2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 09X132

School Name: P.S. 132 GARRET A. MORGAN

Principal: ANISSA REILLY
Comprehensive Educational Plan (CEP) Outline

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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

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- Section 5D Framework for Great Schools Element - Effective School Leadership
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**Section 1: School Information Page**

### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>The Garrett A. Morgan Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>09X132</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>320900010132</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>K – 5</td>
</tr>
<tr>
<td>School Address:</td>
<td>1245 Washington Avenue Bronx, New York 10456</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718.681.6455</td>
</tr>
<tr>
<td>Fax:</td>
<td>718.681.6466</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Shanti Thomas</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:sthomas8@schools.nyc.gov">sthomas8@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Anissa Reilly</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Adrienne Moore</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>La’Tice Lynch</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Chinita Michie</td>
</tr>
<tr>
<td>Title I Parent Representative:</td>
<td>Monica Delvalle</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>Not applicable</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>n/a</td>
</tr>
</tbody>
</table>

### District Information

| Geographical District:           | 09                                      |
| Superintendent:                 | Leticia Rosario-Rodriguez               |
| Superintendent’s Office Address: | 1245 Washington Ave Bronx, New York 10456 |
| Superintendent’s Email Address:  | lrosario2@schools.nyc.gov               |
| Phone Number:                    | 718.579.7143                             |
| Fax:                             | 718.410.7017                             |

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

Executive Director: Jose Ruiz

Executive Director’s Office Address: 1230 Zerega Avenue Bronx, NY 10462

Executive Director’s Email Address: Jruiz2@schools.nyc.gov

Phone Number: 718 828-6280

Fax: 


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>Anissa Reilly</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Adrienne Moore</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>La'Tice Lynch</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Gladys Rodriguez</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Monica Delvalle</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>n/a</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>n/a</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>n/a</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Beatrice Sallard</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Reginald McCrimmon</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Shanel Singleton</td>
<td>Member/ Parent</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>Crystal McCullough</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>LaToya James</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Viviana Herrera</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Charol Martinez</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Latrice Anderson</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Chinita Michie</td>
<td>Member/UFT</td>
<td></td>
</tr>
<tr>
<td>n/a</td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td>n/a</td>
<td>Member/</td>
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<tr>
<td>n/a</td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td>n/a</td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

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

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

**NYCDOE’s Quality Review (QR)**

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

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

**School Quality Guide**

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

**Title I Requirements and Strengthening Title I Parent Involvement**

2018-19 CEP
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

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

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

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

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

### Section 4: CEP Overview

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

   Our mission is to engage children in learning that prepares them to be productive global citizens by ensuring they are reflective in their thinking and published works, critical thinkers, effective communicators, proficient in all subject areas, and strong in character.
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.

Garrett A Morgan is a barrier-free elementary school with 400 diverse students from pre-kindergarten through grade 5. We are located in one of the poorest congressional districts in the nation and serve a high-poverty community. Despite these obstacles, we consistently make tremendous academic progress with our varied student populations.

The vision of Public School 132 is to create a community of children to be competitors in a global society who will ultimately have a profound impact on the world. We are committed to exposing children to the nuances of the techno-world and embedding it into their daily learning so that it will have a positive effect on their academic and social growth. This commitment will provide them with the necessary foundation to be successful in their future academic endeavors.

This is accomplished through our partnership with New York University and Columbia School of Social Work, that provide additional social worker interns that help and support our climate and culture to ensure that the social-emotional environment is attended to. This allows us to provide all children with the best possible educational setting and ultimately impact student achievement. Student achievement is also impacted through the use of technology. Every classroom has at least two computers, Promethean ACTIV Board, and shares an ELMO. All fourth and fifth grade classrooms have document camera smart boards. We have a full service MAC lab with smart board technology, three iPad carts, and three mobile laptop carts available for use. A technology club was created for students who have expressed an interest or demonstrated outstanding ability in technology. This club, “The Spotlight Tech Squad”, trains students to troubleshoot, become videographers, and edit videos and audio sound bites which will ultimately assist in providing them with the technological skills needed in the global workforce. Our students that are performing at the higher end of the learning spectrum are invited to join the BOOST club, and once a week, in addition to their daily class assignments, are afforded the opportunity to extend their learning through the media-arts.

To ensure that we are developing the whole child we provide the following:

- Arts Instruction includes the following: Reader’s Theater, modern and cultural dance, and visual arts.
- Healthy Living includes the following: CookShop, Healthy snack initiative, healthy eating choices and recipe instruction to educate students’ palates, and physical education classes. With a NYS grant we are able to provide students with an afternoon snack of fresh fruits or vegetables twice a week.
- Sports Programs includes the following: CHAMPS BOKS and flagfootbal; Basketball and Cheerleading teams that compete competitively.

Our instructional practices have been most influenced by the work and research of Charlotte Danielson (Evaluation Rubric), Fountas & Pinnell, Ruth Culham’s (6+1 Traits of Writing), Norman Webb (Depth of Knowledge), LCI (Learning Center Initiative), and UDL (Universal Design for Learning).

The work and research is embedded throughout units of study, daily lessons, assessments, teacher & student support resources/tools, observations including feedback provided to teams and teachers, and professional learning.

The Danielson framework provides specific criteria regarding instructional practices. The research has influenced how we engage in conversations with teachers and teams, and given us descriptive and common language used in the development of teacher learning which has directly impacted student learning and progress. Before the implementation of the rubrics, for teacher development, it was important for our learning community to become
familiar with the ideas and language of the rubrics, which have been used in providing feedback, both orally and in writing.

