2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 11X180
School Name: M.S. 180 DR. DANIEL HALE WILLIAMS
Principal: MARLON WILLIAMS
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Dr. Daniel Hale Williams

School Number (DBN): 11X180

BEDS Code: 321100010180

Grades Served: Grades 6, 7, 8

School Address: 700 Baychester Avenue, Bronx, NY 10475

Phone Number: 718-904-5650

Fax: 718-904-5655

School Contact Person: Marlon P. Williams

Email Address: mwilliams45@schools.nyc.gov

Principal: Marlon P. Williams

UFT Chapter Leader: Demetrious Tsoulovs

Parents’ Association President: Sherene Chisolm

SLT Chairperson: Arnold Burton

Title I Parent Representative (or Parent Advisory Council Chairperson): Cashmere James

Student Representative(s): N/a

CBO Representative: Boyde Singletary

District Information

Geographical District: 11

Superintendent: Jeremy Kabinoff

Superintendent’s Office Address: 1250 Arnow Ave, Bronx, NY 10467

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

Phone Number: 718-519-2620

Fax: N/A

Field Support Center (FSC)

FSC: District 11

Executive Director: Jose Ruiz
Executive Director’s Office Address: 1230 Zerega Avenue Bronx NY 10461

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

Phone Number: 718-828-7776  Fax: 718-828-6280
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>Marlon Williams</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>DemetriousTsoulo</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>h/a</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>h/a</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>h/a</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>h/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>h/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>h/a</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>h/a</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>EttamarieRichards</td>
<td>Member/Staff</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>Sonia Simpson</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Hazel Johnson</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Dorita Calhoun</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Patricia Lessey</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Mary Alice Blackmore</td>
<td>Member/Staff</td>
<td></td>
</tr>
<tr>
<td>Michelle Lewis</td>
<td>Member/Staff</td>
<td></td>
</tr>
<tr>
<td>Tasha Myrie</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Devon Brown</td>
<td>Member/Parent</td>
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</tbody>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

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

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

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

#### NYCDOE’s Quality Review (QR)

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

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

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

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

#### School Quality Guide

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

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

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

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

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

**Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

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

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

**Section 4: CEP Overview**

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

The staff, students, parents and community of Middle School 180 are devoted to academic excellence and the cultivation of individual strengths and talents in a clean, safe and supportive environment where individual differences and respect for the rights of others guide school and community behavior.
The Arts are a vital component of the educational philosophy, design and program at the Daniel Hale Williams Middle School. The Arts provide the motivation, the challenge, the direction, the recognition, the self-esteem and the cooperative and authentic learning environments essential to the emotional, social, and academic success of our students.

The school curriculum affords each student the opportunity to achieve and demonstrate high standards in many domains, including the arts, the academics, and major areas of athletics. Our goal for all students is to prepare them to become productive and responsible members of a culturally diverse global community in which they live.

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.

Middle School 180 is a ‘School for the Arts’, which provides students various opportunities to develop their unique talents through the Arts and academics. As a ‘School for the Arts’, all students participate in one of the many talents offered curricula (strings, instrumental, vocal, drama, dance, music tech, fine arts, film and STEM). This Arts program helps reinforce the CCLS through a variety of activities such as reflection writing and critiquing. In the 2017-2018 school year teachers worked collaboratively to revise curriculum in each subject area. One of our particular foci was strengthening our STEM program to better serve students who entered through our engineering program. Working in collaborating with OMN I Learn, Urban Advantage, Black Girls Code, Computer Science for All, to implement hands on deep inquiry rigorous scientific investigations. The goal is to build a program where students lead the exploration and apply scientific principals in mathematical algorithm in a laboratory environment. We are in the early stages of developing this program. In the coming year, we will be building on these relationships and forming a new partnership with Google in order to offer a singular STEM learning experience. 

The school continues to unify all curricula through the New York State Common Core Learning Standards and the school-wide Instructional Focus. All of our student populations (General ed., Special ed., and ENL) are studying the same curriculum, but use different points of entry. We were very excited to offer in the 2018-2019 school year four regents exams to all of our eighth students. (Algebra, Earth Science, U.S. History and Spanish Proficiency) The number of students sitting for Regents exams this year more than doubled from the previous year. Previously, 134 students sat for Regents exams and this year we had over 270 students sit for the exam. Additionally, we are offering the Living environment Regents to our 7th grade students for the first time this school year. Beginning this year students entering grade six will be offered to the opportunity to take a Mandarin language class taught by a teacher off site in a Mandarin speaking country. The words of our mission truly come alive as we continue to work to offer “opportunity and excellence” to every child.

Middle School 180 is entering their second year partnership with the Middle School Qualitative Initiative (MSQI). Students receive Tier 2 targeted instruction from designated teachers. Currently, we have a total of 28 periods allotted for targeted ELA and Math instruction. Additional supports for this school year to assist teachers with pedagogy are the addition of a Math Peer Collaborator and a New Teacher Center Coach. Both of these individuals have shortened programs and work one on one with new teachers and other staff member that may need assistance to improve best practices.

At the conclusion of the 2018 school year our community continued to have conversations of how our core values should resonate at our school. Through a partnership with Eagle Academy several staff members participated in a week long Professional development which focused on building school culture, school community and collaboration. This PD allowed our staff to reflect on our practices and our House system; in doing so a revision was made to our
schools core values. (RISE - Resilience, Integrity, Scholarship and Empowerment) Throughout the year students will engage in activities surrounding the core values with classrooms and houses.

Central to the culture of Dr. Daniel Hale Williams School of the Arts is our Academy system. Although we have 1056 students at school is divided into four small learning communities. Each learning community is supported by a team of Assistant principal, Student Success Leader, Counseling staff and teacher leaders. Our goal is to ensure every child gets known by an adult and no child gets lost. In the coming year each academy will continue to build college partnerships and offer several opportunities for students to embrace their "House".

Through our collaborations with Education Through Music and Directions for our Youth it is clearly visible to students that academics go beyond the classroom. We are committed to educating the whole child and continue to invest in expanding our ARTS programs. Offering individualized ARTS instruction, parallel programming, master classes, guest artist, trips and showcases.

