2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 12X129
School Name: P.S. 129 TWIN PARKS UPPER
Principal: RAYMOND GRANDA
Comprehensive Educational Plan (CEP) Outline

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

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Academy For Independent Learning &amp; leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>12X129</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>321200010129</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>6-8</td>
</tr>
<tr>
<td>School Address:</td>
<td>2055 Mapes Avenue Bronx, NY 10460</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-933-5976</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-933-8132</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Raymond Granda</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:rgranda@schools.nyc.gov">rgranda@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Raymond Granda</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Angela Gallombardo</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Tiffany Lugo</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Angela Gallombardo</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Tonia Egbuson</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>NA</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>Don Jacques</td>
</tr>
</tbody>
</table>

### District Information

| Geographical District: | 12 |
| Superintendent: | Jacqueline Rosado |
| Superintendent’s Office Address: | 1970 West Farms Road, Bronx, NY 10460 |
| Superintendent’s Email Address: | jrosado3@schools.nyc.gov |
| Phone Number: | 718-328-2310 |
| Fax: | 718-542-7736 |

### Field Support Center (FSC)
Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raymond Granda</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Angela Gallombardo</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Tiffany Lugo</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Tonia Egbuson</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Vedina Zen</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Julissa Rosario</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Scarlett Valentin</td>
<td>Member/UFT</td>
<td></td>
</tr>
<tr>
<td>Monique Ishmael</td>
<td>Member/UFT</td>
<td></td>
</tr>
<tr>
<td>Andrew Mathison</td>
<td>Member/UFT</td>
<td></td>
</tr>
<tr>
<td>Val Aderly</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Nancy Crooms</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Mercedes Vasquez</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>John Negron</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Monica Martinez</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

### The Six Elements of the Framework for Great Schools

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

### The Quality Review and the Framework for Great Schools

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

### NYCDOE’s Quality Review (QR)

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

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

### School Quality Guide

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

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

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

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

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

**Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

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

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

- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

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

- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Mission:</strong></td>
</tr>
<tr>
<td>Our ultimate goal at MS 129 is to instill confidence in our students and assist them in becoming independent learners while fostering personal growth in emotional health, social abilities, and academic strengths. We will effectively prepare our students for college and careers by promoting personal leadership abilities and skills to assist them in becoming lifelong learners.</td>
</tr>
</tbody>
</table>
School Vision:

All students will graduate High School and pursue college, trade school, or enter solid careers because we have instilled clear and strong educational values in them. Our students will grow up to be leaders and respectful members of society that understand what it takes to succeed in life.

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.

Core Values:

Respect: We take responsibility for our actions and value professionalism. Staff and students are treated with respect which in turn will help our students grow into respectful adults.

Excellence: We believe that all of our students can achieve at high levels. We are accountable to ensure that they are given all tools necessary for this to happen.

Peace: We are committed to using conflict resolution strategies to help students avoid violent or disrespectful encounters to better deal with life’s issues.

Strategic Collaborations/Partnerships/Special Initiatives:

- In collaboration with ACS, MS 129 hosts “Dad’s Take Your Child to School Day”
- NYC Public Library (Honeywell Division)
- The New Teacher Center
- Learning Leaders
- Urban Advantage
- State Senator Gustavo Rivera (We have collaborated on many school events)
- NBAFIT partnership
- “LEAP” after school programming
- Astor Mobile Response Team
- CEI-PEA
- NYC Roadrunners
- NYPD Explorers
- Banco Popular
- Theater Artist Residency “Careers on Broadway” student workshops
School Strengths/Accomplishments:

As per the 2017-2018 School Quality Guide M.S. 129 has been listed as "Exceeding Standards" in Rigorous Instruction, Collaborative Teachers, Supportive Environment, Effective Leadership, and Trust.

As per the 2016-2017 NYC Quality Snapshot, MS 129 was rated “Excellent” for improvement on the State English Test and for improvement on the State Mathematics Test. MS 129 received either an "excellent" or "good" for all other groups including Student With Disabilities, English Language Learners, Lowest Performing, and General Education Students. Current state performance in ELA has increased to 25% proficiency while math has grown to 18% proficiency.

We are currently rated as a school in “Good Standing” as per New York State.

We have received a “Well Developed” rating on numerous Quality Review sub indicators:

* 1.3 Make strategic organizational decisions to support the school's instructional goals.
* 1.4 Maintaining a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults
* 2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.
* 3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations.
* 4.1 Observe teachers using Danielson Framework for Teaching along with analysis of learning outcomes.

M.S. 129 placed 3rd overall in the Bronx in the "Mathcounts Annual Competition" and were invited to compete in Albany at the state finals.

We have established an extremely strong athletics programming at MS 129. Our girls' basketball team won 2nd place in the city championship, our co-ed rugby team claimed the Bronx Championship trophy in 2016, and our co-ed wrestling team has an array of wrestlers that have won at the state level over the past 3 years.
Challenges:

On June 26th, the principal's MOLP 2017-2018 Review was received and stated that the area of most needed improvement was indicator 2.2 assessment. This indicator received a rating of "proficient". The recommendations were to continue adding effective feedback to all student work to ensure a clear understanding by the students of their next steps. Students should also be pushed to more thoroughly understand the Teachers College Writing Pathways rubric. Next Steps: An array of professional development resources from D12-NTC Mentoring Program will be utilized as well as tools received during monthly principals' meetings to strengthen assessment and the effective use of feedback. We will also identify highly effective teachers and link them up with developing staff as coaches to further strengthen pedagogical understanding of assessing students and the use of rubrics.

Student attendance continues to be an issue as the final student attendance for the school year was 91.8%.

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

Student population: MS 129 consists of approximately 550 students. 20% of our students are ENL and approximately 37% of our students receive special education services. We are a title I school in which 99% of our students receive free or reduced lunch and 20% of our students live in temporary housing.

The overall attendance of the students living in the local shelters is approximately 5% below that of our non-shelter students. This lack of attendance greatly effects students’ success rates.

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.

Areas of Most Progress:

- The 2017 Quality Review rated M.S. 129 as either "Proficient" or "Well Developed" in all 10 categories.
- During the 2016-2017 school year, 95% of students passed their core courses (Math, ELA, Science, and Social Studies).
- As per the school Quality Guide 2017-2018
- M.S. 129 received a rating of "Exceeding Target" in the areas of Rigorous Instruction, Collaborative Teachers, Supportive environment, Effective Leadership, and Trust.
- *Received a score of 4.54 out of 4.99 in the area of trust.
- The following school strengths were identified as per parent responses from the 2017-2018 Quality Guide

*99% of parents agreed that the principal has inclusive leadership qualities.

*99% of parents responded that they trust their child's teacher.

*100% of parents stated that they trust their child's principal.

Key Areas of Focus For 2018-2019:

- To increase parent involvement by offering workshops, Principal meetings, and family events.
● To continue improving our student assessment binders to ensure they are now ready to achieve highly effective levels of satisfaction. To make all necessary revisions to ensure success for the 2018-2019 school year.

● Remove focus on student management and begin a stronger focus on student engagement to lower those same behavioral concerns.

● To increase our overall student attendance with a special focus on our students living in temporary housing.

● To create a school wide plan in which the students requiring the greatest assistance, receive it.

● To ensure that rigorous instructional materials are being used in every classroom.
### School Demographics and Accountability Snapshot for 12X129

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>06,07,08</td>
<td>517</td>
<td>No</td>
</tr>
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</table>

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

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

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

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>68</td>
<td>61</td>
<td>56</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># Special Classes (Math)</th>
<th># SETSS (Math)</th>
<th># Integrated Collaborative Teaching (Math)</th>
</tr>
</thead>
<tbody>
<tr>
<td>69</td>
<td>56</td>
<td>55</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Types and Number of Special Classes</th>
<th>Grade Configuration</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>06,07,08</td>
</tr>
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</table>

#### # Visual Arts | # Music | # Drama | # Foreign Language | # CTE |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
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<tbody>
<tr>
<td>9</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
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</table>

#### School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>% Attendance Rate</th>
<th>% Free Lunch</th>
<th>% Reduced Lunch</th>
<th>% Limited English Proficient</th>
<th>% Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>90.0%</td>
<td>91.9%</td>
<td>91.5%</td>
<td>2.1%</td>
<td>12.8%</td>
<td>29.4%</td>
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#### Racial/Ethnic Origin (2017-18)

<table>
<thead>
<tr>
<th>% American Indian or Alaska Native</th>
<th>% Black or African American</th>
<th>% Hispanic or Latino</th>
<th>% Asian or Native Hawaiian/Pacific Islander</th>
<th>% White</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4%</td>
<td>28.6%</td>
<td>66.2%</td>
<td>2.7%</td>
<td>1.0%</td>
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</table>

#### Personnel (2015-16)

<table>
<thead>
<tr>
<th>Years Principal Assigned to School (2018-19)</th>
<th># of Assistant Principals (2016-17)</th>
<th>% of Teachers with No Valid Teaching Certificate</th>
<th>% Teaching with Fewer Than 3 Years of Experience</th>
<th>Average Teacher Absences (2014-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.14</td>
<td>2</td>
<td>3%</td>
<td>8%</td>
<td>6.7</td>
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</table>

#### Student Performance for Elementary and Middle Schools (2017-18)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17)</th>
<th>N/A</th>
<th>Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>33.5%</td>
<td>N/A</td>
<td>24.0%</td>
<td>24.0%</td>
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</table>

#### Student Performance for High Schools (2016-17)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
<th>N/A</th>
<th>US History Performance at Levels 3 &amp; 4</th>
<th>N/A</th>
<th>6 Year Graduation Rate (2011 Cohort)</th>
<th>N/A</th>
<th>% ELA/Math Aspirational Performance Measures (2015-16)</th>
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#### Overall NYSED Accountability Status (2018-19)

<table>
<thead>
<tr>
<th>Reward</th>
<th>In Good Standing</th>
<th>Focus District</th>
<th>Priority School</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
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#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

##### Elementary/Middle School

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
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<th>Asian or Native Hawaiian/Other Pacific Islander</th>
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<tbody>
<tr>
<td>N/A</td>
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</table>

<table>
<thead>
<tr>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
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</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>NO</td>
<td>ALL STUDENTS</td>
</tr>
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</table>

#### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
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<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>NO</td>
<td>ALL STUDENTS</td>
</tr>
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</table>

#### Met Adequate Yearly Progress (AYP) in Science (2016-17)

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<th>American Indian or Alaska Native</th>
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<th>Asian or Native Hawaiian/Other Pacific Islander</th>
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<table>
<thead>
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<tr>
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#### High School

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<tbody>
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<table>
<thead>
<tr>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
<th>Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>NO</td>
<td>ALL STUDENTS</td>
</tr>
</tbody>
</table>

#### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
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<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
<th>White</th>
<th>Multi-Racial</th>
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<table>
<thead>
<tr>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
<th>Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>NO</td>
<td>ALL STUDENTS</td>
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#### Met Adequate Yearly Progress (AYP) in Graduation (2016-17)

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<table>
<thead>
<tr>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
<th>Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>

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

- **American Indian or Alaska Native:** N/A
- **Black or African American:** N/A
- **Hispanic or Latino:** N/A
- **Asian or Native Hawaiian/Other Pacific Islander:** N/A
- **White:** N/A
- **Multi-Racial:** N/A
- **Students with Disabilities:** N/A
- **Limited English Proficient:** N/A
- **Economically Disadvantaged:** N/A
- **High School:**
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  - **Black or African American:** N/A
  - **Hispanic or Latino:** N/A
  - **Asian or Native Hawaiian/Other Pacific Islander:** N/A
  - **White:** N/A
  - **Multi-Racial:** N/A
  - **Students with Disabilities:** N/A
  - **Limited English Proficient:** N/A
  - **Economically Disadvantaged:** N/A
- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
  - **American Indian or Alaska Native:** N/A
  - **Black or African American:** N/A
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  - **Students with Disabilities:** N/A
  - **Limited English Proficient:** N/A
  - **Economically Disadvantaged:** N/A
- **Met Adequate Yearly Progress (AYP) in Science (2016-17):**
  - **American Indian or Alaska Native:** N/A
  - **Black or African American:** N/A
  - **Hispanic or Latino:** N/A
  - **Asian or Native Hawaiian/Other Pacific Islander:** N/A
  - **White:** N/A
  - **Multi-Racial:** N/A
  - **Students with Disabilities:** N/A
  - **Limited English Proficient:** N/A
  - **Economically Disadvantaged:** N/A
- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17):**
  - **American Indian or Alaska Native:** N/A
  - **Black or African American:** N/A
  - **Hispanic or Latino:** N/A
  - **Asian or Native Hawaiian/Other Pacific Islander:** N/A
  - **White:** N/A
  - **Multi-Racial:** N/A
  - **Students with Disabilities:** N/A
  - **Limited English Proficient:** N/A
  - **Economically Disadvantaged:** N/A
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

Strengths:

● The 2016-2017 Quality Review Report stated (related to rigor) that: The school’s belief system of aligning curriculum and challenging all learners is the foundation for instructional practices across classrooms that foster multiple entry points, engaging tasks, and high quality student work products.

● The 2017-2018 quality Guide states that M.S. 129 received a rating of “Exceeding Target” in the area of rigorous instruction.

● The 2016-2017 Middle School Quality Snapshot revealed: M.S. 129 was closing the achievement gap. The school was rated "excellent" in improvement related to ENL, Students with Special Needs, and lowest performing students on the ELA State Exam. The school was also rated "good" or "excellent" in improvement related to ENL, Students with Special Needs, and the lowest performing students on the Mathematics State Exam.

Needs:

The March 6th, 2017 PPO revealed the following:

● It was recommended that cooperative group learning become a focus to ensure that high levels of student thinking and discussions are ongoing and promoting rigorous learning.

It was recommended that all follow up observations should carefully monitor next steps that were given to teachers to ensure that there is classroom evidence of these changes.

The 2016-2017 Middle School Quality Snapshot revealed:

In the area of rigor the snapshot stated that only 74% of teachers at MS 129 claimed that their students build on one another's ideas during class discussions while the city average was considerably higher at 68%. This is an improvement from the 2105-2016 snapshot in which only 58% of teachers made the same claim.
### Part 2 – Annual Goal

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

School leaders will provide professional development to build teachers’ capacity in designing and implementing lessons differentiated to meet the needs of all students, resulting in a 5% increase in student proficiency on both the NYS ELA and math exams.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td>All Teachers</td>
<td>Sept. 5th 2018</td>
<td>Principal Granda and Asst. Principal Davis</td>
</tr>
<tr>
<td>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
<td>All Teachers</td>
<td>Sept.-Oct. 2018</td>
<td>Generation Ready, NTC Mentoring, AP Davis, Principal</td>
</tr>
<tr>
<td>Administration will ensure that the “shared vision of rigorous and engaging instructional practices through planning&quot; is occurring in all classrooms by using the Danielson Rubric with a specific focus on 1A and 1E. Administration has adjusted our &quot;checklist&quot; and decided to use the Danielson Rubric. All administrators conduct a minimum of 5 visits per week and share during cabinet meeting, Monday (every other week) mornings to norm. Parents will also be invited to be a part of our &quot;shared vision&quot; as PC Bennett conducts educational workshops to help parents to better understand rigor and what that looks like at M.S. 129. &quot;Principal Huddles&quot; have been created so that parents can come to speak with the principal about any and all issues and concerns.</td>
<td>Students, parents, and Teachers</td>
<td>Sept. 2018-June 2019</td>
<td>Administration</td>
</tr>
<tr>
<td>Administration will visit a minimum of 5 classrooms per week (outside of their regular observation schedule) to specifically focus on 1A and 1E. These findings will be discussed in cabinet meetings to calibrate and plan next steps.</td>
<td>All teaching staff</td>
<td>Oct. 2018-June 2019</td>
<td>Administration and teachers</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.
Parent Newsletters will keep parents informed and up to date regarding or push in student discussion.
Once a quarter "Parent Huddles" will allow time for parents to talk one on one with the principal and for the principal to share school plans for classroom discussions and its overall importance.
Parent Coordinator will schedule 2 parent workshops (Fall/Spring) that will explain rigorous instruction and what that looks like at MS 129.

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.

- Monies needed to purchase professional development personnel such as Generation Ready consultants and CEI-PEA Speakers.
- Lunch will be provided at the 2 parent workshops.
- NTC Mentoring Strategies will be utilized and taught to all teachers.

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

Part 5 – Progress Monitoring

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

By February 2019, administration will observe a clear increase in rigorous planning and implementation of the plan from September – January as per our informal and formal observations. By February 1st, staff MOTP average in component 1A and 1E will be increased by a minimum of .15 points compared to the prior year's average. Teacher leader Ms. Hatzis, along with NTC Mentor Andrew Mathison, will be working hand in hand with new teachers to promote growth in 1A/1E while administration will focus on tenured staff.

-Mr. Mathison has been observed on numerous occasions working with new teachers in the specific areas of 1A and 1E.

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

Teacher observation results will be analyzed using the Advance MOTP progress report to assess growth.

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

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

#### Part 1 – Needs Assessment

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

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

**Strengths:**

- The 2017-2018 School Quality Guide stated that 84% of students claimed that they felt safe at M.S. 129 compared to an 81% city average.
- The 2017-2018 School Quality Guide also found that 75% of MS 129 students state that they receive personal attention and support compared to 68% of students citywide.
- The June 26th, 2018 MOLP rating of "well developed" was given by Superintendent Espinal in area 1.4 "Maintaining a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults".
- The January, 2017 Quality Review rated MS 129 as a "Well Developed" school in QR area 1.4 "Maintaining a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults".

**Needs:**

- According to the 2017-2018 School Quality Guide, only 60% of students say that bullying is prevented, which is 2% lower than the city average of 62%.
- The 2016-2017 and the 2017-2018 OSYDDATA OORS reporting System showed that both years showed "39" combined level 4 and level 5 student infractions.

#### Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019, level 4 and level 5 OORS reports will decrease by 5% for the 2018-2019 school year (based off of 2017-2018 OORS data) due to the implementation of the School Leadership Team (SLT) designed civility program utilizing Restorative Justice materials.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
</tr>
<tr>
<td><strong>Target Group(s)</strong></td>
</tr>
<tr>
<td>All students and teachers</td>
</tr>
<tr>
<td>All Students</td>
</tr>
</tbody>
</table>

SLT, school deans, and guidance will implement professional developments to students and staff linked to the student "civility" program and Restorative Justice.

Students will receive 10 anti-bullying lessons created by guidance to be taught in ELA classrooms as well as following the Restorative Justice curriculum.

All students will be engaged in class advisory "Restorative Circles".

Students will participate in community service projects throughout the school year. Parent volunteers will be enlisted to assist students in completion of this work.

| N/A | N/A | N/A | N/A |

### 3b – Parent and Family Engagement

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

Parent volunteers and the SLT team will be asked to assist the children regarding their "community service" Projects.

### 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.

*10 Anti-Bullying lessons to be created

*Restorative Justice curriculum

*Reach out to the community for possible service opportunities

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
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<tbody>
<tr>
<td>X</td>
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</table>

**Part 5 – Progress Monitoring**

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

*By February 2019, M.S. 129 will show a 3% decrease in OORS reports compared to final results from the 2017-2018 school year.*

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

*Reviewing M.S. 129 OORS reports.*

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

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

**Part 1 – Needs Assessment**

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

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

### Strengths:

The January 2017 “Quality Review” findings showed that MS 129 was rated "proficient" in QR category 4.2.

The 2017-2018 School Quality Guide stated that 99% of MS 129 teachers say that they work together to design instructional programs compared to an 90% NYC average. Also, 85% of MS 129 teachers say that they receive quality professional development in their school compared to the 78% NYC average.

The 2017-2018 School Quality Guide rated M.S. 129 as "exceeding targets" in the area of Collaborative Teachers.

### Needs:

The 2017-2018 School Quality Guide findings showed that only 81% of staff use innovation and collective responsibility when lesson planning and designing units of study. Although the percentage (81%) was higher than the city average of 79%, it was the lowest indicator for M.S. 129 in the area of Collaborative Teachers.

The NYC School Survey provided statistics that stated that only 78% of staff believe that teachers take responsibility for improving the school and only 60% claim that they are willing to try new ideas.

---

**Part 2 – Annual Goal**

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

By June 2019, as a result of teachers' work in modifying curriculum maps to identify and address students' misconceptions, student proficiency on both the NYS ELA and math exams will increase 5%.
**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>
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</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). |
<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Sept. 2018/June 2019</td>
<td>Math Vertical Teacher Teams</td>
</tr>
<tr>
<td>Students, Teachers, Parents</td>
<td>4 Parent/Teacher Conferences Oct. 2018-June 2019</td>
<td>Administration/teachers</td>
</tr>
<tr>
<td>Students</td>
<td>Students Sept. 2018</td>
<td>Math Vertical Teacher Teams</td>
</tr>
<tr>
<td>Students</td>
<td>Sept.-June</td>
<td>Math Vertical Teacher Team/Administration</td>
</tr>
</tbody>
</table>

Vertical team will continue to work with a teacher created rubric to review and analyze student work.