Married with the Danielson framework is the Chancellor’s Framework for Great Schools that encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus ensures that every child is consistently ready for the next grade, level, and set of challenges. Based on robust research, the six elements of the Framework identify the areas that each school 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. The key area of focus for this year and the one we as a school community have made the most progress is rigorous instruction. It is defined as the following: 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. To that end our beliefs are as follows:

**Our Beliefs of How Students Learn Best and How We Define Rigor: Teacher Practice and Student Engagement**

- Planning with students at center, differentiation (making smart decisions, when, where & how)
- Communicating purpose, “why” they are learning what they are learning: student awareness of goals/objectives and learning targets.
- Student understanding the purpose of their learning/tasks
- Student centered: Student-to-student interaction, teacher as facilitator
- Making connections, building on/developing prior knowledge
- Student engaged in conversations, questioning, and reflection: protocol, criteria, rubrics evident.
- Use of clear criteria, exemplars, rubrics. Consistent checking for understanding techniques, assessment throughout units, culminating assessment tasks (aligned to teaching and CCLS).
- Feedback provided by teacher and peers that communicate grows(off target) and glows(on target) as well as next steps with a reflection.
- Creative, engaging, relevant tasks that allow for hands-on experiences, use of tools, and manipulatives.
- Explicit, clear modeling: Scaffolding strategies, guided practice, small group instruction.
- Use of exemplars, models, and/or a mentor text
- CCLS integration
- Planning for essential and guiding questions
- Use of teacher questioning, anticipating student responses/moves and planning accordingly
- Evidence of Blooms and DOK, scaffolding and differentiating questioning
- Small group instruction, flexible grouping
o Conferring

o Building vocabulary through tiers (everyday, academic, content/domain specific)

o Celebrating student work/projects: Teaching practices leverage use of data, inquiry, strategies, questioning, and discussions that promote higher levels of thinking.

o To extend our Global Learning we embed four of the United Nations 17 sustainable goals into our curriculum. Upon completion of the study students are engaged in a service learning project directed at meeting the sustainable goal.

*Ensuring Instruction for All Students: Knowledge of students*

o Teachers supplement and revise units based on whole class, small group, and individual student needs – this is evident in unit and daily lesson plans.

o Multiple entry points: Supplemental texts/resources, choice in process and product.

o Use of data to make decisions, adjust lessons, create flexible groups, identify conference next steps, including student sub-groups.

*Engagement Strategies Evident in Classroom Practice.*

o Student discussion protocol’s and discussions built into units/lessons.

o Student to student discussions and questioning.

o Development of guided questions throughout unit and lessons.

o Task cards, criteria, rubrics used to support individual and groups of students.

As we continue to strive to create conscience global citizens, we have implemented a Recycling Program to further assist in the New York City’s Going Green Initiative and a Healthy Eating Initiative to address the rising childhood obesity and asthma percentage in our community.

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

ELLs need assistance with writing and speaking. SWDs require targeted strategies that allow them to access and engage with high level texts.

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.

There have been three specific areas/domains of focus:

o 3b: Using Questioning and Discussion Techniques (Quality of Questions/Prompts, Discussion Techniques, and Student Participation/Conversations)
o 3c: Engaging Students in Learning (Rigorous instructional outcomes, activities and assignments, Purposeful Grouping of Students, Meaningful Instructional Materials and Resources, Structure of lessons, and Pacing)

o 3d: Using Assessment in Instruction (Feedback, Checking for understanding, and Student self-monitoring)

These areas connect with Rigorous Instruction as outlined on the Framework for Great Schools and where we have shown the most growth.
## School Demographics and Accountability Snapshot for 09X132

**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>PK,OK,01,02,03,04,05</td>
<td>370</td>
<td>No</td>
</tr>
</tbody>
</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>
</tr>
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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>46</td>
<td>4</td>
<td>50</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>47</td>
<td>3</td>
<td>47</td>
</tr>
</tbody>
</table>

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

- # Visual Arts: 8
- # Music: 10
- # Drama: 10
- # CTE: N/A

**School Composition (2017-18)**

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>% Full Lunch</th>
<th>% Limited English Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>94.0%</td>
<td>92.7%</td>
<td>14.6%</td>
</tr>
</tbody>
</table>

<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>
<th>% Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0%</td>
<td>44.3%</td>
<td>0.8%</td>
<td>0.3%</td>
<td>0.0%</td>
<td>4.0%</td>
</tr>
</tbody>
</table>

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

- Years Principal Assigned to School (2018-19): 12.71
- # of Assistant Principals (2016-17): 4
- % of Teachers with No Valid Teaching Certificate: 3%
- % Teaching Out of Certification: 3%
- % Teaching with Fewer Than 3 Years of Experience: 14%

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

- ELA Performance at levels 3 & 4: 21.7%
- Mathematics Performance at levels 3 & 4: 17.9%
- Science Performance at levels 3 & 4 (4th Grade): 73%

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

- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A
- US History Performance at Levels 3 & 4: N/A
- 6 Year Graduation Rate: 73%
- % ELA/Math Aspirational Performance Measures (2015-16): N/A

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

- Reward: No Recognition
- In Good Standing: Yes
- Local Assistance Plan: No
- Focus District: Yes
- Focus School Identified by a Focus District: No
- Priority School: No
- Focus Subgroups: N/A

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

#### Elementary/Middle School

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

#### High School

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

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

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

Part 1 – Needs Assessment

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

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

During our recent Quality Review (2016-2017) the reviewer found that our curriculum is aligned to Common Core Learning Standards (CCLS), content standards, and our mathematical practices and integrate the instructional shifts. Additional findings included our purposeful decision making to build on standards by noting the development of the standard from one grade to the next. Pacing calendars and lesson plans emphasize critical thinking skills across grades and subjects and for ELLs and students with disabilities. As evidenced by the Quality Review, there are common planning templates used to plan lessons across grades and subjects which contain the teaching point, CCLS, vocabulary being addressed, essential questions, key ideas, the Danielson Framework connection, small group and independent work, teacher modeling, differentiation support for tier one, two and three learners, reflection and connection, and some type of exit ticket or culminating activity. There is a detailed pacing calendar that highlights the standard and focus by grade across subject areas with considerations for unpacking standards by grade. For example, the school examined the CCLS reading standards for informational text and determining the main idea of a text and explaining the main idea from kindergarten through fifth grade as well as the learning needed at each particular grade level. This standard analysis tool is incorporated into plans and is helping to build coherence within and across grades and subjects. The review revealed that across classrooms student engagement, including thinking and participation, is inconsistent. Teacher practices demonstrate uneven applications of multiple entry points and extensions for ELLs and students with disabilities.

