: $_____

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

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Bronx</td>
<td>078</td>
</tr>
</tbody>
</table>

School Name: Anne Hutchinson

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Claudina Skerritt</td>
<td>Kerry Ann Roberts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tamika Tolliver</td>
<td>Digna Rozon</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENL Teacher</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eudalis Dasent</td>
<td>Olaide Odubanjo</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shameeka Williams,</td>
<td>Lisa Rodriguez</td>
</tr>
<tr>
<td>Data Specia</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ivelise Collazo, Grade 2</td>
<td>Rudy Rupnarain</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julian Brady, SETTS</td>
<td>Meisha Ross-Porter</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meisha Ross-Porter</td>
<td></td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics
Part II: ELL Demographics

A. ELL Programs

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

<table>
<thead>
<tr>
<th>Program</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td>0</td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td></td>
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<td></td>
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<td>0</td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>

This school offers (check all that apply):

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

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

Part III: Assessment Analysis

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

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

The data our school uses to assess the early literacy skills of our ELLs includes data from the iReady (ELA & Math), Fountas and Pinnell, Diagnostic Writing Assessment, ELA Benchmark. We have mapped out our Testing Schedule which includes F & P, iReady and DWA to be administered 3X per year in cycle. In addition, teachers utilize data from the NYSITELL, Imagine Learning, ELL Periodic Assessment, teacher conference notes and observations. The data from student assessments helps us determine the needs of ELLs, strengths, and next steps for each grade. Teachers develop units of study that integrate modalities of listening, speaking, writing, and reading. The unit plans focus in all content areas and around Global themes that provide students with an assessment experience that is cohesive and interconnected across each of the modalities.

2. What structures do you have in place to support this effort?
The structures that PS 78 have in place to support this effort are:
* having school wide inquiry teams
* grade level teams and curriculum teams where teachers discuss the work/assessment and plan accordingly to support the student’s based on their needs.
  * After administering one of these assessments, for example the Diagnostic Writing Assessment, the teachers will discuss the progress made by students, and plan together to support the students on where they need the most support.

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?
Success of our ELL program is evaluated by studying longitudinal trends for the ELLs we serve in order to determine if students are making progress in terms of the English language acquisition (e.g., NYSESLAT), NYC Performance Based Tasks or through the New York State Testing Program for students in grades 3-5 who are testing in English for more than one year. During Inquiry, Teacher team, Monday PD’s, and/or grade meetings teachers meet together to discuss final results and prepare for the future. Some of the summative assessments or baseline/benchmark assessments being used to identify baseline, progress and areas of need are “Go math”, “EOY Math”, “I-Ready”, “Fountas & Pinnell”, “Reading Steps”, “Fundations”, “Diagnostic Writing Assessment (DWA)”, “ECLAS”. We also use the ELA, Math and NYSESLAT exams, which are pending at the moment.

4. What structures do you have in place to address interventions once the summative data has been gathered?
The structures that PS 78 have in place to address interventions once the summative data has been gathered is provide students with additional support if needed, taking into consideration evidence such as “Results on the annual English language proficiency assessment exam”, “Sample of student work in English and, if the student has or is suspected of having a disability”, “Number of years of instruction in a bilingual education or English as a new language program”, “Content area and socio-emotional support needs of students with inconsistent/interrupted formal education (SIFE)”, “English and home language literacy needs of long-term ELLs”, “Content area teacher and English as a second language teacher recommendation”, “English and home language literacy”, and “Parent or guardian request”. These support services provided are aligned to our intervention plans (Academic intervention services) the school is already providing to all students.