Students will create mathematics assessment binders. These binders will be shared with parents during parent-teacher conferencing in the form of “student led” parent conferencing.

Parents will actively participate as their child discusses their assessment binder and explains next steps. We ask that parents help their child at home by monitoring their work habits to ensure the next steps are occurring to foster growth and success. Parent involvement at home will ultimately lead to a successful binder.

Misconceptions identified during the 2017-2018 school year will be implemented and visual in 2018-2019 units of study.

Student baselines, unit tests, performance series, and item analysis will be reviewed in search for more common trends or misconceptions.
All students will participate in two "round robin" mathematics learning sessions.

Students Dec. 2018 and March 2019
Specific Math Teacher, Dean, Administration

All day to day lessons will be effectively updated and modified to ensure equity for all (Spec. Ed., ENL, at-risk learners). Daily lessons will be constructed and questions will be differentiated for low, mid, and high achieving students.

Students Sept. 2108-June 2019
Administration and teachers

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.

It will be critically important that parents come to all 4 parent/teacher conferences this year to help reinforce the academic rigor that M.S. 129 is implementing on their children and "student led" conferencing will take student learning to a heightened level. Lack in parent participation will greatly hurt all efforts. Therefore, the M.S. 129 parent coordinator and the PTA members will assist recruitment to attend the event.

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 for planning, adjustment of school schedule to ensure that a vertical Team planning session is implemented, teacher created rubrics, 600 student binders and dividers.

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

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

Part 5 – Progress Monitoring

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

By February 2019, common trends and misconceptions that were identified will be effectively modified and changes will be added to all units of study. A mid year practice "READY/Performance Series" assessment will be given. We will observe a minimum of a 5% increase school-wide from the baseline exam to the mid year assessment.
<table>
<thead>
<tr>
<th>Part 5b. Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The &quot;Performance Series&quot; baseline and midyear assessment will be used to track growth as well as &quot;READY&quot; assessment tools.</td>
</tr>
</tbody>
</table>

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

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

Part 1 – Needs Assessment

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

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

Strengths:

The January 2017 Quality Review rated MS 129 with a "proficient" in QR area 5.1. Also, a rating of "well Developed" was given as "the principal has made strategic decisions to promote instructional goals and to meet student needs".

The 2017-2018 School Quality Guide revealed the following:

*98% of the teachers agreed that the principal has instructional leadership.

*99% of parents agreed that their is "inclusive principal leadership".

*98% of teachers and 100% of parents claim that they trust the principal.

The 2017-2018 Quality Guide rated M.S. 129 as "exceeding standards" in the area of Effective School Leadership.

Needs:

2017-2018 PPO indicates that "the principal has a clear vision of common beliefs about how students learn best, but does not have the staff fully aligned to those same beliefs" as these beliefs were only visible in some classrooms observed.

2017-2018 PPO also indicated that administration was behind "suggested" observation completion deadlines regarding formal and informal observations numerous times throughout the school year. The only missed deadline should be the first round as M.S. 129 administration does not begin formal or informal observations until October 1 to allow the teachers time to meet and better understand their students.
### Part 2 – Annual Goal

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

School leaders will provide professional development to build teachers’ capacity in designing coherent instruction and assessment in instruction, resulting in moving the average component rating for 1(E) up one level on the HEDI scale.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timeline What is the start and end date?</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2018-Aug. 2018</td>
</tr>
<tr>
<td>September 2018</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
</tr>
<tr>
<td>Teachers</td>
</tr>
<tr>
<td>Administration</td>
</tr>
</tbody>
</table>

- Administration will construct an informal and formal observation template to schedule and track observations.
- Administration will also complete a template to conduct non advance observations in September to start the year.
- Cabinet meetings (once per month) will focus strictly on observation percentage of completion.
- Cabinet meetings bi-weekly to discuss observations and teachers’ next steps to ensure that observations are completed with fidelity and not simply to complete them in a timely fashion.

### 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.

N/A

### 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 will be paid to 10 month AP to assist in the construction of our new observation schedule template.

**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>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>Title</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
</tr>
</tbody>
</table>
### Part 5 – Progress Monitoring

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

By February, the amount of observations competed by administration will be a minimum of 3% above the recommended "percentage of completion" for that particular time period.

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

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

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

Part 1 – Needs Assessment

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

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

Strengths:

The 2017-2018 School Quality Guide showed the following:

* Parent-teacher trust is at 99%
* Parent-principal trust is at 100%
* Teacher-Parent Outreach is 95%

MS 129’s ongoing before school classes for parents to log into Rosetta Stone (free of charge) to learn English.

MS 129’s annual “Family Fun Night” in November. During our 2017-2018 school year, over 200 family members were in attendance.

Needs:

* The 2017-2018 School Quality Guide rated M.S. 129 as "meeting standards" in Strong Family Ties which is the lowest rating of all domains

* The 2017-2018 School Quality Guide showed that 81% of parents state they are involved with their child's schooling at M.S. 129 compared to 85% as a citywide average.

* Although M.S. 129 offers an array of parent workshops throughout the school year, only a handful of parents attend.

* MS 129 envisions a partnership with our community that will bridge the gap and build trusting relationships between the local shelters, parents and the M.S. 129 staff. In order to have a successful home to school connection we must improve our parent engagement to ensure communication, support, and educational awareness that will help lead our students to success. Through our parent workshops, we will provide parents with skills to better assist their child’s growth.

Part 2 – Annual Goal

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

By June of 2019, M.S. 129 will hold a minimum of 10 parent workshops, 2 principal huddles, and 4 large scale family events to promote a higher level of parent involvement and a better sense of community.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS 129 will reach out to the local shelters in attempt to create partnerships that will improve relationships and trust to help increase student attendance. Strategies to increase student attendance will include PBIS &quot;All In&quot; points, 100% attendance breakfasts, and attendance certificates.</td>
<td>Local shelters</td>
<td>Parent Coordinator and Dean</td>
</tr>
<tr>
<td>Visit local shelters to speak with our parents about the importance of good attendance and to promote our parent workshops. PA members, SLT parents, and parent volunteers will be asked to come to the shelters and help promote our parent workshops and events. An array of text evidence, including studies and articles will be shared with parents in attempt to promote and higher understanding related to the importance of good attendance.</td>
<td>Parents in temporary housing</td>
<td>Parent Coordinator, PA members, SLT Parents</td>
</tr>
<tr>
<td>Offer a minimum of 10 parent workshops throughout the school year and 4 major family events to assist in bridging the gap between home and school. Parent workshops/events will include: Art Workshops, Math and ELA support, Game night, Urban Advantage Workshops, College trips for parents, Mental health PD's, and IEP workshops. Translation services will be set for any of our ENL families.</td>
<td>All Parents/Students</td>
<td>Parent Coordinator, administration, outside professionals.</td>
</tr>
<tr>
<td>Offer a minimum of 2 &quot;Principal Huddles&quot; which will give parents one to one access to the principal to discuss any misconceptions or concerns. The Asst. Principal in charge of special education as well as the Asst. Principal in charge of ENL services will be in attendance.</td>
<td>Parents</td>
<td>Principal/Parent Coordinator</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

---

2018-19 CEP 33
Parent Coordinator and LEAP CBO (led by Dayana Guerrero) will reach out to parents to increase attendance at events.

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.

500 plates, bowls, napkins, forks & spoons, & cups for nutrition courses, parent awards and certificates. Food for all events.

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

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

Part 5 – Progress Monitoring

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

By February 2018, parents would have the opportunity to attend a minimum of 7 workshops, 1 Principal Huddle, and 2 large scale family events.

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

Workshops, Huddles, and Family events will be tracked for attendance on a school created tracking form.

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

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Any student who is currently in need of assistance in ELA based upon poor state testing scores and/or classwork, tests, and quizzes.</td>
<td>- Performance Series will be used to establish a lexile level for all students.</td>
<td>Small group tutoring during the school day for at risk students.</td>
<td>During the school day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- “READY” NY CCLS instruction.</td>
<td>Saturday Academy small group instruction.</td>
<td>Lunchtime</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Engage NY materials</td>
<td>One-to-one conferences embedded into daily ELA 90 minute block instruction.</td>
<td>Afterschool 2:30-3:30 Wednesday, Thursday, Friday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Achieve 3000 technology based programming</td>
<td>Guided reading small group instruction.</td>
<td>After school partnership with LEAP 2:30-5:30 Monday-Friday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Rosetta Stone language learning</td>
<td>Peer tutoring embedded into daily instruction during the school day.</td>
<td>Saturdays 9:00-12:00 October-May</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- “COACH” workbooks</td>
<td>LEAP has an after school program for academic and enrichment purposes from October to June.</td>
<td>A new schedule has allowed for 2 AIS periods per class integrated into the master schedule.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Language Power ENL program</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- New Program: “Focused ELA Intervention Kit”</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Any student who is currently in need of assistance in math based upon poor state testing scores and/or classwork, tests, and quizzes.</td>
<td>READY” NY CLSS instruction</td>
<td>Small group tutoring during the school day for at risk students.</td>
<td>During the school day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Engage NY materials</td>
<td>Small group tutoring with Math teacher during the school day. (Lunch)</td>
<td>Lunchtime</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher created problems</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP
### Science

Any student who is currently in need of assistance in Science based upon poor state testing scores and/or classwork, tests, and quizzes.

- Achieve 3000 leveled text non-fiction science articles
- Compilations of past science state exams

One-to-one conferences embedded into daily instruction

Saturday Academy small group instruction will begin in March and continue to June. Focus placed on hands on science proficiency lab.

LEAP as an after school program for academic and enrichment purposes from October to June.

### Social Studies

Any student who is currently in need of assistance in Social Studies based upon poor state testing scores and/or classwork, tests, and quizzes.

- Guided Reading focused on leveled social studies based text
- Utilize a compilation of past state grade 8 SS exams

Small group tutoring during the school day for at risk students.

Saturday Academy small group instruction ELA/SS.

One-to-one conferences

<table>
<thead>
<tr>
<th>During the school day</th>
<th>- Lunchtime</th>
<th>- Saturday academy 9:00-12:00</th>
</tr>
</thead>
</table>
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | At-risk students and students in acute distress. | “Owning up” curriculum  
- “Brief Counseling” curriculum  
- “Character Education Programming”  
- One to one mediation  
- Small group peer tutoring  
- Student mentoring program  
- During the school day interventions. | embedded into daily instruction  
LEAP as an after school program for academic and enrichment purposes from October to June. |
## Section 7: Support for Students in Temporary Housing (STH)

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

### Supporting Students in Temporary Housing (STH)

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


### Part A: FOR TITLE I SCHOOLS

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

   | 85 |

2. Please describe the services you are planning to provide to the STH population.

   Students will receive a backpack filled with all the necessary supplies for a school year plus two M.S. 129 school polo shirts, one pair of black sweatpants, and one sweatshirt. Grade 8 students will also have a portion of their "senior items" purchased for them (cap & gown and yearbook). The majority of students will also receive a staff mentor for the year.

### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   N/A

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

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

1. We have partnered with Dr. Wermuth and Dr. Farber from The Mercy College Education Department. They will be forwarding the resumes of graduating students who are interested in working at MS 129 in attempt to recruit new teachers that meet our "HQ" needs. We have also combined forces with NYC Teach. NYC Teach will be sending 20 Teaching Fellows to MS 129 during the 2018 summer to work with summer school students.

2. Teacher grade leaders will participate in the hiring process for candidates who will work in our school. This ensures that candidates are aware of the school’s team-based philosophy and that they are a good fit for the group of professionals with whom they will most often be working. This will assist in overall teacher retention. Teacher grade leaders will participate in interviewing to focus on hiring "HQ" candidates, they will serve as hiring committee chairs. They will conduct informal lunches or meetings with finalist candidates.

3. New teachers are paired with a mentor teacher from their grade/subject level team for a minimum of one year. This mentor process, not only helps incorporate the new teacher into the school, but also quickly indoctrinates them into the grade/subject-level team culture. We also offer a new teacher workshop hosted by Asst. Principal Sharon Davis and NTC Mentor Andrew Mathison. Teachers can ask any questions that they may have and also receive PD related to classroom routine and structure. All new staff receive a “PRIM” book to assist them in classroom management. All aforementioned items will help teachers feel "at home" at M.S. 129, therefore increasing year to year retention.

4. The New Teacher Center: Through our mentoring program (Mr. Mathison, mentor), our new teachers will effectively engage in rigorous mentoring and instructional development. New teachers will receive a minimum of 90 minutes of mentoring per week during the 2018-2019 school year.

5. Grade/subject level teams meet to discuss developmental needs and share these directly with the principal or other instructional leader who sits in on team meetings. Appropriate professional development and training will be provided during our Monday extended day professional development time from 2:30pm-3:35pm.

6. Inter-visitations and learning walks will take place throughout the year to observe best practices and to learn from one another. We will also be visiting other middle schools (Kappa III) to view best practices to promote retention.
7. To ensure that all staff are highly qualified, we have a plan in place in which any staff member will be given the opportunity to attend 3 professional developments of their choice during the 2018-2019 school year.

### 2b. High Quality and Ongoing Professional Development

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

1. Beginning in September, administration will create professional development plans to discuss and review the key 8 components of the Danielson rubric.

2. To encourage professional growth we will form a Professional Development committee to brainstorm ideas for quality professional development. We will survey the staff to see what their preferences are. We will then create a professional development calendar for our eighty minute professional development period on Monday.

3. We will encourage inter-classroom visitations with colleagues.

4. We will allocate money for outside professional development and for our teachers to attend up to 3 outside PD's to further their education.

5. Generation Ready professionals will be providing professional development to staff one time per month during our Monday afternoon 75 minute PD sessions.

6. Assistant Principal Davis will be in charge of all professional development for the 2017-2018 school year.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 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).

### Part 4: SWP Schools Only

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

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

1. During common planning meetings, the teachers make the decisions on how to effectively use math data to promote growth and ELA data to push key strategies during their guided reading practice and independent conferencing.

2. Teachers will meet three times per week for common planning/subject/grade meetings to discuss academic assessments and evaluation of our strategies and activities.

3. SIT (School Implementation team) will meet with teachers to discuss possible mainstreaming of special education students after reviewing their data.

4. With the support of our Literacy Specialist our teachers are directly involved in the creation of all their units in literacy. With the support of the Math AP our teachers refine the assessments that are including in our Math Curriculum. Our teachers design their own units and assessments for Social Studies and Science. Our cluster teachers design their own units and assessments in art, dance, music, home and career studies, etc.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$3500.00</td>
<td>X</td>
<td>5e and 7</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$5000.00</td>
<td>X</td>
<td>5c</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$6500.00</td>
<td>X</td>
<td>5c/5e</td>
</tr>
</tbody>
</table>
Explanation/Background:

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

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

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. <strong>MS 129</strong> in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS 129 will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

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

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

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

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school’s Parent Involvement

<table>
<thead>
<tr>
<th>Parental Involvement and School Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

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

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

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

### Encouraging School-Level Parental Involvement

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- 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.

### School-Parent Compact (SPC)

School-Parent Compact (SPC)

**MS 129**, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for
improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### I. School Responsibilities: High Quality Curriculum

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

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

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

Support home-school relationships and improve communication by:

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

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

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

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

● planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

● creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

● assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

● sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

● supporting parental involvement activities as requested by parents;

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

● advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Every Student Succeeds Act. Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

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

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

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

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

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

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

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

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

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

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

respond to surveys, feedback forms and notices when requested;

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

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

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

share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

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.

**Parent Compact 2018-2019**

M.S. 129 agrees to implement the following statutory requirements:

● The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Every Student Succeeds Act (ESSA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

● The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESSA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESSA.

● The school will incorporate this parental involvement policy into its school improvement plan. This policy will be discussed during our School Leadership Meetings.

● In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. We will also provide information and school reports required under section 1111 of the ESSA in the language in which parents understand the best and at an effective readability level.

● The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

● Parental involvement means that the participation of parents is a two-way and meaningful communication regarding their child’s academic learning, behavior management, and any other school activities, including the following:

   ● that parents play an integral role in assisting their child’s learning;

   ● that parents are encouraged to be actively involved in their child’s education at school;

   ● that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESSA.

   ● The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

1. M.S. 129 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESSA:

   a. From the school’s Leadership Team

   b. Through the school’s website
2. M.S. 129 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESSA:

a. From the school’s Leadership team
b. Through the school’s website
c. Through communication with the school’s Parent Coordinator
d. Through constant parent notifications and updates via newsletter
e. “Coffee and Tea” meetings with the principal.

3. M.S. 129 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

a. From the school’s Leadership team
b. Through the school’s website
c. Through student progress report sent home quarterly
d. Parents will receive daily phone calls when their child is not present to ensure that the parent is aware of the absence.
e. Through communication with the school’s Parent Coordinator

4. M.S. 129 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:

a. Urban Advantage
b. School Leadership Team
c. Learning Leaders

1. M.S. 129 school will use the findings to design strategies that will more effectively create parental involvement activities and to revise our compact if necessary (with the assistance of our parents).

6. M.S. 129 will build capacity for strong parental involvement in order to ensure effective involvement of parents and the community to improve student academic achievement through the following activities specifically described below:

7. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:
a. Common Core Learning Standards

b. Student academic achievement standards

c. State and local assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators.

d. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement. Ms. Baker (parent coordinator) will lead 18 hours of professional development workshops specifically designed to promote parent awareness regarding academics, attendance, and parenting skills. Parents of ELL students will be invited to study the “Rosetta Stone” program with their child every afternoon from 2:30pm-3:30pm.

8. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

a. Parent meetings

b. Parent communication with the Parent Coordinator

c. School newsletter

d. School Leadership communication

e. Email communication

9. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents in a language that they can understand.

a. Translated letters will be sent to parents when applicable

b. School wide telephone calls containing key information

c. Updated website information

M.S. 129’s Parental Involvement Policy includes activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESSA:

- Paying reasonable and necessary expenses associated with parental involvement activities to enable parents to participate in school-related meetings and training sessions

- Training parents to enhance the involvement of other parents

- In order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting phone conferences between teachers, other educators, and parents when the parent is unable to attend.

- Adopting and implementing model approaches to improving parental involvement
Connecting with programs such as “bring your child to school day”.

Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Leadership Team. This policy was adopted by I.S. 129 on January 14, 2012 and will be in effect for the period of one year beginning February 12, 2013 (when the previous plan ends).

M.S. 129, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Every Student Succeeds Act (ESSA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school 2016-2017 school year.

School Responsibilities

M.S. 129 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet demands of the Common Core Learning Standards.

2. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows: progress reports quarterly, consultation with teachers and support staff via face to face conversations, letters, phone calls, phone messenger messages, website (email).

3. Provide parents reasonable access to staff. Staff will be available for consultation with parents via website (email), letters, phone calls, Messenger messages.

4. Provide parents opportunities to volunteer and participate in activities and events at MS 129. Parents may also visit their child’s classroom; open door policy on visiting classrooms.

5. Involve parents in the planning, review, and improvement of the school’s parental involvement policy during School Leadership Team meetings.

6. Involve parents in the joint development of any School Wide Program plan (for SWP schools) during PTA and School Leadership team meetings.

7. Hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents (evening) so that the vast majority may attend.

8. Provide information to parents of participating students in a language that parents can understand.

9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that include a description and explanation of the school’s curriculum, and the forms used for academic assessment.

10. Provide to each parent an individual student report about the performance of their child on the State assessment in mathematics and language arts.

Parent Responsibilities
We, as parents, will support our children’s learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring the amount of time spent watching television and playing video games.
- Volunteering in my child’s school.
- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s Common Core Learning Standards. Specifically, we will:

- Arrive to school on time every day with all necessary learning materials.
- Do homework every day and ask for help when necessary.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information given to me from my school every day.

SIGNATURES:

SCHOOL DESIGNEE________________________________________DATE________________

PARENT________________________________________________DATE________________

STUDENT______________________________________________DATE________________
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.

<table>
<thead>
<tr>
<th>Part A: School Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of School: _______</td>
</tr>
<tr>
<td>This school is (check one):</td>
</tr>
<tr>
<td>NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: Direct Instruction Supplemental Program Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>The direct instruction component of the program will consist of (check all that apply):</td>
</tr>
<tr>
<td>Total # of ELLs to be served: _______</td>
</tr>
<tr>
<td>Grades to be served by this program (check all that apply):</td>
</tr>
<tr>
<td>Total # of teachers in this program: _______</td>
</tr>
<tr>
<td># of certified ESL/Bilingual teachers: _______</td>
</tr>
<tr>
<td># of content area teachers: _______</td>
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</tbody>
</table>
Part B: Direct Instruction Supplemental Program Information

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

Begin description here: 

Because ENL students are at different levels and we have some Sife students as well as long term ENL’s, we want to ensure that all subgroups have the resources needed in order to either move up a level or test out of NYSESLAT. With the supplemental program, we want to ensure that the programs are tailored to students specific needs based on the ENL subgroups.