Part 2 – Annual Goal

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

By June 2019, all teachers will consistently provide scaffolds and multiple entry points to the curricula so all students can independently engage with the curricula as evidenced by the feedback in formal and informal observations.
### 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>All teachers</td>
<td>September 2018 – June 2019</td>
<td>Teachers are responsible for implementing and Administrators are responsible for overseeing the strategy and depth of discussions.</td>
</tr>
<tr>
<td>All Teachers</td>
<td>September 2018 – June 2019</td>
<td>Instructional coaches are responsible for implementing and teachers responsible for overseeing strategy.</td>
</tr>
<tr>
<td>All parents</td>
<td>October 2018 - June 2019</td>
<td>Teachers and the parent coordinator are responsible for implementing and Administrators are responsible for overseeing the activity.</td>
</tr>
</tbody>
</table>

**Continued implementation of the following age appropriate strategic discussion protocol in all lessons:** K-Turn & Talk; Grade 1 - Turn & Talk/Micro Lab; Grade 2 - Micro-Lab; Grade 3 - Micro-Lab/Concentric Circles; Grade 4 - Fishbowl; Grade 5 - Socratic Seminar/Debates. The discussions will move beyond the surface but will be explicitly aligned to the heart of targeted Common Core Standards. The usage and implementation of these protocols will provide all students-SWDs and ELLs with the continued practice with language in educational settings while developing their thinking with peers and adults.

**Monthly professional development that focuses on creating activities for the varied learners present in the classroom.** Teachers will use and apply this new learning to the various tiered activities in each lesson/unit to provide access for all learners.

**The parent coordinator and teachers will host monthly CCLS workshops centered around understanding of content and strategies to be used at home to support their child’s learning.**

### 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.**

The assistant principal will provide oversight of the parent coordinator’s implementation of monthly workshops that engage parents in learning and understanding what rigorous instruction looks like.

### 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.

- Curriculum development team will use the Junior Great Books curriculum for ELA, Eureka for math, Amplify Seeds Curriculum for Science, Passbook for Social Studies, the Arts Blueprint for all Art forms, and Physical Best for PE/HE.
- Per-session funds will be used to fund the workshops and after-school activities.
- CCLS will be the guide used to design activities.
- EngageNY will be used for videos and supplemental instructional resources, specifically around discussion protocols.

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

Part 5 – Progress Monitoring

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

- Teacher surveys and reflection sheets
- Informal and formal observations
- Student work

Every 6-8 weeks, administration will analyze observations to ensure that 100% of students and classes are implementing the grade specific discussion protocols as evidenced in class discussions and teacher plans.

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

90% of the feedback and ratings for Danielson component 3B in the informal and formal observations will be rated effective or higher.

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

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

Our most recent Quality Review (2016-2017) indicated that the school provides regularly structured times for teachers to meet and plan based on the school’s instructional focus and to improve their pedagogical practices in teaching reading. Teacher assignments and student grouping supports all students especially English Language Learners (ELLs) and students with disabilities. It also stated that the school has invested human and monetary resources, above and beyond what is offered by the City, to support the training of paraprofessionals to provide additional reading intervention and support to targeted students. On a daily basis, paraprofessionals pull out individual students previously identified by teachers to provide phonics, phonemic awareness, fluency, vocabulary, and comprehension support through the Reading Rescue program. As a result, students’ reading levels have gone up at least two to three levels since the baseline assessment was administered. More students are able to read and grapple with grade level appropriate text since they have strategies to help them resolve reading difficulties and be able to read fluently and comprehend text at an independent level. The reviewer also found that school leaders consistently communicate high expectations to staff through various communication tools and then provide support to achieve expectations while holding them accountable. Parents partner with the school so parents are able to play a role in their child’s academic life.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, school leaders and support staff will continue to implement a strategic based plan that will deliver and monitor timely services and supports to students as evidenced by a 30% decrease in OORS reports.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>At risk students</td>
<td>Monitored on 6-8 week cycles</td>
<td>Teachers and safety committee.</td>
</tr>
<tr>
<td>All students</td>
<td>Weekly</td>
<td>RTI Team</td>
</tr>
<tr>
<td>ELLs and SWDs</td>
<td>Daily</td>
<td>ENL teachers</td>
</tr>
<tr>
<td>All students</td>
<td>2X a week</td>
<td>Arts Residency Instructors, Administration and staff</td>
</tr>
</tbody>
</table>

**All staff will implement the school wide behavior system that will support the social emotional development of students via PBIS and healthy eating habits.**

**RTI team will oversee the students in need of social emotional support and used research based intervention techniques such as Reading Rescue and Fundations.**

**ENL Teachers and resource room teachers will provide push-in services to support the students’ acquisition of the curriculum through the use of total physical response techniques.**

**After-school tutorial and enrichment services utilizing RALLY assessment results thus providing heavy emphasis on teaching reading.**

### 3b – Parent and Family Engagement

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

We conduct academic achievement assemblies every quarter. We utilize that time to disseminate the information to parents.

### 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.

- Relationships with universities that have social worker programs
- Professional development for the RTI team and strategy tool kit
- ESL teachers
- Partnerships with Arts Based organizations
- Per-session for various staff
● The resources used will be Fundations, ILL from Fountas and Pinnell, and RALLY.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
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<td>C4E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

● Social worker and Psychologists’ evaluations

● Online occurrence reports

● AMAO I and II

By February 2019, all students will have made at least a 25% increase on the mid-line assessments.

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

Unit and RALLY assessments

**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.

The findings from the most recent Quality Review (2016-2017) are as follows: Teams analyze various assessment data for groups of students, particularly the ten students they are responsible for, to improve staff and student achievement. Teachers initiate and execute ideas and decisions that help to improve student learning. Teacher leadership structures are put in place so teachers have opportunities to experience leadership capacity within the school and can make decisions accordingly. School leaders designed a role and responsibility posting for grade level leaders, and teachers are able to volunteer to fill such posts in collaboration with other teachers. Teachers on the team monitor the timeliness and effectiveness of the grade leader and have the opportunity to make changes to support their efficiency and efficacy as a team to improve student learning. As a result, teachers are seeing improvement in student progress and are incorporating more effective teaching strategies into their daily routines.