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.]
The data that is used to guide instruction for ELLs within the Response to Intervention framework for grades K-5 are as follows:
Three times a year, our school uses an universal screening (i-Ready) to show growth for all our students including ELLs in Literacy. This year we will mirror the same process for Math utilizing i-Ready. This screening shows students' levels in order to help teachers adjust, design and develop the work according to their levels. The classroom teachers also use F & P Running Record Data, previous NYC Performance Based Tasks (MOSL) and Performance Base Assessment Tasks taken from the core programs - Ready Gen and Go Math at the end of each unit. From these results, teachers are able to monitor and track how their students are performing. Results are then analyzed. Appropriate actions are taken if there is a continuous decrease or stagnancy. For example: Targeted small groups within the classroom. If the need arises, identified students are scheduled for AIS Support (Our push in / pull out model)

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].
Analysis of the 2017 NYSESLAT (ELL Data Analysis) indicates low performance in the writing modality. Based on the individual student report and identified levels, students are grouped accordingly. According to the NYSESLAT ELA and Math comparison, students proficiency Levels (TR, EM, EN, EX) vary across the Levels (Levels 1-4) in each subject area.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
The structures that PS 78 have in place to disseminate these findings in order to make adjustments to the programs are analysis of EDAT at ELL Meetings, group students accordingly to their proficiency levels and ensured students are programmed in STARS. Such programming allows for more in-depth small group instruction based on the push in / pulls out model. Students
across grades with similar proficiency levels are seen via push in/pull out honing in on an identified need based on the
Individual Report Sheet.

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.
      The Principal, Assistant Principal and the ENL teacher meets on a monthly basis with the designated ELL classroom teachers to discuss and analyze continuity of our ELL’s instruction. ELL instruction is delivered primarily by the school’s ENL teacher with support from identified classrooms on each grade. The organizational models used at PS 78 is integrated and stand-alone ENL. The stand-alone model facilitates the plan for academic language development in content areas, as the strategies being taught in the grade level classroom will be reinforced by the ENL teacher within our balanced literacy instructional model.
   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)?
   b. While working within the construct of this model, the ENL teacher utilizes methodologies and approaches recommended for our language learners such as, total physical response and language experience approach. Instruction is focused around the building wide focus Using Evidence in Argument and Discussion as well as the instructional shifts of the Common Core. Focusing on the instructional shifts provide support with academic vocabulary, providing text based answers, writing from sources and staircase of text complexity. These approaches are supported with a variety of technology (computers, i-pads, personal audio recorders, etc). The standalone ENL model utilizes a primarily homogeneous grouping of students with the same proficiency levels in one group via a push in / pull out services. ELL students are placed in designated classes. For example, all the ‘02’ classes on grades 1-3 are ELL classes & ‘01’ on grades 4 & 5. The student’s proficiency levels are based on the NYSITELL and NYSESLAT results. For our ELL and former ELL students who have exited after two years of ELL status will continue to receive a minimum number of units of integrated ENL.

   2a. In our integrated model, the ENL teacher delivers 360 instructional minutes with two units of study in ENL/ELA for entering and emerging students. For transitioning students, .5 unit of study in ENL/ELA and one unit of study for expanding students in ENL/ELA. In supporting the units of study, our ENL teacher provides modeling, students practice and work independently while teacher roves and conferences.- The EDAT and RLAT provides information about the students, the NYSESLAT grades and the student’s level. The teacher will also identify where do the students’ need the most support, and help them accordingly with the mandated minutes.

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.
All ENL curricula are CCLS aligned and focus on both fiction and non-fiction texts. Our current ELL data reveals that ELL students struggle most with writing in response to reading. Hence, one of our five Common Practices (Modeling - I do, We do & They do) along with our workshop mode (Whole-Small-Whole) is seen across grades while utilizing the Writing Framework. For example, on a given day, the ENL teacher would work with a small group of students during the modeling and target his/her group during the small group component. In addition, all students are engaged in our Independent Reading Block while the classroom teacher conferences with 2-3 students and or meets with a guided or strategy group. Instructional approaches used to scaffold the curricula includes think-pair-share, backwards design analysis, graphic organizers, task analysis, vocabulary building strategies, annotation and Turn and Talk.