The supplemental programs being used are: Achieve 3000, Rosetta Stone, and Welcome Newcomers Saddleback Kit, Decode: Action Packed Books for Teens

a. The instructional plan for SIFEs is to develop oral proficiency and comprehension strategies. Comprehension strategies need to be explicitly taught to students with interrupted formal education, such as: reader generated question, summarizing and monitoring comprehension. Students practice with texts that are accessible at their level of language proficiency. If students don’t experience successful application of comprehension strategies, they won’t try to use them in other texts. Strategies that make the language of the text meaningful and progress to higher levels of language proficiency and reading comprehension for students are: sharing ideas, comparing perspectives, coming to agreement (or agreeing to disagree). During school and after school and Saturday programs) literacy and math instruction is based on item analysis data from informal classroom diagnostic and school based exams, such as the predictive assessment and the ITA assessments.

We will be using Decode: Action Packed Books for Teens
SIFE grade level is 6th to 8th grade. These students will use the Decode Action packed Books during Saturday Academy.
Schedule and duration: Saturday Academy from 9:00 a.m. until 12:00 p.m. The program will begin mid to end of October and run through mid-May. (For approximately 12 sessions)
Language of Instruction: English
Teachers: One certified ENL teacher
# of students: Approximately 7

b. The instructional plan for ENLs with less than three years is to develop comprehension and basic interpersonal communication skills (BICS). ENLs in the pre-production and early production stages of language acquisition are engaged in experiences and activities that involve listening (known as the silent period for some ENLs) mime, acting, pointing, drawing, selecting, categorizing, responding etc. Entering and Emerging ENLs meet for at least 360 minutes per week.

Instructional strategies for ELLS with 0-3 years are: graphic organizers, games, Language Experience Approach, Total Physical Response, manipulatives and visuals, choral reading and the buddy system.
Part B: Direct Instruction Supplemental Program Information

The materials that are used include: 0-3 years: Words Their Way, ESL Phonics Word to Word Dictionaries, Brain-Pop, Starfall.com, Getting Ready for NYSESLAT and Beyond, Word to word bilingual dictionaries, month by month phonics. These students also have the opportunity to attend afterschool using Rosetta Stone.

Materials being used: Rosetta Stone and Welcome Newcomers: Saddleback kit
Schedule and durations: Wednesday through Friday from 2:30 p.m. until 3:50 p.m. The program will begin mid to end of October and continue through mid-May of 2019. (For approximately 32 sessions)
Grade Level: 6th through 8th grade
Language of Instruction: English and Native language
Teachers: 1 ENL certified teacher and one Bilingual Certified Teacher
# of students: Approximately 20

The instructional plan for ELLs with 4-6 years is to further develop cognitive academic language proficiency (CALP) and speech emergence. Students engage in experiences and activities that include recalling, summarizing, role-playing, predicting, creating, analyzing, comparing, contrasting etc.

Advanced ELLs meet for 180 minutes per week. The instructional plan for advanced ELLs is continued support in language development and comprehension.

The materials that are used for 4-6 years include: Words, Their Way, Reader’s Theatre: William Shakespeare, Reader’s Theatre: Early America, Writing Workshop by Sadlier, Grammar Workshop by Sadlier-Oxford, Empire State NYSESLAT, Getty Ready for NYSESLAT and Beyond, Word to Word bilingual dictionaries, Brain Pop.

The program being used for this subgroup is Achieve 3000.
Grade Level-6th through 8th grade
# of students: Approximately 20
# of teachers: 1 certified ENL and 1 content Area-ELA
Language of Instruction: English
Schedule and Duration: Wednesday through Friday from 2:30 p.m. until 3:50 p.m. from November until May of 2019. (For approximately 32 sessions)

The school ensures that the ELLs-SWDs receive all service mandated on their IEPs via the articulation logs, bimonthly attendance and presentations at grade conferences.

The Assistant Principal is in charge of Special Education and is the Coordinator of Mainstreaming. Mainstreaming occurs 5 periods weekly in literacy and math for students that have this noted on their IEPs. Through appropriate scheduling, the Principal provides time for regular meetings between regular and special education teachers. Students are offered an after school program called Achieve 3000.

d. The materials that are used for ELLs who have completed 6+ years include: Writing Workshop by Sadlier, Grammar Workshop by Sadlier-Oxford, Getting Ready for NYSESLAT and Beyond, 6+1 Traits of Writing, Attanasio: NYSESLAT, Word to Word bilingual dictionaries, Reader’s Theatre: William Shakespeare, Reader’s Theatre: Early America. These students are offered Saturday Academy for extra support and Achieve 3000. Some are invited for a test prep program after school three days per week.
## 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: 

Five times during the school year there will be a PD on Mondays from 2:30-3:30pm for ALL staff including the guidance counselor, school psychologist, paraprofessionals, etc. on ENL methodologies conducted by an outside source or ENL teachers. The assistant principal will attend monthly ENL PD’s.

The ENL teachers as well as content area teachers who teach the ENL population will attend monthly ENL PD’s. In the 2017-2018 school year, the ENL teacher as well as the ELA content area teacher and the assistant principal have attended a series of ENL PD’s every month-District 12 Chancellor’s Innovation Grant ENL Workshop Series) As more PD's become available, ENL teachers will be attending and turn keying the information to the staff. Agendas will be kept on file in the compliance binder and in teachers folders to keep trach of hours. This activity will be extended to the SY 2018-19.

The following professional development is offered to teachers of ENLs (including ENL and bilingual teachers in supporting ENLs as they engage in the Common Core Learning Standards:

- In-School PD via grade meetings and faculty conferences:
  - NYSESLAT Modality Analysis & Instructional Next Steps

Follow up and on-going PD is planned on:

- ENL data analysis and its implication for instructional planning
- ENL Strategies

These PD’s are conducted by our ENL teachers and content area teachers who teach our ENL students.

- Outside School PD

Topics presented:

- Revisiting ENLs: Shadowing Listening & Speaking
- Common Core Learning Standards
- Math Institute for Secondary Teachers of ENLs

As professional development is offered from various bilingual/ENL organizations, it is shared with our ENL/Bilingual teaching staff to further assist our ENL population.

As part of our school initiative, we have implemented and have a full focus on college and career readiness. Teachers are trained to provide students with the necessary tools needed to move on to the next level. Three times a week students have an advisory period where the homeroom teacher, guidance counselor and the deans have discussions with students about the following topics:

- Selection criteria for potential high schools with the students and teachers
- Individual student review of grades, conduct, etc. in selecting high schools.
- Application process and assistance in completing the forms
Part C: Professional Development

- Scheduling of Student/Parent High School orientation
- Student Expectations/Questions/Anxieties

We also have an ENL advisory at least 3 times a year which we began to implement this year. We also have a "Moving Up Ceremony" Students are recognized for their efforts in ENL and for moving up a proficiency level or testing out of NYSESLAT.

Teachers also provide students with goal sheets in the beginning of the school year where ENL students must come up with a NYSELSAT goals based on last year’s NYSESLAT scores and they also come up with an action plan to achieve that goal. Providing students with all of this and letting them know where they are as ENL students, gives them a head start as to where they need to be in order to prepare for high school.

The assistant principal periodically sends ENL PD emails to all staff that they can choose to attend which must be approved by the principal. Staff must then turnkey the information during our Monday PD’s. The ENL teachers provide ongoing PD’s on Mondays for all staff. On Thursdays, for one hour, the ENL and bilingual teachers meet, as well as the content ELA teacher and the assistant principal to discuss ENL related matters and to turn key information to each other. Agendas of all PDs are kept in the compliance binder and a folder with each teachers name and all PDs attended are kept in each individual folder to tract hours completed.

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: _______

During the Tuesday parent-outreach period teachers will call parents of ELL students for a minimum of 2 times per year to discuss language development, how their child is progressing and next steps to help improve student outcomes. A translator will be provided as needed. Each teacher of ELL students will have a binder to keep a phone/meeting log with the date, time, name of parent, type of meeting every time the parent is contacted or met with to discuss child’s progress.

ENL teachers also invite parents in for One-on-One meeting. During these meetings, teachers discuss goals of the ENL program, child’s language development progress, English Language Proficiency assessment results, and language development needs in all content areas. Teachers keep an agenda and a sign in sheet for each individual meeting. Parents are also provided with the Bill of Rights for NYS English Language Learners.

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:

The Common Core Learning Standards, the State and local academic assessments including alternate assessments, how to monitor their child’s progress, and how to work with educators and the new ELL modalities.
Part D: Parental Engagement Activities

The school provides materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology. The school fosters parental involvement by providing parents with the opportunity to attend Rosetta Stone classes and GED classes. Monthly website letter updates, weekly school wide parent telephone calls in Spanish and English, letters that are mailed home regarding student NYSESLAT scores, NYSESLAT testing, entitlement letters, school wide activities etc. A monthly calendar in English and Spanish are also sent home. Two meetings a year are scheduled for parents of ELL students.

We have annual parent conferences for parents of ENL’s. The first one will take place in March 2019: Annual Conference for Parents of ELLs: Discover your rights. Learn about your child’s Language Success at MS 129. In January 2019 we will have another parent workshop: ENL Workshop for Parents…This workshop is aimed at exploring ways to assist students with academic achievement. Parents explored techniques to guide independent reading at home.

The school builds ties between parents and schools through parent meetings, parent communication with the Parent Coordinator, School Leadership Team communication, and email communication. The school will, to the extent feasible and appropriate, coordinate and integrates parental involvement programs such as parent resource centers that encourage and support parents, parent workshops for high school selection and transition.

The school will take the following actions to ensure that important information (programs, meetings, activities) is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Monthly translated letters updating school information, weekly translated school wide telephone calls and updated website information.

The school evaluates the needs of parents through the phone/meeting outreach to parents. Not only do teachers discuss the child’s progress but they also discuss parent needs and concerns which in turn are related to the assistant principal in charge of the ELL department. Parents also take the school surveys in their native language which also gives us an insight on parent’s needs Teachers discuss with the parent a beginning of year survey.