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, 100% of teacher leaders and coaches will continue to ensure that teachers use instructional practices and strategies that create opportunities for students to make their thinking visible through grade-appropriate discussion protocols and varied learning opportunities as evidenced by teacher growth on the Danielson Framework.
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>
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<tr>
<th>Target Group(s) Who will be targeted?</th>
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</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>September 2018 – June 2019</td>
<td>Teachers, Mentors, coaches and administration</td>
</tr>
</tbody>
</table>

Strategic review and revision of lesson plans so they are aligned to the core of targeted learning standards as outlined by EngageNY.

Professional development that builds teacher knowledge with effective instructional practices and strategies aligned with students’ needs to meet the demands of targeted learning standards. This will be derived out of the inquiry work done in teacher teams.

Monthly ELL Professional development that builds teacher knowledge around best ENL methodologies and practices to accelerate student language acquisition.

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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<tr>
<td>All teachers</td>
<td>September 2018 – June 2019</td>
<td>Teachers, Mentors, coaches and administration</td>
</tr>
<tr>
<td>All teachers</td>
<td>September 2018 – June 2019</td>
<td>Professional development team and Mathematics consultant</td>
</tr>
<tr>
<td>Teachers of ELLs</td>
<td>September 2018 – June 2019</td>
<td>Lead ENL teacher and ENL team</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

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

The assistant principal will provide oversight of the parent coordinator’s monthly workshops that focus on engaging families.

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.

- Curriculum development team
- Per-session
- EngageNY
- Junior Great Books
- Eureka Math
- NYSESLAT instructional materials
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>Fund Source</th>
<th></th>
<th>Title I SWP</th>
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<th>Title I TA</th>
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<th>Title II, Part A</th>
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<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
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</table>

Part 5 – Progress Monitoring

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

- Unit tests
- Performance tasks
- Quizzes
- Informal and formal observations

By January 2019, 100% students and classes will use the grade specific discussion protocols as evidenced in class discussions and teacher plans.

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

- class discussions, student work, teacher grade books, RALLY assessments and teacher plans.

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

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

Part 1 – Needs Assessment

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

After conducting a comprehensive assessment the following changes will occur: 1) we will continue to provide time for children to independently read for at least 20-30 minutes a day. 2) We will continue to analyze data to ensure that we are implementing instruction that maligns with students’ needs. 3) We will continue to include students in on their learning so they are more aware of their strengths and areas of need. Our most recent Quality Review revealed that the curricula-aligned assessments and rubrics provide actionable feedback to students and teachers. Common assessments are used by teachers to monitor students’ progress toward goals and make instructional modifications. The school leader and other school administrators are implementing the school’s observation plan and providing timely on-going evidence based actionable feedback to staff. The school leader and other school administrators use an informal schedule for observing.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, the school leader and other key stakeholders will continue to collaboratively develop a formal school-wide curriculum map, that outlines specific unit/lesson skills and strategies to be mastered that are aligned to targeted common core learning standards as evidenced by feedback from the PPO and Quality Review. The score for 1.2 of the quality review rubric will move at least one level.</td>
</tr>
</tbody>
</table>
Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>November 2018 to April 2019</td>
<td>Principals and Assistant Principals</td>
</tr>
<tr>
<td>All teachers</td>
<td>October 2018 to May 2019</td>
<td>Principal</td>
</tr>
<tr>
<td>Parents</td>
<td>October 2018 - June 2019</td>
<td>Parent Coordinator and Assistant Principal</td>
</tr>
</tbody>
</table>

All formal observations completed by April 2019. To ensure completion, weekly schedules will be submitted with teacher name and subject to observed.

Observations with actionable feedback based on school-wide instructional foci. Feedback will be analyzed by principal to make certain it is aligned with school foci, targeted standards, and it is realistic.

3b – Parent and Family Engagement

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

We will accomplish this during our monthly parent workshops.

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.

- School leader
- Other administrators
- Instructional Coaches
- Educational Consultants
- Teachers rated effective or highly effective in specific components on the Danielson framework for Teaching and Learning
- ADVANCE

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

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

- ADVANCE dashboard
- TIP meetings
- Formal and Informal observations
- By January 2019, 50% of all observations will be completed as per ADVANCE.

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

Informal and formal observations

**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

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

The school leader in collaboration with school staff has developed a plan to ensure that classroom teachers and guidance staff understand how to create and sustain family engagement. The school will continue the process from the 2017-2018 school year which helped school staff develop partnerships with families. In addition to the aforementioned, the 2016-2017 Quality Review cited that communication with families is consistent and on a regular basis. Families receive information through face-to-face conversations, emails, telephone calls, and progress reports. Parents receive information that helps them support their children at home and while in school. During the parent meeting, one parent said, “If we see something, we have to say something about the educational programs whether good or bad, if we feel it will help our child in the end.” As a result, parents visit classrooms to learn more about the CCLS and attend workshops to help improve their understanding of the work students are doing. Parents have access to online reading resources including books from the NYC Public Library that support the school’s efforts in building effective reading habits at home. In addition, ENL classes for parents help parents acquire the language skills they need to better support their child’s learning of complex materials. One parent shared and others agreed that all of the school’s efforts supports them and gives them hope that their children can one day attend an Ivy League school like Harvard University.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—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.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By June 2019, the school leader, in collaboration with pertinent school staff and community agency partners, will build on the plan to ensure that all staff members continue to create and sustain high levels of family engagement as evidenced by the school survey. Active parent volunteers will increase by 25%.</strong></td>
<td></td>
</tr>
</tbody>
</table>
Part 3a – Action Plan

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

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

| Target Group(s) What is the start and end date? | Key Personnel
Who is responsible for implementing and overseeing the activity/strategy? |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bi-Weekly family engagement workshops aligned with the school’s focus and approved by the principal via submission of the Moving into Action form by the Parent Coordinator.</td>
<td>All parents</td>
</tr>
<tr>
<td>Bi Weekly family engagement professional development aligned with the grade focus and approved by the assistant principals via submission of weekly proposals developed with Learning Leaders.</td>
<td>Teachers</td>
</tr>
<tr>
<td>Daily ENL instruction for non-English speaking parents</td>
<td>Dedicated teacher</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.

LEAP, PLAYWORKS, and Healthy foods work with us to engage families.