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

The ENL coordinator evaluates the level of literacy in the students’ home language by administering the Spanish LAB if students are newly matriculated into the NYC DOE and scores are then recorded. If students are not new to the NYC DOE, the Spanish LAB is administered for reference only and to evaluate the student’s home language literacy skills against the correct answers on the test. Based on student Home Language survey, Math exam is ordered in student preferred language with accommodation from DOE approved interpreters. LAC ensures that all school personnel have access to the translation unit.

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

5a. SIFE students who are enrolled in our school participate in all school based programs. Differentiated instruction consists of designing lessons based on students’ learning style and assess students’ learning using formative assessments. All lessons would be continually assessed and adjusted to meet students' need.

5b. Newcomers: Instruction of ELLs is differentiated based upon the individual needs of students. The new students at PS 78 are given opportunities to work independently as well as working cooperatively with peers. All ELLs are offered the opportunity to participate in school based After School Program and Saturday classes. The programs provide support in math and literacy. Homework assistance is provided and independent reading is encouraged to support our instructional focus Using Evidence in Argument and Discussion. In addition, ELL students expected to participate in the ELA testing (after one year of English Language Instruction) in grades 3, 4, and 5 will have the opportunity to participate in our school’s Saturday Test Preparation Program, beginning in January and culminating in April to address grade specific needs in reading, writing, listening and math. A wide range of materials are used to support instruction such as visual aids, manipulative (particularly to reinforce letter-sound relationships), big books, vocabulary cards, various word study activity kits and texts with audio supplement. This year, all students will be reading independently for daily (5X for 30 minutes) in addition to the Literacy Block.

5c. Developing: Ell students are supported in their literacy skills as well as their skills in English language acquisition. Individualized intervention plans are developed to support their academic success. The students work more in the area of writing and it includes: exploring text organization, developing complex sentences, integrating the teaching of language skills with subject matter content and expanding range of vocabulary through root and affix analysis. We also offer the ELL students a computer-based program, IMAGINE LEARNING ENGLISH PROGRAM. Our ELL population will access this program on a daily basis for 20 minutes. The program provides individual instruction and monitoring in the areas of phonemic awareness, vocabulary, listening skills and reading comprehension. Here students can listen and read along a story they have selected. Words are highlighted as they read.

5d. Long Term ELLs: Long term ELLs continue to receive academic support through small group intervention, After School and Saturday School programs. These identified students receive support to ensure academic progress is made. 5e. Former ELLs: Our former ELLs have access to 90 minutes of Literacy Block, all educational supplementary programs such as extended time
for testing, after school programs and Saturday Academy classes.

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?

ELL Students with Disabilities are integrated with the general education ELL population during mandated minutes using the core curriculum which consists of the Ready Gen and Go Math programs. The ENL teacher will have a copy of the IEP for each child, to help understand their learning needs. In addition, ELL special needs students who continue to have significant difficulty in area of encoding and decoding, will participate in small group instruction, Fundations (K-2), vocabulary development, re-wording instructions-breaking them down into simple steps, just right books on child’s level, graphic organizers, SMART boards, audio and visual aids, and RTI strong Tier 1 high quality instruction. Teachers utilize several check for understanding strategies where instructors monitor students throughout each lesson in order to ensure academic growth. Students have access have to glossaries, work with Fundations daily, Imagine Learning, and i-Ready.

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

Our school is part of the Special Education Reform to support our ELLs and SWDs. We offer ICT classes presently on grades First, Second, Third, and Fifth grade. We also offer SETTS services to students in general education and flexible scheduling where students have the opportunity to be mainstreamed for certain subjects. Furthermore, our Response To Intervention (RTI) Committee meets weekly to discuss and review identified students and provide research based instruction and interventions that address the individual, linguistic, and academic needs of our students. The curriculum that is used is aligned with General Education using Imagine Learning and technology programs that are differentiated to address the different learning styles (visuals, tactile, auditory, kinesthetic learning styles.)