Most of our parents speak Spanish. Many parents of ELL students feel uncomfortable already because they have a language barrier and so they get intimidated asking questions or finding out information about their child’s education. Our role is to ensure that all parents feel comfortable enough to be able to be involved in their child’s education. Parental involvement is crucial in ensuring that parents do not miss out on services that will help them and their child.
**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>
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<tr>
<td>• Per session</td>
<td></td>
<td></td>
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<tr>
<td>• Per diem</td>
<td></td>
<td></td>
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<tr>
<td>Purchased services</td>
<td></td>
<td></td>
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<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
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<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
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<tr>
<td>• Must be supplemental.</td>
<td></td>
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<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
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<tr>
<td>• Must be clearly listed.</td>
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<td></td>
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<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
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<tr>
<td>Travel</td>
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<tr>
<td>Other</td>
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<tr>
<td><strong>TOTAL</strong></td>
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</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>12</td>
<td>Bronx</td>
<td>129</td>
</tr>
</tbody>
</table>

| School Name | Academy for Independent Learning & Leade |

#### 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>Raymond Granda</th>
<th>Assistant Principal</th>
<th>Amanda Rodriguez</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach</td>
<td>Frances Tavares</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Ava Harris, Leticia Laberee</td>
<td></td>
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</tr>
<tr>
<td>School Counselor</td>
<td></td>
<td>Julissa Rosario</td>
<td></td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Natalie Cotto-ELA</td>
<td></td>
<td>Parent</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Ramona Castellano-Math</td>
<td></td>
<td>Parent Coordinator</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Donna Peters</td>
<td>Field Support Center Staff Member</td>
<td>Wladimir Pierre</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Rafaela Espinal</td>
<td>Other (Name and Title)</td>
<td>type here</td>
</tr>
</tbody>
</table>

#### C. Teacher Qualifications

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

| Number of certified ENL teachers currently teaching in the ENL program | 2 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 2 |
| Number of teachers who hold both content area/common branch and TESOL certification | 1 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12) | 0 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of certified ENL teachers not currently teaching in the ENL program | 1 |
| 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) | 1 |
| Number of special education teachers with bilingual extensions | 1 |

#### D. Student Demographics

2018-19 CEP
## Part II: ELL Demographics

### A. ELL Programs

<table>
<thead>
<tr>
<th>This school serves the following grades (includes ELLs and non-ELLs)</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>
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<tbody>
<tr>
<td>Check all that apply</td>
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This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</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>
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<th>10</th>
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<th>12</th>
<th>Tot #</th>
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<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
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<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
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Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

### Bilingual Program Breakdown

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
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<td>TBE</td>
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<td>TBE</td>
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## Part III: Assessment Analysis

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

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

We are currently using Fountas and Pinnell. Teachers conduct running records twice a year and conduct guided reading groups once a week with students. Running records examine both accuracy and types of errors made. It determines next instructional steps for each child. We evaluate the students literacy skills through running records and various teacher created materials. For the ELLs that have taken the ELA exam we evaluate the exam results to determine student levels as well. We use the data from the NYSITELL, I-Ready, Performance Series, ELA Scores and NYSESLAT to also help determine the students' strengths and weaknesses. We have learned from the review of our data that our ELL students have a strength in Speaking and Reading skills and a weakness in Listening and writing skills. Focus is placed on Listening and writing skills within all classrooms to concentrate on improving those skills.
The ELL teachers will combine students’ informal assessments with standardized data to measure individual progress and help drive instruction.

2. What structures do you have in place to support this effort?
ENL teachers meet twice a week to discuss data and to use the data from these assessments to help them drive instruction and help them implement different strategies into units/curriculum. The ENL teachers also meet with ELA/Math teachers during weekly subject area meetings to make informed decisions on the implementation of ENL strategies and content specific strategies and methodologies based on what ELA/Math teacher is teaching in the unit.

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?
Reviewing and discussing the EDAT criteria helps our school understand how and why our ELLs are progressing or not. Clarity in the progress movement helps determine the next course of action (i.e. planning, teaching practices, support) in order for growth to occur. On going professional development and faculty conferences on ELL data analysis and ENL practices will continue throughout the year. The EDAT is a true indicator on how our ELL’s are advancing on each modality because everything is clearly broken down and we can visually see trends across modalities. This helps with planning effectively to meet the needs of our ELL population.

4. What structures do you have in place to address interventions once the summative data has been gathered?
We have various before school and after school tutoring that begins in October until May as well as AIS for our ENL population. Achieve 3000 is used as a supplemental program for our transitioning and expanding students but we also utilize the program as extra support during the school day 2 periods a week for grades 7 and 8 ENL students. Rosetta Stone is used before school for entering students. Rosetta stone is also utilized during the school day as needed for ENL Entering and Emerging students who need the extra support to improve their English. Parents are invited to attend Rosetta Stone sessions before school with their child. We also have a NYSESLAT test prep course embedded into the daily schedule for all ENL students. Test prep in twice a week for 6th 7th and 8th grade ENL students. NYSESLAT test prep is also offered on Saturdays during Saturday Academy. For the 2017-2018 school year Saturday Academy will begin on September 30th. Once we know what the students deficiencies are, teachers focus on instruction based on the specific deficiencies. Students receive the mandated ENL minutes and extra minutes beyond the mandated minutes are provided to those students as well. The ENL students are broken up into small groups for ELA, Math, social Studies and Science instruction. The instruction is delivered by ENL and subject area teachers.

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.]
N/A

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
The NYSITELL performance indicates a specifically clear deficiency in the listening modality. This in turn affects the speaking, reading and writing modalities. The students are not meeting the benchmarks for each of the modalities. These deficiency patterns in the listening modality are also seen in the NYSESLAT results. Students with limited English tend to fail the Listening modality more than their English peers.
We also noticed that we tend to have many expanding students in each grade. We currently have 13 expanding 6 th grade students, 16 expanding 7 th grade students, and 5 expanding 8 th grade students.
The data reveals that a push with the expanding students is crucial to ensure that they test out. Looking carefully at each modality and what students are lacking is also very important for teachers to be able to pin point the deficiency and be able to fix it.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
First we take a look at the EDAT data to give us a view on student performance on the NYSESLAT. Once we aggregate the data, students are then programmed based on scores on NYSESLAT and are provided with the mandated ENL minutes required as per CR Part 154. Once we determine the outcome of the assessments, the assistant principal in charge of the ENL department meets with the ENL teachers first with copies of the data. Teachers and administrators sit and discuss the findings along with next steps. ENL teachers then disseminate the information to all staff in the building. Everyone receives a copy of all ENL students in the building, their NYSESLAT scores, the findings etc. We use the EDAT to identify trends within the last 3 years. We determine what modality is the area in need of improvement based on how many students in the school failed that specific modality and we focus and put emphasis on that modality during NYSESLAT test prep and during ELA throughout the school year. Students who continue to not show improvement and stay in same proficiency level, we offer them the supplemental programs available.

## Part IV: ELL Programming

### Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

   a. Freestanding ENL program.

      We currently began an ENL small school in our building. All of our ENL students with the exception of those ENL students in ICT and special education classes are self contained. We currently have a 6th and 7th bridged ENL class with approximately 30 students. We also have an 8th grade ENL class consisting of approximately 29-30 students. Students who receive stand alone ENL services (Entering, emerging, and some transitioning students) are pulled out for the mandated minutes by an ENL teacher for services. During the integrated portion of the Freestanding ENL program, there is an ELA with bilingual license teacher who teaches 6th and 7th grade bridged class ELA. We have an ENL science teacher who teaches the 6th/7th grade bridged class 3 times a week. We have 2 math teachers with bilingual license. One teacher teaches 6th grade math and the other teaches 7th grade math. For social studies we have a common branch teacher with bilingual license teaching 6th and 7th grade bridged class. The 8th grade ENL class has an ELA teacher with ENL certification teaching 7 periods a week. The math teacher has a bilingual license and teaches the 8th grade class 6 periods a week. The science teacher has an ENL certification and teaches the 8th grade class 3 times per week.

   b. TBE program. If applicable.

      N/A

   c. DL program. If applicable.

      N/A

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)?

      In the beginning of the school year, Mrs. Rodriguez ensures that all ENL students are placed together in a few classrooms and not scattered within a grade so that programming is easier in order to ensure that the mandated number of minutes are provided. We use an integrated approach for the most part and entering students receive integrated and stand alone ENL services. Entering students receive 360 minutes per week of ENL services (4 periods per week or more of integrated into social studies and science classroom and 4 periods per week of stand alone for ENL methodologies). Emerging students receive 360 minutes per week of ENL service (2 periods per week of stand alone ENL and 6 periods per week or more of integrated ENL into social studies and science classroom).
Transitioning students receive 180 minutes (4 periods per week) of integrated ENL in social studies and science classroom. Expanding students receive 180 minutes (4 periods per week) integrated ENL in science and social studies classroom. Commanding students receive 90 minutes per week of integrated ENL services into ELA, social studies or science classroom.

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.

Paste response here:

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

The ELLs are tested in the Examen de la Lectura en Espanol (ELE) and they receive interim assessments specifically for the ELLs by Acuity. Study groups for ELLs will be created to ensure that these students have a clear understanding of the concepts that are being taught on a daily basis. Support groups for the newly arrived students will be formed in order to make a smooth transition into the school system, and these groups will focus on developing strategies that students can use to increase their academic achievement.

In addition to the regular instructional programs used in different content areas (e.g. balanced literacy approach, Math, Urban Advantage for science, etc.), using the Point-of-Entry Model of instructional planning. Students also participate in Saturday Academy. There is a wide range of materials and resources that are available in the classrooms, including a well equipped library that contains varied genres in different levels of readability, textbooks, workbooks, and computers/laptops to aid the students in the learning process. Rosetta Stone and Achieve 3000 are used by the ELL students before and after school. Data derived from the programs help us track student progress.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

a. The instructional plan for SIFEs is to develop oral proficiency and comprehension strategies. Comprehension strategies need to be explicitly taught to students with interrupted formal education, such as: reader generated question, summarizing and monitoring comprehension. Students practice with texts that are accessible at their level of language proficiency. If students don’t experience successful application of comprehension strategies, they won’t try to use them in other texts. Strategies that make the language of the text meaningful and progress to higher levels of language proficiency and reading comprehension for students are: sharing ideas, comparing perspectives, coming to agreement (or agreeing to disagree).

During school and after school and Saturday programs) literacy and math instruction is based on item analysis data from informal classroom diagnostic and school based exams, such as the predictive assessment and the ITA assessments.

b. The instructional plan for ELLs with less than three years is to develop comprehension and basic interpersonal communication skills (BICS). ELLs in the pre-production and early production stages of language acquisition are engaged in experiences and activities that involve listening (known as the silent period for some ELLs) mime, acting, pointing, drawing, selecting, categorizing, responding etc. Beginning and intermediate ELL’s meet for at least 360 minutes per week.

   Instructional strategies for ELLS with 0-3 years are: graphic organizers, games, Language Experience Approach, Total Physical Response, manipulative and visuals, choral reading and the buddy system.