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

Through the implantation of the Academic, Career and Essential Skills Program (ACES) within our special education classes we intend to support students classified with Intellectual Disability or Multiple Disabilities and who participate in NYSSA. We offer a personalized instruction to meet the needs of the individual learner. Students received computer training on Unique, they attended field trips based on life skills and attended the Special Olympics. In the coming years we are working to increase opportunities for our students to expedience real world career for adults who completed ACES programs.

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

The area of celebration for 11X180 which made a remarkable growth during the 2017-2018 school-year was teacher teams. Teams consistently look a student work to analyze trends, strengths and weaknesses of students. This year we partnered with the Instructional Focus Cohort through the district and participated in learning walks in several schools to gain additional insight.

The area of focus for the 2018-2019 school-year will be differentiation. Our goal is to continue to offer individualized professional learning cycles to advance pedagogical approaches in differentiation. We will be revisiting our instructional focus and working as a community to see how we need to revise our practice.
## School Demographics and Accountability Snapshot for 11X180

### School Configuration (2018-19)
- **Grade Configuration**: 06,07,08
- **Total Enrollment (2017-18)**: 968
- **SIG Recipient (Y/N)**: No

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

### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 116
- **# SETSS (ELA)**: 27
- **# Integrated Collaborative Teaching (ELA)**: 53
- **# Special Classes (Math)**: 114
- **# SETSS (Math)**: 22
- **# Integrated Collaborative Teaching (Math)**: 55

### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: N/A
- **# Music**: N/A
- **# Drama**: N/A
- **# Dance**: N/A
- **# Integrated Arts**: N/A
- **# SETSS (Math)**: N/A
- **# Special Classes**: N/A

### School Composition (2017-18)
- **% Title I Population**: 75.0%
- **% Attendance Rate**: 94.9%
- **% Free Lunch**: 66.2%
- **% Reduced Lunch**: 8.9%
- **% Limited English Proficient**: 2.0%
- **% Students with Disabilities**: 17.5%

### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 1.8%
- **% Black or African American**: 69.6%
- **% Hispanic or Latino**: 22.4%
- **% Asian or Native Hawaiian/Pacific Islander**: 2.9%
- **% White**: 2.6%
- **% Multi-Racial**: 2.5%

### Personnel (2015-16)
- **Years Principal Assigned to School (2018-19)**: 2.08
- **# of Assistant Principals (2016-17)**: 8
- **% of Teachers with No Valid Teaching Certificate**: 2%
- **% Teaching Out of Certification (2014-15)**: 44%
- **% Teaching with Fewer Than 3 Years of Experience**: 18%
- **Average Teacher Absences (2014-15)**: 6.9
- **% Hispanic or Latino**: 2.5%
- **% American Indian or Alaska Native**: 0.8%
- **% Black or African American**: 9.6%
- **% Multi-Racial**: 7.5%
- **% Hispanic or Latino**: 22.4%
- **% Asian or Native Hawaiian/Pacific Islander**: 2.9%
- **% White**: 2.6%
- **% Multi-Racial**: 2.5%

### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4**: 56.9%
- **Mathematics Performance at levels 3 & 4**: 36.6%

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

### Overall NYSED Accountability Status (2018-19)
- **Overall**: N/A
- **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

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

### Elementary/Middle School
- **American Indian or Alaska Native**: N/A
- **Black or African American**: N/A
- **Hispanic or Latino**: N/A
- **Limited English Proficient**: N/A
- **Economically Disadvantaged**: Yes

### High School
- **American Indian or Alaska Native**: N/A
- **Black or African American**: N/A
- **Hispanic or Latino**: N/A
- **Limited English Proficient**: N/A
- **Economically Disadvantaged**: N/A
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

Teachers are researching, reviewing and utilizing various assessment strategies, which reflect group performance; with information gathered teachers are refining daily lessons and overall unit of studies. More emphasis is needed on comparing individual student performance to overall classroom performance. Based on the 2017-2018 NYS ELA Exam, the June Instructional Report, Inquiry Cycles and feedback from the IFC cohort the focus for the 2018-19 school year will be using of a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.

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, sixth grade students identified in the bottom third for the CCLS RI 6.1 will decrease by 3% on the 2019 NYS ELA exam. The implementation process will begin through conducting cycles of Inquiry and addressing the focus standard.
Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline 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>Triangulate state wide assessments, benchmark data, DRP scores and regular student growth data to utilize the MSQI coach, New Teacher Center Coach, Bronx Borough Support Center and the Algebra for All program.</td>
<td>All teachers</td>
<td>Weekly from September 2018 to June 2019</td>
<td>Administration and Instructional Leads</td>
</tr>
<tr>
<td>Utilizing coaching opportunities with the Leadership Institute at the Bronx Borough Support Center, MSQI, New Teacher Center, Algebra for All and Instructional Leads</td>
<td>All teachers</td>
<td>As needed from September 2018 to June 2019</td>
<td>Select administration in collaboration with select teaching staff</td>
</tr>
<tr>
<td>All Special Education classes receive an additional 2 periods a week of both Math and ELA built into the schedule.</td>
<td>Special Education Students</td>
<td>Weekly from September 2018 to June 2019</td>
<td>Select administration in collaboration with select teaching staff</td>
</tr>
<tr>
<td>Academic interventions provided Wednesdays and Thursdays from 2:20pm-4:20pm are in place to strengthen students reading, writing and math skills.</td>
<td>Students who are approaching standards</td>
<td>Twice a week from December 2018 to April 2019</td>
<td>Select administration in collaboration with select teaching staff</td>
</tr>
<tr>
<td>Teacher Teams participate in Inquiry meetings to analyze and evaluate student data and progress. Needs are then assessed and teams collaborate on an action plan.</td>
<td>ELA, math, social studies and science teachers.</td>
<td>Weekly from September 2018 to June 2019</td>
<td>Administration, Peer Collaborator's, Instructional Leads and Teachers</td>
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</table>

3b – Parent and Family Engagement

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

Families will be invited and encouraged to attend monthly meetings, parents will be invited to spend a day with their children and parent outreach will increase. (Re-defined role of Student Success Leader)

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
• Per session for data analysis for after school meetings
• Scheduled time during school day for PD and Common planning
• Scheduled time during the school day to meet with the MSQI coach and New Teacher Center Coach.
• Scheduled time during the school day for teacher teams to master and apply the LASW protocol
• Materials and supplies to support curriculum planning

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Tax Levy</td>
</tr>
<tr>
<td>C4E</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February 2019, 65% of students will show growth from the ELA baseline and DRP (Fall) to the benchmark exam and Winter/Spring DRPs. A mid-year benchmark exam (February 2019) will be given; data will be analyzed and a comparison will be made of student growth from baseline (September 2018) to benchmark exams. Teacher teams will use the data to refine units and lesson plans in order to ensure success in student growth and individualized instruction based on common weaknesses found.