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Our target intervention program focuses on our intermediate ELLs who are not meeting goals of passing NYS exams across the curriculum nor advancing NYSESLAT scores. Repeater classes taught by certified teachers in all content areas are offered during regularly scheduled school hours and focus on scaffolding curriculum with graphic organizers, think-pair-share, and backwards analysis (modeling). A connection with real life application for each content area is stressed. These classes are geared to long term ELLs however ELLs with 1-3 years of service across proficiency levels will benefit from these intervention courses as well. The Title III money is also used to offer intervention services for ELLs who want to meet personal goals or who are struggling with academic language. The science, math and ENL teacher are available for small group tutoring after school through Title III tutoring hours. Trips will be made available to all ELLs and are used as motivational, hands-on and real world tools that add to our curriculum here at P.S. 78.

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

Improvements in our program happen every year. We will continue to implement common preparation periods this year where the ENL teacher can plan differentiated lessons and ENL strategies to increase rigor and student engagement. During our Independent Reading Block students will be exposed to a variety of texts while classroom teacher and ENL teacher conference with students.

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

We will be adding to ELLs programs and services. We will not be removing any services for ELLs.

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

All ELLs are provided with the same opportunities to participate in school based After School and Saturday classes with targeted support. All students are invited to join and participate in all curricular and extracurricular programs with an effort
made by all teachers and parents to encourage the students to participate. In addition, our school is part of the "Project Read Program" for First graders. The program provides 1:1 tutoring. Under supervision, high school students read with children, provide homework assistance and use a prescribed phonics program.

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.

ELL students will be utilizing the web based computer programs such "Imagine Learning English", "Learning A-Z", “i-Ready” and JiJi. In addition, the ENL teacher has access to, but not limited to, the Rigby Reading Program, ELL Intervention Kits, and "Preparing for the NYSESLAT and Beyond". The ELL students are also given access to books and magazines in their native language to support each child's continued academic growth. Lessons in Science and Social Studies are made as "hands-on" as possible, posters, videos, illustrated books, partner interviews, glossaries, dictionaries, group projects and include experiments, school trips and a variety of tactile experiences meant to support all learners including ELLs in our classrooms. Smart boards are in grades K-5 classrooms and enable teachers to easily incorporate visual and auditory cues in their lesson that in turn, more fully support our ELLs vocabulary and concept acquisition.

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

All our ELL classrooms have multicultural libraries, glossaries, dictionaries, literature and illustrated big books in their native language, visual cues, posters, games and songs. The ELL classrooms also provide cooperative learning giving our ELL students an opportunity to think/pair and share with other students.

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

Our required services for our ELLs are arranged around proficiency level and grade level. If a great disparity between levels of language acquisition occurs between one or more students in a given class or on a given grade, care is taken to reschedule that students to be included in the ENL instruction in another grade or with another group (working at a more appropriate level). The rescheduling will only be for one 50 minute instructional period, making sure that students are working with the ENL teacher during their second period of instructional time which focuses on grade appropriate content.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs' needs (academic, linguistic, socioemotional) are met?

N/A

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

We are planning to invite the newly enrolled ELL students and their parents to our school "Share Fair", held at the end of May, where both parents and students will have an opportunity to see and visit what our school offers throughout the year in all subject areas. For those students and parents who are unable to attend this fair, they will also be invited to attend our Open House in June which will offer many resources for the families. Newly enrolled ELLs will be assigned to a buddy on their own grade for easy transition and adjustment. During the Family Night session, ENL Coordinator will also meet with newly ELL parents and students as a group. Group will tour the building and meet the staff.

17. What language electives are offered to ELLs?

Our school does not provide language electives to our ELLs as we are an elementary school.

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?
**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?