   The materials that are used include: 0-3 years: Words Their Way, ENL Phonics Word to Word Dictionaries, Brain-Pop, Starfall.com, Getting Ready for NYSESLAT and Beyond, Word to word bilingual dictionaries, month by month phonics. These students also have the opportunity to attend after school using Rosetta Stone.

c. The instructional plan for ELLs with 4-6 years is to further develop cognitive academic language proficiency (CALP) and speech emergence. Students engage in experiences and activities that include recalling, summarizing, role-playing, predicting,
creating, analyzing, comparing, contrasting etc.
Advanced ELLs meet for 180 minutes per week. The instructional plan for advanced ELLs is continued support in language development and comprehension.
The instructional strategies for ELLs with 4-6 years are: Cooperative Learning, graphic organizers, manipulative, visuals, journals, hands on projects, choral reading etc.
The materials that are used for 4-6 years include: Words, Their Way, Reader’s Theatre: William Shakespeare, Reader’s Theatre: Early America, Writing Workshop by Sadlier, Grammar Workshop by Sadlier-Oxford, Empire State NYSESLAT, Getty Ready for NYSESLAT and Beyond, Word to Word bilingual dictionaries, BrainPop
The school ensures that the ELLs-swd receives all service mandated on their IEPs via the articulation logs, bimonthly attendance and presentations at grade conferences.
The Assistant Principal is in charge of Special Education and is the Coordinator of Mainstreaming. Mainstreaming occurs 5 periods weekly in literacy and math for students that have this noted on their IEPs. Through appropriate scheduling, the Principal provides time for regular meetings between regular and special education teachers. Students are offered an after school program called Achieve 3000.

The materials that are used for ELLs who have completed 6+ years include: Writing Workshop by Sadlier, Grammar Workshop by Sadlier-Oxford, Getting Ready for NYSESLAT and Beyond, 6+1 Traits of Writing, Empire State NYSESLAT, Word to word bilingual dictionaries, Reader’s Theatre: William Shakespeare, Reader’s Theatre: Early America.

Entering and Emerging student are offered Rosetta Stone after school.
Transitioning and Expanding students are offered Achieve 3000, Language Power, Saturday Academy and NYSESLAT Test Prep after school.
Commanding Students are offered Saturday Academy.
 Former ELLs receive two periods a week of Push In services provided by an ENL teacher. They receive testing accommodations for an additional two years(extended time on teacher created tests as well as all state tests) and continue to use glossaries and dictionaries. these students are offered all of the after school programs listed above as well as Saturday Academy.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
Teachers use a lot of visuals and hands on activities fro their ELL students. They constantly activate prior knowledge when introducing a new topic. A lot of scaffolding is used in the classroom to ensure that ELL students master skills taught. Graphic organizers, vocabulary strategies, Fryers model, cooperative learning groups, differentiation, shared reading are guided reading and strategy groups to build on language acquisition. Picture walks, a lot of modeling, dictionaries and glossaries, the use of technology, think alouds, reciprocal teaching are all used by the bilingual and ELL teachers. Teachers of ELL students use think pair share strategies, literature circles, parallel teaching, peer teaching, and complementary teaching throughout the day. Materials used by the teacher are Fontas and Pinell leved text in English and Spanish, Rosetta Stone, Achieve 3000, graphic organizers, audio tapes with headphones, etc to help accelerate English Language Development.

For ELL students with disabilities, differentiated activities are provided based on the baseline assessment, Spring NYSESLAT scores, periodic assessments and needs outlined in the student IEP. After reviewing test scores and IEP mandates, students are placed in the class setting with supports outlined in their IEPs. Students are also part of the ESL pull-out/ Integrated program, receiving services in accordance with test results and their IEPs. Special education and the ESL teachers collaborate monthly to determine the short term academic and lingual goals for each ELL student with special needs, as these evaluations should be progressive and open to change, as per the student’s individual education plan. Differentiated lessons will be tailored in order to meet the academic needs of these students. Teaching strategies to facilitate the ELL-SWD students include small group instruction that emphasizes peer group work. The ESL teacher will incorporate different ways to present the information, for example, the teacher will provide visual aids or story read alongs on tape to address the visual and auditory learners. Students will be given differentiated graphic organizers to meet their individual learning needs and styles.
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?

Additional ELL periods are scheduled during the students' "first period" in order to cause a minimum disruption to the students' academic schedule. The curriculum is adapted to the needs of the individual student. ELL students with IEP's have programs that are the least restrictive, such as SETSS classes. All teachers of ELL students collaborate together in order to best serve the student. Common planning time every Thursday first period with ESL and bilingual teachers ensures that curriculum is adjusted to meet the needs of the ELLs. Common planning time is used to further assist our students by discussing the students' needs with each other. When appropriate, students from special education classes are mainstreamed with students in general education classes for certain core subjects.

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.

At MS129, we ensure that there are targeted intervention programs for ELLs in ELA, math, social Studies, Science. All teachers of ELLs use many approaches to teaching. Some of the approaches include differentiation of instruction (Fontas and Pinell leveled books, groupings of students based on needs, use of graphic organizers, scaffolding techniques, visuals, multiple entry points, sentence starters, Rosetta Stone for those students who really do not know the English language and need extra English support, Achieve 3000 for reading comprehension, Go Math for students struggling with the math curriculum used. The use of Spanish/English glossaries are available for each student in math, social studies and science. We offer AIS small group instruction for our ELL's once or twice a week.

Those students who come with an IEP from another school and/or were going through CSE reviews prior to attending MS 129 are reviewed to ascertain if the ELL student is struggling with language difficulty or if the student has special needs. Students are assessed and evaluated on an ongoing basis to assure they were appropriately placed.

If an ELL student is suspected of having special needs, it is very important that academic interventions are implemented and the results recorded before any formal assessment or review is requested. At 129X there is an RTI team in place whose goals are to maximize individual student success in the regular classroom, while at the same time serving as a screening process for students who may be in need of special education services. The team includes the ESL Teacher/Bilingual Teacher, Principal or designee, members of the School based support team (SAT), guidance counselor.

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

Parents are now encouraged to attend morning and after school programs with their child. Involving parents in the learning process will ensure that they are continuously focusing on their child's academic needs and can understand and be able to help their ELL child in the learning process as well.

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

We did not have the appropriate number of students who spoke the same language across two grades to open a class.

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

Title III letter is sent out to parents at the beginning of the school year indicating the services offered to ELL students and their right to be provided with supplemental services for their child. Currently we offer two programs for ELL students and parents. Rosetta Stone is offered after school from 2:30-3:30 Wednesday-Friday. Achieve 3000 is offered after school on Wednesday-Friday from 2:30pm until 3:30pm. Students are also offered Saturday Academy services to help prepare them for state exams. LEAP after school program is offered to all students in the school including ELL's. Parents who wish to sign their child up receive an application in their native language to fill out. Basketball, Lacrosse, running are also offered to all students and the assistant principal ensures that any activities and programs that are offered in the school is articulated to the parents through a letter sent home in native language. Project Boost is another program that we offer to 20 high achieving students and the assistant principal ensures that she includes at least 4 ELL/bilingual students in the program every year.
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.

Graphic organizers, Fryers model, shared reading are all being used in the classroom. Students are provided with primary-language books. Teachers have literacy centers. Teachers use guided reading and strategy groups to build on language acquisition. Picture walks, a lot of modeling, dictionaries and glossaries, the use of technology(laptop for each child), think alouds, reciprocal teaching are all used by ENL teachers. Other materials include: Fontas and Pinell leveled text in English and Spanish, Rosetta Stone, Achieve 3000, Myon, audio tapes with headphones, Getting Ready for the NYSESLAT to help accelerate English Language Development.

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

We offer Stand alone and integrated ENL services to all ENL students. ENL students at the Entering and Emerging levels are receiving 360 minutes of Stand alone and Integrated instruction; students at the Transitioning level are receiving 180 minutes of integrated ENL during Social studies and Science. Expanding ENL students are receiving 90 minutes of integrated ENL services during social studies and science. Commanding students receive 90 minutes of integrated ENL services. ENL strategies are infused through instruction in the content areas, and teachers reinforce the vocabulary development and literacy skills of ENL by taking into account their proficiency level. In Math students use CMP3 and the bilingual students use Go Math for support. In ELA, the Units include scaffolding and differentiation tailored to meet the needs of the bilingual students. Some of the readings are in Spanish and many Library reading books are in Spanish and English. Language Powers, Getting ready for the NYSESLAT and Guided Reading books as well as Achieve 3000 leveled articles are used for ENL instruction.

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

Services, support and resources are delivered based on level that the child is on. Getting ready for the NYSESLAT books are by grade level. Leveled texts are used based on students reading levels.

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

Graphic organizers, Fryers model, shared reading are all being used in the classroom. Students are provided with primary-language books. Teachers have literacy centers. Teachers use guided reading and strategy groups to build on language acquisition. Picture walks, a lot of modeling, dictionaries and glossaries, the use of technology(laptop for each child), think alouds, reciprocal teaching are all used by the bilingual and ELL teachers. Other materials include: Fontas and Pinell leveled text in English and Spanish, Rosetta Stone, Achieve 3000, audio tapes with headphones, Getting Ready for the NYSESLAT to help accelerate English Language Development.

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 offer Rosetta Stone for all incoming ELL students with limited or no English during the morning from Monday through Friday from 7:15am until 8:00am. We also offer Saturday Academy beginning in October from 9am-12pm. We offer Achieve 3000, an online program for our emerging and transitioning students to help advance their reading skills. This program is offered Wednesday through Friday from 2:30-3:30 pm from November until May. When new students come in, we give them a tour of the school building so that they familiarize themselves with the school and the staff. The staff involved in these activities include the assistant principal, the ESL teachers, bilingual teachers and the parent coordinator.

17. What language electives are offered to ELLs?

We currently have Spanish as a language elective.

18. For schools with dual language programs:

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

PN/A

Professional Development and Support for School Staff

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

   Five times during the school year there will be a PD on Mondays from 2:30-3:30pm for ALL staff including the guidance counselor, school psychologist, paraprofessionals, etc. on ELL methodologies conducted by an outside source or ESL teachers. The assistant principal will attend monthly ELL PD’s (the first PD attended was on October 6th "A Collaborative and Teaming Approach to Co-Teaching).

   The ESL and bilingual teachers will attend monthly ELL PD’s the first one to begin on October 23, 2015, November, 13, 20(Nutts and Bolts for NEW Teachers of Students who are Learning English as a New Language). December 9, 16 (Understanding and Impacting the Disproportionality of ELL’s as Students with Disabilities). November 2, 23, December 14(Writing Across All Subject Areas for Newcomers, Entering, and Emerging ELL’s). As more PD’s become available, ELL teachers will be attending and turnkeying the information to the staff. Agendas will be kept on file in the compliance binder and in teachers folders to keep track of hours.

   The following professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards:
   - In-School PD via grade meetings and faculty conferences:
     - NYSESLAT Modality Analysis & Instructional Next Steps
     - ELL data analysis and its implication for instructional planning
     - ESL Strategies
   - Outside School PD
     - Revisiting ELLs: Shadowing Listening & Speaking
     - Common Core Learning Standards
     - Math Institute for Secondary Teachers of ELLs

   As professional development are offered from various bilingual/ESL organizations, it is shared with our ESL/Bilingual teaching staff: for example upcoming conference: NYS TESOL Conference November 2013.