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.

Dedicated teachers, flyers, notebooks, writing utensils, and a dedicated room.

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>C4E</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.

- Surveys
● Agendas

● Attendance sheets

● Learning environment survey

By February 2018, a minimum of 30% of registered parents per class will be present for weekly class meetings and 30% or registered parents school-wide will be present school-based meetings.

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

Surveys and attendance sheets

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

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>1. Fountas and Pinnell</td>
<td>1. Guided Reading</td>
<td>Small groups</td>
<td>During the school day</td>
</tr>
<tr>
<td></td>
<td>2. Baseline, Midline, and Endline writing</td>
<td>2. Fundations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. MOSL’S</td>
<td>3. Tier 1 Interventions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Rigby Running Records</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Junior Great Performance Tasks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Junior Great Books Unit Exams</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Student-led Conferences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>1. Eureka Math Baseline, Midline, Endline exams</td>
<td>Tier 1 Interventions based on teacher knowledge and as described in the GoMath curriculum</td>
<td>1. Small groups</td>
<td>During the school day</td>
</tr>
<tr>
<td></td>
<td>2. Eureka Chapter and Unit Assessments</td>
<td></td>
<td>2. 1-1 tutorials</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Teacher Created assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Student-led Conferences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>1. Chapter and Unit Assessments</td>
<td>Tier 1 Interventions based on teacher knowledge and as described in the GoMath curriculum</td>
<td>1. Small groups</td>
<td>During the school day</td>
</tr>
<tr>
<td><strong>2018-19 CEP</strong></td>
<td><strong>2018-19 CEP</strong></td>
<td><strong>2018-19 CEP</strong></td>
<td><strong>2018-19 CEP</strong></td>
<td></td>
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<tr>
<td>-----------------</td>
<td>-----------------</td>
<td>-----------------</td>
<td>-----------------</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td><strong>Social Studies</strong></td>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td></td>
</tr>
<tr>
<td>2. Teacher Created assessments</td>
<td>1. Chapter and Unit Assessments</td>
<td>RTI Referrals</td>
<td>1. Sound Reading</td>
<td></td>
</tr>
<tr>
<td>3. Student-led Conferences</td>
<td>2. Teacher Created assessments</td>
<td>1. Small groups</td>
<td>2. Scholar Academy After School Program</td>
<td></td>
</tr>
<tr>
<td>2. Teacher Created assessments</td>
<td>2. 1-1 tutorials</td>
<td>2. Tutoring</td>
<td>4. Saturday ESL Academy</td>
<td></td>
</tr>
<tr>
<td>3. Student-led Conferences</td>
<td>2. 1-1 tutorials</td>
<td>1. Before school</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tier 1 Interventions based on teacher knowledge and as described in the Social Studies curriculum</td>
<td>2. After School</td>
<td>2. 1-1 tutorials</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tier 1 Interventions based on teacher knowledge and as described in the Social Studies curriculum</td>
<td>3. Saturdays</td>
<td>3. Saturdays</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

During the school day

Referrals

1. Sound Reading
2. Scholar Academy After School Program
3. Global Writer’s Program
4. Saturday ESL Academy
1. Before school
2. After School
3. Saturdays
**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: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

| 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.) | 36 |
| 2. Please describe the services you are planning to provide to the STH population. | Guidance services provided by the social worker interns and guidance counselor to ensure all basic social emotional and physical needs are attended to ensure a sense of normalcy during the school day. Basic school supplies and uniforms will be provided. |

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

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

Part 1: Title I Status

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

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

School administration will work with DHR to ensure that all teachers are highly qualified, form partnerships with local colleges to identify new staff and attend Central borough wide hiring fairs. Once teachers are identified through the various aforementioned venues, they will be invited to a panel interview, demonstration lesson, and lesson debrief. Once teachers are hired, they are immediately matched with a mentor to provide the one-to-one support. Professional development is designed and delivered by the principal and in some instances the instructional coaches.

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).

- Promote and facilitate CCLS aligned student work that reflects the implementation of current system-wide reform initiatives
- Integrate professional development for monolingual/ENL staff into the ongoing instructional activities of the school, for example, through multidisciplinary planning, common preparation periods, and locally designed professional support
- Professional Development is delivered every Monday to address school-wide needs as well as promote cross grade conversations. Teacher leaders have been identified and receive professional development once a week then collaborate and design workshops for their colleagues.

Involve parents in their children's education through greater collaboration with teachers and other school staff, and increased engagement in the school's education program

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.).

Our school maintains year-long relationships with our feeder pre-schools. The relationship ranges from school and classroom visits to parent meetings. Our pre-schools provide us with critical information so we can continue meeting the needs of families and their children. This includes having pre-school students and families meet with our school-based support team.

#### 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.

Teachers on the MOSL team have worked collaboratively to determine the selection of appropriate multiple assessment measures, professional development has been provided to the entire staff. Once the selections are made, teacher teams administer baseline assessments that inform their teaching practices. Teachers then begin to analyze student work to make certain the implemented teaching practices are translating into student work and ultimately having a positive impact on student achievement. To make good use of the collaborative knowledge of the team, teachers work collaboratively to create grade-wide assessments with help from the instructional coaches.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes\(^1\). To be eligible for the flexibility consolidation of Federal funds, 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\(^2\). **On the chart below,** indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verify with an (X)</td>
<td>5 a-e</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Federal</th>
<th>352095</th>
<th>X</th>
<th>5 a-e</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>12366</td>
<td>X</td>
<td>5 b</td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>2558360</td>
<td>X</td>
<td>5 a-e</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. 09X132, 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>The Garrett A. Morgan Elementary School 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

### Parental Involvement and School Quality

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

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

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

09X132, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for
improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### I. School Responsibilities: High Quality Curriculum

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

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

<table>
<thead>
<tr>
<th>I. School Responsibilities: Providing Parents Reasonable Access to Staff</th>
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</thead>
<tbody>
<tr>
<td>Provide parents reasonable access to staff by:</td>
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<tr>
<td>- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;</td>
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<tr>
<td>- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;</td>
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<td>- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;</td>
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<tr>
<td>- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I. School Responsibilities: Providing General Support to Parents</th>
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</thead>
<tbody>
<tr>
<td>Provide general support to parents by:</td>
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<tr>
<td>- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;</td>
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<tr>
<td>- 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);</td>
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<tr>
<td>- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;</td>
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<tr>
<td>- supporting parental involvement activities as requested by parents;</td>
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<tr>
<td>- 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;</td>
</tr>
<tr>
<td>- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