   Ms. Dasent and Mr. Semper, ENL Coordinators, meet on a monthly basis with the ELL teachers for professional development. Strategies and skills for listening, speaking, reading, and writing are discussed at the meetings. We discuss how to prepare students for the NYSESLAT and also the implications for instruction. ENL teacher participates in our Marvelous Mondays PD sessions designed to meet all staff needs. PD such as differentiated instruction for ELL teachers, Common Practices, QR Rubric and pedagogical practices some of the topics discussed. PD is conducted for the entire faculty on PD days and in individual and small group formats. The ENL Coordinator offers the parent Coordinator PD opportunities on compliance and intake and explanations of Part 154 as needed. The assistant principals, who regularly offer PD, always include an ESL component to all instructional PD. ELL teachers have been sent to various outside PDs that covered topics such as writing the LAP and Nuts and Bolts of ESL administration. The PD plan also includes topics such as ELL procedures, the CCLS for ELLs, and modifications for ELLs. In addition, all paraprofessionals are included in our professional development cycles. To ensure proper record keeping attendance in taken at each session, agendas are created and minutes are taken and referred to at subsequent meetings. All agendas and minutes are kept in schools Committee Binder.

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.

   Professional development is ongoing:
   - PD provided to staff to assist the transition of ELLs as they transition includes grade level meetings ~ Cohort of teachers receives training: ELL Common Planning meetings to gain knowledge of the ELL identification process, mandated services, as well as the components CR Part 154.2. Teachers work in teams horizontally and vertically analyzing data, such as the School Quality Snap Guide, Item Skills Analysis, Writing PD's etc. District offers additional ENL Professional Development sessions through the year: ELL School Monitoring Workshop, Nuts and Bolts, Practical Tools to Build Academic, Monthly District 11 ELL Liaisons' Meeting, Language Across the Content Areas.

**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?

   A parent coordinator is used to promote parental involvement in our school and provides translation services as needed. In addition, our ENL coordinator and guidance counselor are bi-lingual. They are available to parents during the school day and at scheduled events. Parent workshops are offered in English and Spanish throughout the school year. Workshops include topics such as curriculum, college selection, financial aid, and parent rights in the DOE. Parents can participate in many school events such as Career Day, Bring Your Dad to School, Trips, and Learning Leaders. We campaign for a close relationship with ELL parents through correspondence via mail, such as a welcome letter from the ENL teacher, orientation information, Parents Association, Parent Surveys, and Parent Teacher Conferences as well as opportunities for ELL parents to meet with ENL Coordinator to discuss issues and concerns. Parent needs such as call time and meeting time are considered to accommodate work schedules and travel time. There is an afternoon and an evening schedule for all parent teacher conferences. Our ENL teacher also meets with our ELL parents throughout the year to discuss their child's goals for the program.
development progress, English language proficiency assessment results, and language development needs in content area. Attendance is recorded by our ENL teacher and kept on file. When necessary, interpreters/translators will be provided for parents in their native language.

Parents are notified and invited to speak with teachers on Tuesdays during parent outreach time. At these meetings teachers discuss recent assessment results and reinforce various ways parents can continue to support their child both socially and academically. In house translation is available to parents by staff members who speak Spanish, French, and Haitian-Creole. For parents who do not speak any of the aforementioned languages teachers have access to the Translation Unit phone number provided by the DOE. The Principal Newsletter goes out to parents monthly and is translated in parents preferred language.

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

Our ENL teacher keeps records on file for all annual and individual meetings with ELL parents as well as outreach (phone calls, letters, workshops) to ensure parent needs are accommodated. We evaluate the needs of our parents via parent surveys, ENL “entitlement” or “non-entitlement” letters as it corresponds to the NYSESLAT score of their child each fall of every new school year. Parents are invited to attend rewarding trips based on student behavior. Parents also have access to the Skedula website. On this website parents can access their child’s grades, attendance and anecdotal logs written by teachers logging student challenges and progress. Emails are also available on Puil Path so that parent-teacher contact is greatly facilitated to meet all the needs of parents of ELLs as they may arise throughout the school year. Our parent coordinator serves as a facilitator and conducts outreach to engage parents in their children’s education. Events such as open school night and other community involvement are organized by our parent coordinator and helps create a welcoming school environment to parents.