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

Data comparisons from DRPs given in the Fall, Winter and Spring as well curriculum unit Baseline and Benchmark exams. Additionally all unit pre and post test.

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

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

Part 1 – Needs Assessment

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

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

During the 2017-2018 school year our school implemented an equity goals that targeted black and browns. Within that years the school implemented a Regents level curriculum throughout the 8th grade (Earth Science, U.S. Regents, Algebra and Spanish Proficiency). In the current year, 2018-2019, our school has began to implement Regents level curriculum (Living Environment) that will be available to the seventh grade. The need is to increase the number of black and brown boys who engage in regents level curriculum in preparation for high school. Within the classrooms multiple learning modalities, differentiation, and points of entry are used to engage and ensure growth for all learners. (as noted in the 2017-2018 Quality Review)

Part 2 – Annual Goal

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

By June 2019, 70% of black and brown boys within grade eight will complete accelerated regents programs and complete the 2019 respective Regents exams.
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>Program</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation of four regents level classes in Earth Science, U.S. History, and Spanish Proficiency for grade eight students and Living environment for all seventh graders.</td>
<td>All grade 7/8 students.</td>
<td>September 2018 to June 2019</td>
<td>All staff.</td>
</tr>
<tr>
<td>After school Algebra level math class for grade eight students.</td>
<td>All grade 8 students</td>
<td>September 2018 to June 2019</td>
<td>Administration and selected teaching staff.</td>
</tr>
<tr>
<td>Winter/Spring week long prep intensive courses.</td>
<td>All grade 7/8 students.</td>
<td>February 2019 and April 2019</td>
<td>Administration and selected teaching staff.</td>
</tr>
<tr>
<td>After school Regents level preparatory courses.</td>
<td>All students.</td>
<td>April 2019 to June 2019</td>
<td>Administration and selected teaching staff.</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

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

- Increasing opportunities for parents to partner with the school and work closely with staff through informational parent nights, high school nights, one on one teacher meetings and the online grading system. (Skedula)

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.

- Score data reports to be generated and analyzed during scheduled team meetings of Administrators, Guidance Counselors, Teachers and parents.

- Ongoing partnership with Administrators, Guidance Counselors and Dean to ensure targeted support for at-risk students.

- Maintaining open communication with parents during scheduled Parent Engagement.
  - Per session for selected staff for preparatory classes.
### Part 4b.
Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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<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>
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<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</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.

In January 2019, a benchmark exam will be provided to all students enrolled in these course and trends will be analyzed. A cycle of Inquiry will take place to examine data trends. Additionally, students receiving scores below the passing rate will have a one on one meeting scheduled with their guardian and teacher to review the course expectations.

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

Data summary from baseline to benchmark exams will be examined.

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

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>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>

Based on the 2017-2018 IFC Cohort Feedback report and the Quality Review teacher team collaboration results in teachers sharing instructional practices that improve their instructional capacity and in teachers having voice in decisions that impact student learning outcomes. The focus for the 2018-2019 school year will be for school leaders and teachers to develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes during Tier 1 instruction. The specific focus will be on cultivating inquiry based teacher team meetings.

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–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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, each curriculum area for all grades will conduct three cycles of standard based Inquiry using data from assessments (State Exams, school wide benchmarks, unit assessments) to measure student mastery of grade level standards. The success of the cycle will be measured by standard based pre and post test. The work will impact all students, but will focus on 12:1 and ICT classes through the use of differentiation.</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) 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>Teachers will utilize a “Looking at Student Work” protocol to gather information about student learning and inform revision of instructional units and task. (Inquiry), then discuss what was learned from student work.</td>
<td>All teachers Weekly from September 2018 to June 2019</td>
<td>Administration, Instructional Leads and teachers.</td>
</tr>
<tr>
<td>The Administrators will provide teachers with school-wide as well as individual student data in all content areas to improve students’ performance in ELA and math. They will facilitate professional development activities on interpreting the data and utilizing the information to refine curriculum units which are aligned with the CCLS and school-wide Instructional Focus.</td>
<td>All teachers Weekly from September 2018 to June 2019</td>
<td>Administration, Instructional Leads and teachers.</td>
</tr>
<tr>
<td>Support staff will provide professional development to key personnel, which is turn-keyed during common planning time to work toward customizing instruction to be inclusive, motivating and rigorously aligned to the CCLS and the school-wide Instructional Focus. Collaborative instruction and planning will lend to everyone working toward a shared goal of improving student outcomes and preparing students for success in school and beyond.</td>
<td>All teachers Twice a week from December 2018 to April 2019</td>
<td>Administration, Instructional Leads and teachers.</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.

Families will be invited and encouraged to attend monthly meetings, parents will be invited to spend a day with their children and parent outreach will increase. Additionally, parents will be invited in to meet with teachers beyond the normal parent teacher conferences.

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.

- Common planning time for teachers to attend PD sessions and out of building workshops
- Instructional Leads
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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<th>Tax Levy</th>
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<th>Title II, Part A</th>
<th>Title III, Part A</th>
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<td>Other</td>
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</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.

Within ELA, math, social studies and science classes students will receive a baseline exam (September 2018) and a mid-year benchmark exam (February 2019). This data will be reviewed by teacher teams and an action plan will be created and implemented, which address student weakness both horizontally and vertically. Teacher teams will use the data from the baseline and benchmark exams to refine units and lesson plans in order to ensure success in student growth. Administration will use data from teacher observations in Advance and feedback from the Instructional Focus Cohort sessions to target future professional learning cycles. By February 2019, 65% of students will show growth from the ELA baseline to the benchmark exam. A mid-year benchmark exam (February 2019) will be given; data will be analyzed and a comparison will be made of student growth from baseline to benchmark exams. Teacher teams will use the data to refine units and lesson plans in order to ensure success in student growth and individualized instruction based on common weaknesses found.