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

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

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

respond to surveys, feedback forms and notices when requested;

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

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

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

share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

Student Responsibilities:

attend school regularly and arrive on time;

complete my homework and submit all assignments on time;

follow the school rules and be responsible for my actions;

show respect for myself, other people and property;
● try to resolve disagreements or conflicts peacefully;

● always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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

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

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

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

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

### Part A: School Information

Name of School:    DBN:    

This school is (check one):

- ☒ conceptually consolidated (skip part E below)
- ☐ NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

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

- ☒ Before school
- ☐ After school
- ☐ Saturday academy

Total # of ELLs to be served:    

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

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

Total # of teachers in this program:    

- # of certified ESL/Bilingual teachers:    
- # of content area teachers:    

2018-19 CEP
**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: _____

After reviewing our reading data, we have identified those students that are one to two reading levels below grade level and will provide them with additional phonics and phonemic awareness support in English to strengthen their reading skills. The supplemental materials used are published by Santilla and are only used during before and after-school programs. All of the ENL students in grades 2-3 will be invited to attend and grouped according to reading levels in a group no larger than 15 in two separate classrooms. The session will begin in January 23, 2017 - February 17, 2017 at 7:00am and end at 7:55am, Monday through Friday, as per funds allow. The session will be in English and facilitated by two certified ENL teachers who will be responsible for documenting student attendance via a sign in sheet. The ENL teachers in collaboration with the parent coordinator, will notify parents. The parents will receive a weekly tracking sheet, if possible in their preferred language, that will document student's progress with various phonics skills and phonemes.

---

**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: _____

ENL professional development for all staff will be held bi-weekly beginning in December 2016 and continuing until June 2017 for 30 minutes per 14 sessions on Mondays after-school. Staff will be emailed the agendas prior to the workshop and be required to sign the attendance sheets acknowledging that they received the instruction. Ms. Mack, certified ENL teacher, will be providing the professional development in collaboration with Ms. Centeno, Universal Literacy Instructional Teacher (ULIT), Ms. Jefferies, United Federation of Teachers Teacher Center specialist, and the Assistant Principals, Ms. Wiggins and Ms. Thomas. We will cover topics such as new amended changes to CR Part 154, using NYSESLAT results in identifying progress, strategies to help struggling ENL students, and differentiating instruction for ENL students. These topics are key in supporting classroom teachers support their ENL students. It is important that the mainstream teachers provide ENL students with various opportunities to be successful. The coaches will follow up with implementation during their coaching cycles.
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:

English instructional classes are provided at no cost on Monday through Friday for parents through the Office of Adult and Continuing Education. Family Literacy Night (at-cost) will begin in January 2017 and continue every first Tuesday of the month for 2 hours per 6 sessions in order to promote reading at home. Ms. Jefferies (coach) and Ms. Carol (Library teacher) will be the leaders of the committee. Spanish speaking teachers will be a part of the committee. Parents are notified of these activities through parent newsletters created by the parent coordinator, Gladys Rodriguez, and sent home translated by our Language Access Coordinator, Wendy Reyes. The Literacy Night provides parents with the information, instruction, and support regarding how to be their child's first teacher and partner in education. The children will gain additional advances in their emerging literacy skills through the anticipated improvements to their home environment as their parents learn more about literacy and child development. Topics will explore the five pillars of reading.

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>
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<td></td>
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<tr>
<td>• Per diem</td>
<td></td>
<td></td>
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<tr>
<td>Purchased services</td>
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<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
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<tr>
<td>Supplies and materials</td>
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<td></td>
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<tr>
<td>• Must be supplemental.</td>
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<td></td>
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<tr>
<td>• Additional curricula, instructional materials.</td>
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<td></td>
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<tr>
<td>• Must be clearly listed.</td>
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</tr>
</tbody>
</table>
### Part E: Budget

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

Allocation Amount: $______

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<thead>
<tr>
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<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>Educational Software (Object Code 199)</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Travel</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Other</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>09</td>
<td>Bronx</td>
<td>132</td>
</tr>
</tbody>
</table>

| School Name | Garrett A. Morgan Elementary School |

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Anissa Reilly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td>Shanti Thomas</td>
</tr>
<tr>
<td>Coach</td>
<td>Lashawn Jefferies</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Yezenia Centeno</td>
</tr>
<tr>
<td>ENL/Teacher</td>
<td>A. Mack, F. Bonjo</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>Luis Quan</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Leticia Rodriguez-Rosario</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 currently teaching in a bilingual program | 0 |
| 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 ELL teachers currently teaching a self-contained ELL class with bilingual extension and TESOL certification [applicable to grades K–6] | 1 |

D. Student Demographics

| Total number of students in school (excluding pre-K) | 443 |
| Total number of ELLs | 59 |
| ELLs as share of total student population (%) | 13.32% |

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   Our school uses Fountas and Pinnell to assess all our students in English Language Arts. Teachers plan the literacy block based on the results for their own students, using the data to differentiate instruction based on students' English Language Proficiency. In all grades, instruction is aligned to the Common Core Learning Standards and ensures that students have repeated opportunities to access and use language in all subject areas. Our students in the self-contained monolingual classes receive push-in services provided by a licensed ESL teacher. Our school invites our students to Title III after school program (Grades 3-5), which will emphasize vocabulary development through content areas, as vocabulary is critical to reading, writing, and speaking proficiency.