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

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claudina Skerritt</td>
<td>Principal</td>
<td>6/26/18</td>
<td></td>
</tr>
<tr>
<td>Kerry Ann Roberts</td>
<td>Assistant Principal</td>
<td>6/26/18</td>
<td></td>
</tr>
<tr>
<td>Lisa Rodriguez</td>
<td>Parent Coordinator</td>
<td>6/26/18</td>
<td></td>
</tr>
<tr>
<td>Eudalis Dasent</td>
<td>ENL/Bilingual Teacher</td>
<td>6/26/18</td>
<td></td>
</tr>
<tr>
<td>Olaide Odubanjo</td>
<td>Parent</td>
<td>6/26/18</td>
<td></td>
</tr>
<tr>
<td>Ivelisse Collazo</td>
<td>Teacher/Subject Area</td>
<td>6/26/18</td>
<td></td>
</tr>
<tr>
<td>Shameeka Williams</td>
<td>Teacher/Subject Area</td>
<td>6/26/18</td>
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<tr>
<td>Tamika Tolliver</td>
<td>Coach</td>
<td>6/26/18</td>
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<td></td>
<td>Coach</td>
<td>11/28/17</td>
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</tr>
<tr>
<td>Digna Rozon</td>
<td>School Counselor</td>
<td>6/26/18</td>
<td></td>
</tr>
<tr>
<td>Meisha Ross Porter</td>
<td>Superintendent</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Rudy Rupnarain</td>
<td>Field Support Center Staff Member</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Julian Brady</td>
<td>Other SETTS</td>
<td>6/26/18</td>
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<tr>
<td></td>
<td>Other _____</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Other _____</td>
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<td></td>
</tr>
</tbody>
</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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</thead>
<tbody>
<tr>
<td>(Eudalis)</td>
<td>Dasent</td>
<td>ENL Teacher</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Melvin</td>
<td>Semper</td>
<td>ENL Teacher</td>
<td>YES</td>
<td>Yes</td>
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</table>

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

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

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

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

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

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

   The data and methodologies used to assess our school's written translation and oral interpretation needs consist of the following:
a. Student registration form - Helps to determine the language need of the parents during an informal interview.

b. Home Language Identification Survey (HLIS) - Provides students and parents’ language preference.

c. Parent Language Survey - Provides the language parents prefer; all oral and written correspondence.

d. Language Allocation Policy (LAP) - Part III ELL – Contains demographics along with a breakdown of ELL’s by grade in each language group.

e. RPOB report - Place of Birth ATS report.

f. Parent Orientations /PTA meetings

g. Parent/Student Ethnic Identification Surveys

h. Emergency cards – Provides parents’ language preference written on card.

i. RAPL - Parents’ Preferred Languages ATS reports.

j. UPPG – Provides the preferred written and oral communication for ELLs and Non-ELLS.

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.

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<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
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<td>1</td>
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<td>0.1</td>
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<tr>
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<td>0</td>
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<tr>
<td>Mossi (AKA More)</td>
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<td>Spanish</td>
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</tr>
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Parents’ Preferred Languages = 9