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

Data comparison taken from content Baseline exams to Benchmark exams will be analyzed and cycles of inquiry will be completed.

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

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</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>
<td>Data from the 2017-2018 Advance reports, Quality Review feedback, Instructional Focus cohort and school surveys indicate that administration provides effective feedback and targeted professional learning cycles to support all staff. However, these same reports have shown that instructional outcomes should provide differentiation and opportunity for student’s to monitor their own growth. For the 2018-2019 school year Middle School 180 will partner with coaches from MSQI, Algebra for All, Omni Learn, New Teacher Center, Peer Collaborator Teachers and the DOE Pilot Music mentoring Program to work with staff in curricular areas. Additionally, the Leadership Academy will provide administration one on one coaching reflective of their observations; specifically in the areas of student achievement, curriculum &amp; teacher practices; and leadership development.</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>
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</table>

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>Response</th>
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<tbody>
<tr>
<td>By June 2019, administration will conduct formal and informal observations, 1:1 weekly walks with the Principal all while providing teacher specific targeted feedback within 3 days of the observation and will input data into the Advance system. Data will be tracked weekly by the Principal and PLCs will be updated on a needs assessment basis.</td>
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</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) 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>As needed from September 2018 to June 2019</td>
<td>Select administration in collaboration with selected teaching staff</td>
</tr>
<tr>
<td>All teaching staff</td>
<td>October 2018 to May 2019</td>
<td>Principal, Assistant Principals, Teachers</td>
</tr>
<tr>
<td>All teaching staff</td>
<td>October 2018 to May 2019</td>
<td>Principal, Assistant Principals, Teachers</td>
</tr>
<tr>
<td>All teaching staff</td>
<td>September 2018 to May 2019</td>
<td>Principal, Assistant Principals, Teachers</td>
</tr>
<tr>
<td>All teaching staff (MSQI 6th/7th grade ELA, Algebra for All and PCT Math, Omni Learn Science., NTC for new teachers)</td>
<td>September 2018 to June 2019</td>
<td>Principal, Assistant Principals, NTC Coach, PCT, MSQI Coach and Teachers</td>
</tr>
</tbody>
</table>

**Utilizing coaching opportunities with the Leadership Institute at the Bronx Borough Support Center, MSQI, New Teacher Center, Algebra for All, Omni Learn, NTC, PCTs and Music Mentoring.**

School leadership will ensure instruction is aligned with the Danielson Framework that supports the implementation of the Common Core standards and school-wide Instructional Focus.

Administrative and Instructional team members will work collaboratively to set up a schedule and observation protocols aligned with Danielson competencies. Attendance records, agendas, and minutes from weekly planning sessions and professional development activities will provide evidence of staff progress.

Data gained from Advance Reports, teacher feedback and Professional Learning Cycle surveys will be used to guide interest specific cycles.

Staff members will be provided with training from the New Teacher Center Coach, MSQI Coach, and Instructional Leads to improve instruction across the grade.

### 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.
Through our School Leadership Team serving as voices for our parental community stakeholders they will come together to meet and address any and all concerns, while incorporating new and innovative ideas for our students and parents alike.

**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.

1. Time allotted for professional development

2. Scheduled time during the school day for individual conferences with each teacher and an administrator

3. Scheduled time during the school day for teacher observation and pre/post conferences

4. Materials and supplies to support professional development initiatives

5. Funding from MSQI for Coaching services and Professional Development with scheduled time in schedules for 6th grade teachers to pull out struggling students.


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

<table>
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<tr>
<th></th>
<th>Tax Levy</th>
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<td>21st Century Grant</td>
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</table>

**Part 5 – Progress Monitoring**

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

By February 2019, 100% of the teachers will have had 50% of their observations with valuable one on one feedback, the opportunity to conduct inter-visitations within their content area and will have met with one of the coaches at least twice to offer pedagogical support. Supports for teachers will include working with the New Teacher Center Coach, MSQI Coach, Algebra for All coach, Omni Learn coach, Bronx Borough Support Center, Peer Collaborator, DOE Music Mentoring and Instructional Leads to develop teacher pedagogy and increase retention.

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

Data received from Advance will support the measure of observations completed.

**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. 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>

The school Parent Coordinator has been successful in maintaining an open line of communication between parents and the school community; through monthly PA meetings as noted in the 2017-2018 PPO and Quality Review. Additionally, she has engaged students in community awareness through special projects such as Smile Train, Project Boost and City Harvest. Parent attendance is high during parent/teacher conferences; however written communication with parents in the online grading system could increase. The focus for the 2018-19 school year will be for the school to engage in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning through the use of the online grading system.

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>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, parental participation within the online grading system (Skedula) will increase by 5% as measured by the reports in Skedula.</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 What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>September 2018 to June 2019</td>
<td>Administration, teachers, Guidance Counselors, Parent Coordinator and parents</td>
</tr>
<tr>
<td>Parents and students</td>
<td>Monthly from September 2018 – June 2019</td>
<td>Administration, Guidance Counselor, teachers and Parent Coordinator</td>
</tr>
<tr>
<td>Parents and students</td>
<td>Bi-monthly from October 2018 – June 2019</td>
<td>Administration, Guidance Counselor and Parent Coordinator and selected teaching staff</td>
</tr>
<tr>
<td>Parents and students</td>
<td>Monthly from September 2018 to June 2019</td>
<td>Administration, Guidance Counselor and Parent Coordinator and selected teaching staff</td>
</tr>
</tbody>
</table>

- Skedula will be used as parent communication. It will provide communication and transparency through a partnership between parents and teachers.
- Important information is disseminated through monthly PA meetings, House Assemblies, student newspapers, Skedula, weebly and the automated phone system. Each House will have a parent representative "House Parent" This person will be the parent to represent the House.
- Student recognition events and special performances are held; both students and parents are invited. Some included are Honor Assemblies, Mock Trials, Debate Team, concerts, Spelling Bee, Science Exploration and Stem Computer Lab.
- New Parent Orientation, Open House for Parents, High School Articulation Parent Night and Preparing for the NYS Exams are provided.