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.

   As part of our school initiative, we have implemented and have a full focus on college and career readiness. Teachers are trained to provide students with the necessary tools needed to move on to the next level. Three times a week students have an advisory period where the homeroom teacher, guidance counselor and the deans have discussions with students about the following topics:
Selection criteria for potential high schools with the students and teachers
- Individual student review of grades, conduct etc in selecting high schools.
- Application process and assistance in completing the forms
- Scheduling of Student/Parent High School orientation
- Student Expectations/Questions/Anxieties

We also have an ENL advisory at least 3 times a year which we began to implement this year. The first one is on October 27, 2015 where parents have also been invited to attend. It is called a "Moving Up Ceremony" Students are recognized for their efforts in ENL and for moving up a proficiency level or testing out of NYSESLAT. Teachers also give students goal sheets in the beginning of the school year where ENL students must come up with a NYSELSAT goal based on last years NYSESLAT scores and they also come up with an action plan to achieve that goal. Providing students with all of this and letting them know where they are as ENL students, gives them a head start as to where they need to be in order to prepare for high school.

The assistant principal periodically sends ELL PD emails to all staff that they can choose to attend which must be approved by the principal. Staff must then turn key the information during our Monday PD's. The ENL teachers provide ongoing PD's on Mondays for all staff. On Thursday's the ENL teachers meet to discuss ENL related matters and to turn key information to each other. Agendas of all PD's are kept in the compliance binder and a folder with each teachers name and all PD's attended are kept in each individual folder to track hours completed. During in house PD's and weekly ENL meetings, minutes are taken by an ENL teachers as well as a sign in sheet that goes around and then kept in ENL compliance binder.

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?

   During the Tuesday parent-outreach period teachers will call parents of ELL students for a minimum of 2 times per year to discuss language development, how their child is progressing and next steps to help improve student outcomes. A translator will be provided as needed. Each teacher of ELL students will have a binder to keep a phone/meeting log with the date, time, name of parent, type of meeting everyday the parent is contacted or met with to discuss child's progress.

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

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:

- The Common Core Learning Standards, the State and local academic assessments including alternate assessments, how to monitor their child’s progress, and how to work with educators and the new ELL modalities.
- The school provides materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology
- The school fosters parental involvement by providing parents with the opportunity to attend Rosetta Stone classes and GED classes.
- Monthly website letter updates, weekly school wide parent telephone calls in Spanish and English, letters that are mailed home regarding student NYSESLAT scores, NYSESLAT testing, entitlement letters, school wide activities etc. A monthly calender in english and spanish are also sent home. Two meetings a year are scheduled for parents of ELL students.
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.

When a student enters our school from another country, the ESL teacher interviews the student and the parent. The ESL teacher then tests the student using the NYSITELL if there's reason to believe that the child requires to take the test. Once the results are in, the ESL teacher sends an ENtitelment letter home with the child and one is mailed out as well in the parents native language. The ESL teacher conducts a parent orientation in the parents native language so that parents are aware of the programs in our school. Parents then use the Parent Selection form in their native language to choose the program that best meets the needs of their child. A placement letter is then given to the parent so that they know where their child was placed.

On Tuesdays during teacher phone outreach, bilingual and ESL teachers call parents and document their logs on Skedula an online program that we use at our school. When ever we meet with parents in person, we keep a log in our compliance binder specifying the time, date of the meeting. We constantly mail out letters to parents to inform them of their child’s NYSESLAT level, meetings that we would be conducting, professional development meetings for parents etc. All of these letters that we mail out, we also make a copy of and place the copy in our compliance binder for our records. Agendas of meetings are also kept in the compliance binder.
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, Raymond Granda, 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

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<th>Title</th>
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<tbody>
<tr>
<td>Raymond Granda</td>
<td>Principal</td>
<td></td>
<td>08/11/17</td>
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<tr>
<td>Amanda Rodriguez</td>
<td>Assistant Principal</td>
<td></td>
<td>08/11/17</td>
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<tr>
<td>Ms. Bennett</td>
<td>Parent Coordinator</td>
<td></td>
<td>08/11/17</td>
</tr>
<tr>
<td>Ava Ewam-HarrisLeticia Laberee</td>
<td>ENL/Bilingual Teacher</td>
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<td>Natalie Cotto-ELA</td>
<td>Teacher/Subject Area</td>
<td></td>
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<td>Ramona Castellano-Math</td>
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<tr>
<td>Frances Tavares</td>
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<tr>
<td>Julissa Rosario</td>
<td>School Counselor</td>
<td></td>
<td>08/11/17</td>
</tr>
<tr>
<td>Rafaela Espinal</td>
<td>Superintendent</td>
<td></td>
<td>08/11/17</td>
</tr>
<tr>
<td>NA</td>
<td>Field Support Center Staff Member</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 12x129  School Name: Academy For independent Learning &  Superintendent: Rafaela Espinal

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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<tbody>
<tr>
<td>Katie</td>
<td>Bennett</td>
<td>Parent Coordinator</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.

Upon entering MS 129, the assistant principal, supervisor of the ELL department takes the required steps as per CR part 154 in order to ensure equity for all. The first step taken to assess parent language preference is administering the HLIS to parents of incoming students coming from another country. The HLIS is administered by a licensed pedagogue (assistant principal or the ELL teacher) The HLIS provides us with information needed to determine if a child's language is other than English and parents are able to let us know their preferred language of communication through the HLIS. The oral interview is conducted in the parents preferred language as well. Our main office pedagogue provide bilingual services to assist our Spanish speaking population with admissions. They provide parents with admissions forms in their native language. Currently 3 office staff members speak fluent Spanish. Once complete, the Home Language Survey results are immediately given to our ELL coordinator. If the student’s home language is other than English, they will receive all documentation translated in their home language.
Part III of the HLIS has to do with parent information including the language in which they prefer to receive written and oral information. The HLIS is the record that we use to keep this information and then the OTELE (Home Language code) code is entered into ATS where it is available for viewing as to parents home language.

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

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>Spanish</td>
<td>27.95%</td>
<td>Spanish</td>
<td>28.09%</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
<td>68.85%</td>
<td>English</td>
<td>68.7%</td>
</tr>
<tr>
<td>Arabic</td>
<td>Arabic</td>
<td>1.02%</td>
<td>Arabic</td>
<td>1.02%</td>
</tr>
<tr>
<td>Bengali</td>
<td></td>
<td>0.73%</td>
<td>Bengali</td>
<td>0.73%</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.

NA

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Calendars</td>
<td>Monthly</td>
<td>- Bilingual secretary translates into Spanish before it is disseminated</td>
</tr>
<tr>
<td>- Parent Newsletters</td>
<td>Monthly</td>
<td>- Parent survey and selection forms, entitlement letters, continued entitlement letters are all provided to parents in the 9 languages (provided by the ENL departments DOE website)</td>
</tr>
<tr>
<td>- Announcements and important information/memos, entitlement letters, non-entitlement letters, placement letters, parents choice and survey</td>
<td>As needed....parent surveys and selection forms are delivered when parent first signs up student coming from another country into our school</td>
<td></td>
</tr>
<tr>
<td>Any school phone messenger announcements</td>
<td>As needed</td>
<td>Continued entitlement letters are distributed in September to let parents know that their child will continue ELL services for the upcoming school year</td>
</tr>
<tr>
<td>Important dates to remember, ex. NYS ELA and Math exams, NYSESLAT, periodic assessments, half day reminders, report card reminders, after school events, etc</td>
<td>As needed</td>
<td>Assistant principal or school counselor or ENL teacher translates into the different languages in our school before disseminated</td>
</tr>
<tr>
<td>Translated by assistant principal or school counselor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Important dates to remember, NYS ELA and Math exams, NYSESLAT, periodic assessments, half day reminders, report card and progress report reminders, after school events etc</td>
<td>As needed</td>
<td>Assistant principal or school counselor or ENL teacher translates into the different languages in our school before disseminated</td>
</tr>
<tr>
<td>Rosetta Stone parental communication the different languages needed</td>
<td>As needed</td>
<td>Printable translated versions of reports and other communication is available from the Rosetta Stone online administrative resource</td>
</tr>
<tr>
<td>Respect For All NYCDOE anti bullying campaign</td>
<td>In the fall</td>
<td>Printable brochures for parents available in Bengali, French, Spanish, Arabic</td>
</tr>
</tbody>
</table>
2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent teacher conferences take place four times a year.</td>
<td>Four times a year (September, November, March, May)</td>
<td>Assistant principal, school counselor, paraprofessionals, one dean and ELL teacher help with translation. the ELL teacher helps with French translation.</td>
</tr>
<tr>
<td>Mandated Tuesday parent out reach</td>
<td>Every Tuesday from September until June</td>
<td>NA</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.

A school phone message is sent out to the whole school and the message is translated into Spanish as well as French by the assistant principal, school counselor, ENL teacher.

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.

All staff members are provided with the Language access handbook where they will become familiar with the procedures in place. All ENL parents receive the Parent Bill of Rights and the Parent guide to Language access when they come for the one on one parent meeting held twice a year. A sign is posted by the school entrance and in the main office (Multilingual Welcome Poster) indicating the availability of interpretation services. Staff are aware of this so that they can refer parents to the poster when needed. Staff members will know that all information needed to be sent to parents or any messages that need to be relayed must be in parents preferred language and no communication can be sent home without the approval of the school Principal so that it may be translated.
During Monday after school conferences, staff will be informed about the use of translation services and over the phone interpretation services. Staff will be aware of the translation requirements which include registration, application and selection, standards and performance (Report cards) conduct, safety, discipline, special education and related services. etc. Staff will receive a copy of the discipline code in English and Spanish. report card comments must be translated into Spanish as needed. A copy pf the Chancellor’s Regulation A-663 will be distributed in the beginning of the school year.

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.)

Parents will be provided with a copy of the Bill of Parent Rights and Responsibilities once they fill out the HLIS and we know their language preference is a language other than English. A sign with the availability of interpretation services will be posted in the main office. We will ensure that we obtain from the Translation and Interpretation Unit forms required that will be posted by security desk.

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?

The parent surveys are given out to parents every year during parent teacher conferences. To ensure that we receive at least 90% of surveys back, parents must sign in and go straight to the surveys before seeing teachers. Parents who complete the surveys also get to choose a book for their child to keep. The parent surveys are given to parents in their native language and staff members are available to assist parents in filling out the forms. The surveys give us a glimpse of how the school is doing in terms of services available to parents.