2. What structures do you have in place to support this effort?
   The Fountas and Pinnell running record system is administered five times a year to all of our ELL students. After each administration, teachers analyze the data to form an action plan to address the language and literacy needs of their students.
3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
We analyze the data from the state tests for Math, ELA, and Science to assess the progress of our ELLs. We also examine the NYSESLAT results. We look for improvements in the four modalities and analyze progress based on the strands in each assessment.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Based on their data analysis, teachers develop an action plan to meet the needs of their students. This may entail small group instruction or even one to one instruction. Teachers used standard based materials to monitor student progress and develop next steps for the students.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.] Our school uses Fountas & Pinnell, benchmark assessments, and classroom based assessments to provide data to identify and target students in need of intervention. Teachers continue to work with students until they show adequate progress in the targeted skills. Tier 2 interventions in K-5 are put into place and paraprofessionals work with students who continue to struggle in identified skills. Tier 3 intervention is provided by the SETTS teacher. Our Entering and Emerging ELLs receive 1 unit of study in ENL/ELA per week. Our Transitioning students receive 0.5 units of study in ENL or content area instruction, and our Expanding students receive 1 unit of study in ENL or a content area per week.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Ref to the ELL Data Analysis Tool and RLAT from ATS].) Entering students who took the NYSITELL examination revealed that all newcomers lacked English language skills and were placed in a Free Standing ENL program. The NYSESLAT exam was administered in May so data is not available at this time. Our students traditionally struggle to meet the reading/writing modality in the NYSESLAT. During the Spring NYSESLAT examination some of our ELLs achieved proficiency, while others showed improvement and advanced to the next level of proficiency. Our long term ELLs remained stagnant.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? This information is disseminated during teacher team meetings, grade meetings and professional development. Teachers are able to revise, modify curriculum, units, lessons as needed to meet the needs of their students.

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**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.
      Every grade has a cluster ENL class. The ENL teacher pushes into these classes and integrates instruction with the classroom teacher for 180 minutes and delivers stand alone instruction for 180 minutes. Students with IEPs are also serviced the same way by the ENL teacher pushing into the class and integrating instruction for 180 minutes and delivering stand alone instruction for 180 minutes.
   b. TBE 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)?
      The ENL teachers are scheduled to push in for a minimum of 360 minutes to deliver 1 unit of stand alone and 1 unit of integrated ENL instruction in all ENL cluster classes as well as in the self contained classrooms with ENL students with IEPs.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
   All content is delivered in English only being that Freestanding ESL is the program that we have in our school. Visuals, vocabulary reinforcement and strategies, as well as close reading are used to meet the demands of the Common Core Learning Standards.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
   Conferencing, formative assessment, Fountas and Pinnell assessments, teacher observations and running records provide teachers with data assessing ELLs academic 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

**Differentiated Instruction:**
Teachers use assessments in order to create differentiated instructional groups throughout the school day for all of our students. Students may be grouped by ability, interest, learning style, or language proficiency for particular tasks.

**SIFE:** Most SIFE lack academic proficiency in their native language as well as in the content areas. These students are identified by the ENL coordinator at the time of enrollment. Although our SIFE do not have IEPs, teachers know that they will need extra support in order to catch up to their peers in Spanish and English. Teachers differentiate instruction in order to support these students' needs. Spanish teachers reinforce vocabulary development and writing mechanics in their native language. English teachers use modeling to scaffold instruction. Manipulatives are very useful during content area instruction such as math and science in order to provide visual and tactile support, as well as create opportunities for language usage.

**Newcomers:** Newcomers are usually addressed by the same services provided to the SIFE students. Teachers assess their prior knowledge and they receive support during the literacy and math periods according to their needs. Newcomers benefit from direct instruction, modeling, instruction with their peers and small group learning. As they are welcomed into the classroom, the teacher may be assigned a "buddy" or group of "buddies" to help the newcomer learn the class routines and adapt to the school culture.

**ELLs receiving services for 4-6 years:** These students benefit from our reading program. The ELA curriculum we have focuses on Science and Social Studies standards-based topics. Units are consistent across the grades to allow for deep exploration of each topic and a true foundation of content area knowledge. In addition, students read materials that provide them with access to high-interest books at their own level in English and Spanish. Teachers frequently assess using running records (Fountas and Pinnell) and comprehension questions in order to identify their needs. They also benefit from having proficient peers in their heterogeneous classes who model language use.

We do not have any Long Term ELLs at this time. But, if we did, they would benefit from our reading program as well utilizing the reading materials, as it allows them to select high-interest books on their reading levels.

Former ELLs are serviced for an additional two additional years from when they were tested out. These students continue to be apart of programs such as: Title III, which is offered at different ELL levels (beginners, intermediate, and advance groups by
grade levels); ELA and Math after-school programs which help students improve their reading, writing, and mathematical skills.

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?
   To make the content more comprehensible and to enrich the language development, we use ESL methodologies based on the SIOP model, TPR-total physical response, and CCLS. Teachers front-load background knowledge, use explicit vocabulary instruction, teaching Latin roots and base words, prefixes and suffixes, and cognates. Teachers carefully scaffold texts and engage students in paired and small group accountable talk. Students use graphic organizers and strategy charts, and process charts to write paragraphs. Accountable talk prompts are used to support academic discussion and peer evaluation of work using rubrics.

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?
   The ELL's/SWD that are identified as in need of related services receive them as prescribed by their individualized Educational Plan (IEP). An action plan is prescribed, diagnosed, and monitored. The plan is adjusted as needed based on age, needs, and proficiency levels. Teachers are using homogeneous proficiency groups within their ELA literacy period. Teachers are encouraged to attend workshops for teachers in ENL and Special Education classes. Small group instruction in Special Education classes 12:1 are provided.

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
   Our school offers ELL Morning Academy for students in K-5 in English. Phonics, Phonemic Awareness, Fluency, Vocabulary, and Comprehension instruction is targeted in English. We also offer Scholar Academy for students K-5 in English. ELA and Math are the core subjects that are targeted. Saturday Academy is also offered in English. ELA and Math are also the core subjects that are targeted.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
   Next year we will continue to fully expand our technology supports and Wilson/Fundations program to support our ELLs. In addition, we will continue to improve our current programs.

10. If you had a bilingual program, what was the reason you closed it?
    None

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    All ELLs are afforded equal access to after school programs. They participate in all school programs and activities in a heterogeneous environment.