### 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.

- Project Boost, Smile Train, City Harvest and ETM

### 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.

1. Per session funding for common planning time for administrators, parent coordinator, guidance counselor and staff

2. Attendance at all Parent related events.

3. Parent Coordinator’s planning/coordinating PA meetings with PA President

4. Staff attendance at Student recognition events

5. Distribution of informational materials and flyers for parents and students

6. House assemblies with students and parents.

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

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<tbody>
<tr>
<td></td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td>X</td>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

From September 2018 to February 2019 there will be a 5% increase in the communication from the online grading system, PA meetings and special presentations/events.

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

Skedula data will be reviewed monthly by administration.

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>Students who fall between a 1.9 and a 2.4 as measured by StateExams. Also students who score below a 45 on DRPs.</td>
<td>Extended Day Academy Program during after-school, MSQ instructional periods which provide small group instruction. (Tier 2)</td>
<td>Small group instruction</td>
<td>After-school Wednesdays and Thursdays from 2:20pm to 4:20pm and/or throughout the day up to 4 period a week.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Students who fall between a 1.9 and a 2.4 as measured by StateExams.</td>
<td>Extended Day Academy Program during after-school, MSQ instructional periods which provide small group instruction. (Tier 2)</td>
<td>Small group instruction</td>
<td>After-school Wednesdays and Thursdays from 2:20pm to 4:20pm and/or throughout the day up to 4 period a week.</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Students who do not earn a minimum of a 65 on their practice Regents exam. (Baseline and benchmarks)</td>
<td>Regents preparatory instruction in class, after-school and a winter break/spring break intensive.</td>
<td>Small group instruction</td>
<td>During the Science class, series of 5 week classes after school once a week from 2:20-4:20.</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Students who do not earn a minimum of a 65 on their practice Regents exam. (Baseline and benchmarks)</td>
<td>Regents preparatory instruction in class, after-school and a winter break/spring break intensive.</td>
<td>Small group instruction</td>
<td>During the Social Studies class, series of 5 week classes after school once a week from 2:20-4:20.</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>Students identified during AIS teaming meeting. AIS students include student who fail multiple subjects per term</td>
<td>Academic Intervention Team, sessions with Guidance Counselor/Social Worker, Peer Mediation with SAPI Worker,</td>
<td>Small group, one-to-one, home visit from Attendance Officer and</td>
<td>Whenever applicable</td>
</tr>
<tr>
<td>Shelter students, students with social and emotional occurrences and other team identified students.</td>
<td>Home contact, parent engagement with social worker as IEP mandated and referrals to outside agencies.</td>
<td>Community support agencies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Section 7: Support for Students in Temporary Housing (STH)

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

**Supporting Students in Temporary Housing (STH)**

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


<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>According to the RAATH dated 06/26/18 Middle School 180 has 12 students in shelters, 35 doubled up and 3 student in permanent housing status.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
<tr>
<td>At Middle School 180 guidance counselors meet weekly with students in temporary housing to check on their social and emotional status. Students are offered enrollment in Middle School 180 after-school program DFOY; which is offered daily from 2:20pm -5:30 pm. Students are also given priority in other after-school programs. Students are also offered free breakfast and lunch daily. The Parent Coordinator is also available for extra support.</td>
<td></td>
</tr>
</tbody>
</table>

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

| N/A |

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

| N/A |

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.

| N/A |
Section 8: Title I Program Information

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

M.S 180 hired a New Teacher Center (NTC) Coach to assist with planning and professional development. He will be focusing his work on non-tenured teachers. Other programs which we have partnered with are the NYC Fellows Program, post-secondary colleges, CEI, Algebra for All and MSQI.

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).

School administrators and teacher leaders will align student work that reflects the implementation of current system-wide reform initiatives. Integrate professional development for teachers of SWDs focusing on instructional activities of the school through, common preparation periods, and school based professional support. Involve parents in their children's education through greater collaboration with teachers and other school staff, thus promoting 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.

NA

3b. TA Coordination with the Regular Program

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

NA
Part 4: SWP Schools Only

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

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

NA

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.

There is a MOSL committee which decides on school-wide assessments. In addition, Teacher Teams sample assessments and review them for distribution. Best practices are initiated and the use of student data drives the decision making process.

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 codes¹. 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 consolidated². 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 consolidated².</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$509,464.00</td>
<td>X</td>
<td>pp. 11(5a/4b), 13(5b/4b), 15(5c/4b), 17(5d/4b) and 19(5e/4b)</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></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.

---

**Parent and Family Engagement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Dr. Daniel Hale Williams Middle School 180**, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

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

**Dr. Daniel Hale Williams (Middle School 180)** will support parents and families of Title I students by:

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

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

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

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

**Encouraging School-Level Parental Involvement**

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

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

Dr. Daniel Hale Williams (Middle School 180), in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities: High Quality Curriculum

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

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

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

## I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

## II. Parent/Guardian Responsibilities

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## III. Student Responsibilities
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.
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADUES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Bronx</td>
<td>180</td>
</tr>
</tbody>
</table>

School Name: Dr. Daniel Hale Williams

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>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Marlon Williams</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Jessica Astor</td>
</tr>
<tr>
<td>Coach</td>
<td>n/a</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>n/a</td>
</tr>
<tr>
<td>School Counselor</td>
<td>n/a</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>n/a</td>
</tr>
<tr>
<td>Parent</td>
<td>n/a</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>n/a</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Meisha Ross Porter</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
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</table>

C. Teacher Qualifications

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

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students in school (excluding pre-K)</td>
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</tr>
<tr>
<td>Total number of ELLs</td>
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</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>3.50%</td>
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A. ELL Programs

This school offers (check all that apply):

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

Bilingual Program Breakdown

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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</tr>
<tr>
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<tr>
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Part III: Assessment Analysis