<table>
<thead>
<tr>
<th>Total Preferred written other than English</th>
<th>% Preferred Written other than English</th>
<th>Total Preferred Oral other than English</th>
<th>% Preferred Oral other than English</th>
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<tbody>
<tr>
<td>97</td>
<td>9.35</td>
<td>96</td>
<td>9.25</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>
</table>
| Written translation of school notices, Student registration form, ELL Parent Notification Letters, parent orientations and workshops. | - On an ongoing basis | - We use DOE intranet template  
- School Staff  
- Translation interpretation unit  
- The Big Word Vendor |
| Parent Teacher Conference announcements | - Sept/Nov/Mar/May | - We use DOE intranet templates, school staff, translation interpretation unit, and translation vendor for non-covered languages when needed. |
| IEP meeting notifications | - On an ongoing basis, as needed | - We use school staff, translation unit and vendor for non-cover languages. |
| - Promotional criteria, promotion in-doubt letters and progress reports | Jan- Mar | We use the:  
DOE Intranet template  
School staff |
| NYS Testing & SES information | Every Month | We use school staff and translation unit, vendor, as needed. |
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>a. Parent-teacher conference</td>
<td>- Sept/Nov./ March/ May</td>
<td>~ Over the phone interpretation&lt;br&gt;~ In person interpretation&lt;br&gt;- School Staff&lt;br&gt;~ Vendor / CEO/ Parent Volunteer&lt;br&gt;~ Hiring of interpreters through DOE</td>
</tr>
<tr>
<td>b. Open school night / Family Night</td>
<td>- Sept/Nov./ March/ May</td>
<td>~ Over the phone interpretation&lt;br&gt;~ In person interpretation&lt;br&gt;- School Staff&lt;br&gt;~ Vendor / CEO/ Parent Volunteer&lt;br&gt;~ Hiring of interpreters through DOE</td>
</tr>
<tr>
<td>c. School Support Team (guidance counselors, attendance teacher, Psychologist, Social Worker &amp; Family Assistant).</td>
<td>- Sept/Nov./ March/ May</td>
<td>~ Over the phone interpretation&lt;br&gt;~ In person interpretation&lt;br&gt;- School Staff&lt;br&gt;~ Vendor / CEO/ Parent Volunteer&lt;br&gt;~ Hiring of interpreters through DOE</td>
</tr>
<tr>
<td>d. IEP meetings</td>
<td>-Oct/Dec/Feb/Apr.</td>
<td>~ Over the phone interpretation&lt;br&gt;~ In person interpretation&lt;br&gt;- School Staff&lt;br&gt;~ Vendor / CEO/ Parent Volunteer&lt;br&gt;~ Hiring of interpreters through DOE</td>
</tr>
<tr>
<td>e. Parent Engagement on Tuesdays</td>
<td>-Oct/Dec/Feb/Apr.</td>
<td>~ Over the phone interpretation&lt;br&gt;~ In person interpretation&lt;br&gt;- School Staff&lt;br&gt;~ Vendor / CEO/ Parent Volunteer&lt;br&gt;~ Hiring of interpreters through DOE</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.
Use language line to inform parents they can call the school in their language (use a phone script). There are trained staff to use the 3-way call system to add Language Line to incoming calls, for parents who prefer a language other than English.

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.

Language Access Coordinator will turnkey training on language access to all staff members and/or distribution of Language Line information, for parents who prefer a language other than English.

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.)

When the need arises as per Chancellor’s Regulation A-663, oral interpretation is provided. Information about how to obtain translations and interpretations are posted in the lobby for parents in English and the eight languages as per the Chancellor’s Regulations, the signs indicating to the parents the availability of language services and directing them to the location of these services. If ever in-house staff cannot provide the specific services needed, we then request services from the Department of Education’s Language Translation and Interpretation Unit. P.S. 78X provides notice of language assistance services at parent engagement events when is needed (i.e Parent’s night, PTA meetings etc) These findings will be distributed to school staff via a memorandum and email. All notification documents can be found at the Language Translation and Interpretation Unit’s intranet site. Documents such as Principal Newsletter, EOY Parent letter and currently we are in the process to translate the parent Handbooks are translated.

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?

In order to gather feedback from parents on the quality and availability of services, we provide a mid and end of the year parent surveys during share fairs and during monthly ELL Parent session. We are looking to schedule a focus group of parents inclusive of all cultures and languages represented in our school to gather feedback and best practices on diversity and parent involvement.