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.
    Our classrooms are equipped with Promethean ACTIV Boards, SMART Boards, ELMOS< and digital projectors to facilitate the instructional process. Graphic organizers and explicit vocabulary instruction are used to support the needs of this population.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
    Our ESL cluster classes and ELL students receive integrated instruction with embedded ESL methodologies using the SIOP model. Teacher are encouraged to label their classrooms using both English and dominant home language. Students are also paired with peers who speak their home language if necessary.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
The ELLs/SWD that are identified as in need of related services receive them as prescribed by their individualized Educational Plan (IEP). Students that do not have an IEP are reviewed by the RTI (Response to Intervention) Team. An action plan is prescribed, diagnosed, and monitored. Students are placed in the appropriate grade/setting according to their date of birth and grades, students are placed in a class specifically designated for students learning English as a new language. Students are also grouped and receive services according to the same criteria above.

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

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
ELL students are involved in all aspects of our school community including extracurricular activities during the afterschool program such as basketball and BOOST which are conducted by the parent coordinator.

17. What language electives are offered to ELLs?  
n/a

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

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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?  
Teachers of ELLs are encouraged to attend professional development offered by the DOE. Monthly ELL professional development meetings are conducted by the ELL supervisor. On Monday afternoons from 2:20-3:40pm, teachers engage in professional development sessions that engage in Common Core Learning Standards.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.  
Our social worker and parent coordinator support staff in providing support to students transitioning to middle school with professional development on the middle school process. All of our staff members attend workshops and our provided with workshops related to ELLs at our monthly ELL meeting as well as during the Monday Professional Development hour. In collaboration with the United Federation of Teachers, ENL professional development is delivered by a certified teacher center specialist.
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?

On a weekly basis the school provides parents with the opportunity to meet with teachers every Tuesday from 2:30-3:15. During parent engagement hours, teachers set up appointments to discuss the progress of the students’ language development, language development needs in all content areas, and results from the language proficiency assessment. The bilingual guidance counselor or a licensed bilingual pedagogues provide interpretation and translation as needed. Parents of ELL students are met with individually throughout the school year.

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

ELL parents are involved in the following programs: Parent workshops, Daily ESL adult classes, and ESL newsletter.

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.

<table>
<thead>
<tr>
<th>Program</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning ELL Academy</td>
<td>7:00am-8:00am</td>
</tr>
</tbody>
</table>
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, Anissa Reilly, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

**School Name:** The Garrett A. Morgan Elementa  
**School DBN:** 09X132

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anissa Reilly</td>
<td>Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Shanti Thomas</td>
<td>Assistant Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Gladys Rodriguez</td>
<td>Parent Coordinator</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Alvita Mack</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Alvita Mack</td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Alvita Mack</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Alvita Mack</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>LaShawn Jefferies</td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Yezenia Centeno</td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Gerry Hemphill</td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Leticia Rodriguez-Rosario</td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Luis Quan</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wendy</td>
<td>Reyes</td>
<td>Sub Assgn Secretary</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

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

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

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

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

   We use the data culled from Part III of the Home Language Survey to identify families who will need translation services. The information gathered from the families is uploaded into ATS and is given to the students’ classroom teacher and they are then made aware of how to communicate best with that family.

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>Preferred languages for both written and oral</td>
<td>English</td>
<td>100%</td>
<td>English</td>
<td>100%</td>
</tr>
</tbody>
</table>
communication, other than English, include Spanish, Twi, Sunike, Mandingo French and Fulani.

<table>
<thead>
<tr>
<th>Language</th>
<th>Second Language</th>
<th>Percent</th>
<th>Preferred Language</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>Spanish</td>
<td>100%</td>
<td>Spanish</td>
<td>100%</td>
</tr>
<tr>
<td>Twi</td>
<td>English</td>
<td>100%</td>
<td>English</td>
<td>100%</td>
</tr>
<tr>
<td>French</td>
<td>English</td>
<td>100%</td>
<td>English</td>
<td>100%</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.

The languages are Sunike, Mandingo, and Fulani.

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>All written communication to families is disseminated at various times during the school year, as necessary. Translation of all English written communication is provided in the predominant second language of Spanish. To families who speak another language, the translation unit is used.</td>
<td>Every month a newsletter and school calendar of events are distributed.</td>
<td>Our LAC translates our documents in Spanish.</td>
</tr>
<tr>
<td>Newsletter</td>
<td>monthly</td>
<td>Our LAC translates our documents in Spanish</td>
</tr>
<tr>
<td>School Calendar</td>
<td>monthly</td>
<td>Our LAC translates our documents in Spanish</td>
</tr>
<tr>
<td>School Food Menu</td>
<td>monthly</td>
<td>School food website</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>There are multiple face to face opportunities at our school, most notably our curriculum night that occurs in September and May, anticipating Parent Teacher Conference in November and March. Our attendance teacher, who speaks Spanish, makes frequent visits and calls to families. Our guidance counselor uses an in house translator when necessary to communicate with families, and in the case where an in house translator is not available, they will request support from the translation unit.</td>
<td>September and May are our curriculum nights. November and March are our parent-teacher conferences.</td>
<td>We have staff that speak Spanish and French. We have parents that help us with Arabic translation.</td>
</tr>
<tr>
<td>Curriculum Night</td>
<td>September and May</td>
<td>We have staff that speak Spanish and French. We have parents that help us with Arabic translation.</td>
</tr>
<tr>
<td>Parent-Teacher Conferences</td>
<td>November and March</td>
<td>We have staff that speak Spanish and French. We have parents that help us with Arabic translation.</td>
</tr>
<tr>
<td>Awards Assemblies</td>
<td>Quarterly</td>
<td>We have staff that speak Spanish and French. We have parents that help us with Arabic translation.</td>
</tr>
</tbody>
</table>

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

In the event of an emergency we use our automated school messenger that makes calls to our families in various languages.

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.

Our parent coordinator will create a survey with the support of the translation and interpretation unit to determine if our efforts are fruitful.

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.)

A poster for the Translation and Interpretation Unit is posted at our front entrance where the safety agent is housed. The agent has been provided with a language ID guide and Language Palm Card for families to use as needed to identify their preferred language of communication. With that information, the agent knows if in house translation/interpretation is available or if support from the translation and interpretation unit is needed.

**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?

Our parent coordinator will create a survey with the support of the translation and interpretation unit to determine if our efforts are fruitful.