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

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

At MS 180 we evaluate students’ literacy skills through various teacher-created materials, use of quarterly exams, unit tests, and teacher-created exams further guide our understanding of how our ELLs learn and to determine their strengths and areas of need. Specifically, our ELL students’ reading skills are evaluated with quarterly Fountas and Pinnell running records which indicate their reading level, accuracy, fluency, comprehension, and self-correction. We use this data to communicate student progress, strengths, and areas of need to students and their parents via phone calls home and parent teacher conferences. We also use this data to target instruction for ELLs during standalone ENL (pull-out) and integrated ENL (push-in); this includes strategic prompting based on within, beyond, and about comprehension questions. To assess ELLs’ progress in writing, the ENL teacher takes students’ writing samples and evaluates them using the NYSESLAT writing rubric. Students also self-assess and peer-assess using a NYSESLAT rubric which has been modified with visuals and examples for a more student-friendly presentation. This data allows students to be more aware of the assessment criteria and helps us target writing instruction for the upcoming standalone ENL (pull-out) unit. We also use a differentiation matrix to target instruction for ELLs during both...
standalone and integrated ENL. This matrix was explained and provided to each teacher during the ENL PD series. Any potential SIFE student is screened upon their admission to our school using the Multilingual Literacy Screener (MLS) to determine students’ literacy in their home language and content understandings in Math. This enables us to determine the types of home language supports that are needed and potential gaps in students’ instruction. Additionally, the FAST math initial and post assessment is used for SIFE students who demonstrate additional support in math as a result of the MLS. We use the standards within this intervention program to accelerate student progress towards grade-level common core standards in math. Our MSQI program also includes analysis of ELL student progress in vocabulary-based literacy tests.

2. What structures do you have in place to support this effort?
During standalone ENL (pull-out), the ENL teacher has integrated ELA curriculum with ENL methodology so that instruction is tailored to students’ needs and can accelerate their literacy so that students preview content before it is covered in class. The ENL teacher also meets with ELL students’ classroom teachers to discuss behavioral and academic observations, assessment results, student performance on content-area exams, and ways to incorporate ELL scaffolds and strategies. During integrated ENL (push-in), the ENL teacher also records conferring notes and observations that are utilized for targeted instruction during standalone ENL. The differentiation matrix is affixed to each lesson plan with the specific scaffolds indicated. The ENL teacher evaluates assessment data at least quarterly and reports this information to staff and parents via email, phone calls, and newsletters.

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?
When evaluating the success of the ENL program at MS 180, the NYSESLAT/NYSITELL, ELA exam, and MSQI scores are analyzed for student growth by level and skill. Traditionally, the ELL students perform better in listening/speaking and demonstrate more need in reading/writing. Thus, ENL instruction targets reading and writing specifically in the quarterly assessments given to students throughout the year (i.e. Running Records, NYSESLAT writing evaluation). Therefore, the ENL teacher knows that the returning ELL students will require further instruction to improve the area of reading/writing and prepares material to support those skills by levels attained (entering, emerging, transitioning, expanding, and commanding). The program is also evaluated on the individual success of the students in their literacy, math, and core subject areas. The individual report card grades and evaluation by the subject area teachers of ELL students are also used as an indication for the program’s success. At MS 180 we conduct baseline, and benchmark assessments as well as MOSL’s. The use of unit exams and projects allow the teachers to evaluate the knowledge the students have gained from the unit and what they are still struggling with. Traditionally, the ELL population at 180 has met the promotional criteria at all grade levels.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Teachers meet during the designated professional time on Mondays and Tuesdays by grade level and content area to discuss inquiry, assessments, and instructional planning. We use the Looking at Student Work (LASW) protocol to determine students’ strengths and areas of need and modification sheets to indicate appropriate scaffolds for students in each unit. MS 180 also uses MSQI, Myon, Imagine Learning, Castle Learning, and Unique to provide learning supports for 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.]
Not applicable since MS 180 is not a K-5 school.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? [[Refer to the ELL Data Analysis Tool and RLAT from ATS].
We run the data reports for the NYSESLAT, NYSITELL, SLAB, ELA, and Math to evaluate and inform our ELL programs. These indicate student progress by grade, modality, and English proficiency level. We also use the ELL Data Analysis Tool (EDAT) to compare students’ performance on these exams over consecutive years, identify at-risk students, and evaluate trends in ELL data.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
At the beginning of the year, the ENL teacher met with the assistant principals and principal to communicate trends in student data, specifically from the EDAT and NYSESLAT report. We also conducted an initial ENL survey to determine appropriate targets for ENL instruction and professional development for this school year. Teachers regularly receive updates in ELL student progress via monthly/bi-monthly staff newsletters.

# 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.
      At MS 180, we use both standalone and integrated ENL program models. We make every effort to program the correct number of minutes required as per the CR part 154.2 for ELL students based on proficiency levels reported on the RLAT. Since ELL students are spread out across different houses and we have ELLs in the ACES program, we try to group ELLs in the same classroom by grade. However, some ELLs are placed in other classroom based on the needs indicated on their IEPs. For standalone ENL, students groups are by grade and include all ELL proficiency levels. Activities are structured so that students are grouped by their needs, reading levels, and preferred learning styles. For integrated ENL, the ENL teacher works collaboratively with classroom teachers to support the ELL students. Usually, ELL students are seated in the room according to their academic and behavioral needs. Some ELL students with very limited English proficiency are paired with a student who speaks their home language as a learning support. Other students may be paired with a higher level proficiency student to increase their language acquisition. Classroom teachers confer with the ENL teacher to learn ENL strategies to assist the ELL student in their classrooms, especially during the ENL professional development series. The ENL teacher supports the ELL students with appropriate scaffolding and materials using the differentiation matrix; this includes use of manipulatives, total physical response, prompting, modeling and exemplars, and explicit vocabulary instruction. Instruction in all content areas is composed of a mini-lesson (link and modeling), active engagement, independent work, differentiated small groups, and a share/discussion. Students are encouraged to incorporate turn and talk, cooperative learning, and partner work throughout the day.
   b. TBE program. *If applicable.*
      NA: MS 180 does not currently have a TBE program
   c. DL program. *If applicable.*
      NA: MS 180 does not currently have a TBE program

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
      Our program model of ENL receives the following services: entering, and emerging students receive a minimum of 360 minutes of instruction per week. The transitioning, and expanding students receive 180 minutes of instruction per week. The students that are at the commanding level receive 90 minutes of services per week to ensure that their academic progress is on track. All students at MS 180 receive a minimum of 8 periods of ELA, and when programming allows we give 10 periods of ELA in special education classrooms. We program students according to the required minutes for the English proficiency level indicated on the RLAT and update this information in STARS. An assistant principal regularly meets with the ENL teacher to ensure that compliance needs are met.
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 instruction in MS 180 is delivered in English. The ENL teacher supports the ELL students with appropriate scaffolding and materials using the differentiation matrix; this includes use of manipulatives, paraphrasing, guided reading and writing, total physical response, prompting, modeling and exemplars, and explicit vocabulary instruction. Instruction in all content areas is composed of a mini-lesson (link and modeling), active engagement, independent work, differentiated small groups, and a share/discussion. Students are encouraged to incorporate turn and talk, cooperative learning, and partner work throughout the day. Instruction is geared toward meeting the common core learning standards by taking an additive approach, building on prior knowledge, and assessing what the students' strengths and areas of need. There is articulation with the content area teachers to ensure continuity. All four ENL modalities are incorporated in all lessons (listening, speaking, reading, and writing.)

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

Students may take state tests in their home language if there is a demonstrated need due to their English proficiency and/or parent request. We use the Translation and Interpretation services on state exams for students with low incidence languages so that they may have oral interpretation. For local or teacher-made assessments, staff that speak the students' home language may translate content or we use translation resources available online. Teachers are also encouraged to provide students with glossaries since these are used as testing accommodations for all ELLs on state tests. The link to these are provided at the beginning of the year and the ENL coordinator verifies with the testing coordinator that the necessary materials have been distributed and made available to students on test days. A dictionary with direct translations of the words (no definitions) are also used when appropriate. Spanish LAB is initially given to students that speak Spanish after the NYSITELL is given by the ENL coordinator who is also fluent in Spanish.

5. How do you differentiate instruction for each of the following ELL subgroups?

   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

   a. SIFE students will be evaluated initially by the NYSITELL scores, interview, SIFE questionnaire, student work samples, and/or the Multilingual Screener (MLS). The latter assessment indicates students' specific needs in ELA, vocabulary, and math. If a student receives significantly below grade-level results on the MLS, the ENL coordinator and appropriate content area teacher meet and determine an individual learning plan to address that specific students' needs. Particularly, if the Math results are low, the student may receive instructional supports drawn from the FAST math program which is specifically designed to accelerate math skills for SIFE students. Applicable students receive modified materials, strategic grouping, and differentiated assessments so that they may be appropriately supported in the Math content area. For literacy, students with significant needs below grade level receive guided reading and phonics instruction to accelerate their reading skills. This approach is based on the Leveled Literacy Intervention (LLI) system by Fountas and Pinnell which strategically and gradually addresses literacy needs. The ENL coordinator also creates an Imagine Learning account for all ELL students and monitors students' progress throughout the year. Based on the results of initial literacy assessments, literacy needs (especially in phonics, comprehension, vocabulary, sight words, and fluency) are specifically identified for each student and monitored for progress throughout the school year. Newcomer students are especially provided with more scaffolds and learning supports at the beginning of the year to facilitate a smooth transition to the target language and lower the affective filter which may be presented as a silent period. Some of these supports include instruction and translation in the students' home language, vocabulary and sight word flash cards with picture correlation, and explicit phonics instruction for letter recognition and letter sounds. Students are also guided in participating using methods that are appropriate for their proficiency level according to the differentiation rubric, such as pointing, gestures, and yes/no questions. ELL students in the program with more than three years are programmed to maximize their regular classroom minutes so that they can be fully integrated in classroom experiences. Content area vocabulary is emphasized during standalone and integrated ENL to support their literacy development. Students are also made aware of the NYSESLAT criteria since the ENL teacher explicitly teaches them the rubric so that they can peer and self-assess. Additional reading and writing strategies appropriate to the grade level and curriculum
are incorporated such as annotation, chunking, paraphrasing, and outlining.

ELL students in the program six years or longer may be provided with specific individual learning plans to address those who are indicated as high-risk on the EDAT. These students may be provided with additional ENL minutes to target their specific areas of need. The ENL teacher also uses portfolio assessment so that students can evaluate their own work and monitor progress in their goals. This helps students see how their literacy has progressed from year to year so that they can strategically work on their areas of need.

All former ENL students continue to get test modifications for two years following a score of commanding on the NYSESLAT. The ENL teacher will provide 90 minutes of services for the next two years in order to ensure they receive adequate learning support. The ENL teacher offers office hours to students for homework help and other academic support. For the next academic year, the ENL teacher is planning individualized instruction for each commanding student as per the Alternative Pathways to Support Former English Language Learners' Language Development and Academic Progress.

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?

For ELL students with disabilities, differentiated activities are provided based on the baseline assessment, Spring NYSESLAT scores, periodic assessments and needs outlined in the student IEP. After reviewing test scores and IEP mandates students are placed in the class setting with supports outlined in their IEP's. Students are also part of the ENL pull-out/push-in program, receiving services in accordance with their NYSESLAT/NYSITELL test results and their IEPs. This approach is the most individualized.

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?

When ever possible the ENL periods are scheduled during the students' elective/arts periods in order to cause a minimum disruption to the students' academic schedule. Standalone ENL incorporates arts elements so that students are still getting arts enrichment. At our curriculum meetings, we discuss possible differentiation strategies. This year we incorporate differentiation in each lesson plan as a team to provide options for low, middle, and high performing students. Paraprofessionals are also strategically incorporated in lessons so that we maximize instruction for all students, including small strategy groups. At IEP meetings, teachers meet and discuss student progress which may lead to students being placed in less restrictive environments.

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.

All students, including ENL students who - based on their NYS Math, ELA, MSQI scores - whom are identified as in need of assistance, are encouraged to attend any after school, morning tutoring or Saturday Academy support services when they are available. In addition, these students are encouraged to attend the DFOY program, that will provide homework assistance to the students as well as support for all core subjects (Math, ELA, Science, and Social Studies). After school instructional programs are staffed by certified content area teachers. The students use programs for additional support such as Imagine Learning, Castle Learning, Unique and Myon. The intervention provided to students help foster both academic and language needs. We also create individual learning programs for students who are significantly below grade level. These programs are integrated during students' regularly scheduled content area classes.

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

In the upcoming school year, we will emphasize the use of Imagine Learning as a learning support within literacy. This will included progress monitoring and phone calls to communicate student goals and performance. We will also have the Alternative Pathways in place next year to improve instructional supports for commanding students. Depending on the distribution and flexibility in scheduling students, we may also incorporate regular literacy intervention (Fountas and Pinnell's LLI method) in the regular ENL schedule. This year, we also piloted a Language Ambassadors program for ELL student leadership and advocacy which fosters students' social and emotional growth. We plan to expand this program to other multilingual students outside of our ELL population to promote a more culturally responsive and aware learning environment.

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

MS 180 has not had a bilingual program.
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 encouraged to participate in any and all academic, athletic and social programs that are offered during and after the school day. They are encouraged to participate in DFOY (an afterschool program that supports academic enrichment and supports social skills building). MS 180 offers programs such as soccer, step team, strings, band, arts program, library leaders program and project boost programs. Also, the ENL teacher provides parents and students with a bimonthly newsletter which details activities, events, and resources available in our community.

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.

At MS 180, the ELA department has a curriculum that they created that includes units of study designed using backward design. These units support the four modalities of the NYSESLAT as well as supporting and building on ELA content understandings. Some technology sites that we encourage our students to use are Imagine Learning, Castle Learning, Unique and Myon, Starfall, Khan Academy, and abcy.a. Smartboards, iPads, and computers are also used in classrooms to provide visual supports, hands-on learning, and auditory learning. Class sets of laptops are available for use, as well as access to the technology rooms when needed.

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

At MS 180 there is no TBE or Dual Language programs. For the ENL program, Spanish-speaking students are assessed with the Spanish LAB and may receive translations, home language instruction, or books in their home language depending on their performance. However, since we only have an ENL program, the language of instruction is English and home language supports are gradually released throughout the school year to encourage students' English language acquisition. There are also many Spanish speaking paraprofessionals in the building who offer their time to aid students that need home language support. The use of home language glossaries are available to the students as well as material in the content areas.

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

The ENL teacher provides all staff with ENL strategies and materials throughout the year during the ENL professional development series which included a differentiation matrix, ENL methodology, data analysis, integrated curriculum design, and differentiated assessment. Teachers indicated the specific areas within ENL in which they needed support the initial ENL survey which was used to structure the ENL professional development series. Whenever a new student enters the building, the ENL teacher connects with the receiving content-area teachers and ensures that they have the materials needed to support the ENL student. The ENL teacher also provides office hours and essential information in the monthly/bimonthly newsletter to staff to ensure all require services/resources support and correspond to ELLs’ ages and grade levels.

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?

MS 180 is not a co-location school.

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).

New ELL students are provided with a student-led tour of the school and a buddy in order to help them adjust to the new environment. This is part of our Language Ambassadors program initiatives (i.e. Welcome Crew, Buddy System) which will be in full effect next year. There will also be a newcomer packet of resources by content area available to students so that they have the basic concepts and vocabulary in each content area. This incorporates an instructional resource shared by the district ENL Think Tank. During our orientation and back to school events, we also provide interpreters for families so that they can communicate in their home language. We use both on-site staff and the Translation and Interpretation services to facilitate this communication.

17. What language electives are offered to ELLs?
Currently, our school only offers Spanish language classes. However, in the upcoming year, our principal plans to begin a Chinese language program elective.

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

There is currently no dual language program offered at MS 180.

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?
   At the beginning of the year, the ENL coordinator sent out an initial survey to determine staff’s understanding of concepts and needs within ENL. From this data, the ENL coordinator and administration developed a professional development series targeting those identified areas of interest and need. This series also incorporated data and findings from reports and analysis made at the very beginning of the year. The ENL coordinator also regularly attended ELL Liaisons meetings and was part of the District 11 ENL Think Tank group, specifically working with other district leaders in the area of ENL Instruction. The ENL coordinator and other staff attended other ELL PDs offered by the RBERN and other city-wide organizations. In the ENL newsletter, the ENL coordinator provided PD opportunities and summarized PDs attended for staff.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.
   As mentioned, the ENL coordinator sent out an initial survey to determine staff’s understanding of concepts and needs within ENL. From this data, the ENL coordinator and administration developed a professional development series targeting those identified areas of interest and need. The professional development series and opportunities met the professional development requirements as per CR Part 154. The ENL coordinator and other staff attended other ELL PDs offered by the RBERN and other city-wide organizations in order to stay up to date on compliance and programming needs. The records of professional development sessions are maintained in the professional development binder maintained by our school’s administration. On-site ELL PD materials are also kept in the ENL compliance binder. Teachers on an individual level, maintain their own professional record that includes any PD they have regarding ELL achievement/growth.

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?
   MS 180 provides annual individual meetings with the parents of ELLs to discuss the goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas. The ENL teacher updates parents on student progress by calling or meeting with them during the parent engagement time. We also had a beginning of the year ELL parent orientation so that parents could learn about the ENL program offerings, meet the
new ENL coordinator, and meet other parents within the ELL community. Translation and interpretation is provided as parent meetings as needed by on-site staff and the Translation and Interpretation Unit.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of all ELL students are encouraged to join the PA which meets monthly. During the school year these parents are invited to join in with their children and the school community to participate and celebrate in various academic and social events. Such activities include literacy, math, and family nights. Parents are notified of these events via newsletter, notices sent home, and phone calls. The parent coordinator plays an important role in the success of the PA and any parental involvement within our school. She serves as the liaison between the home and school community.

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.

A few selected ELLs participated in the Black & Latino Caucus field trip, District 11 CEC Legislative breakfast, IFC Symposium, and the student leadership conference at the Tweed Courthouse. One was honored at the Dominican Consulate this year for their outstanding leadership and academic performance. We also established the Language Ambassadors program at our school this year which is designed to bolster ELL student leadership and advocacy. Students met all three goals outlined in their action plan which included hosting a multicultural day, multicultural field trip, and a multicultural movie night. We also acquired more home language resources, translated IEPs, a Welcome System, and a Buddy Crew as part of these initiatives.
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, Marlon Williams, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marlon Williams</td>
<td>Principal</td>
<td></td>
<td>06/28/18</td>
</tr>
<tr>
<td>Jessica Astor</td>
<td>Assistant Principal</td>
<td></td>
<td>06/28/18</td>
</tr>
<tr>
<td>Rita Henry</td>
<td>Parent Coordinator</td>
<td></td>
<td>06/28/18</td>
</tr>
<tr>
<td>Jasmine Byrd</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>06/28/18</td>
</tr>
<tr>
<td>n/a</td>
<td>Parent</td>
<td></td>
<td>06/28/18</td>
</tr>
<tr>
<td>n/a</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/28/18</td>
</tr>
<tr>
<td>n/a</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/28/18</td>
</tr>
<tr>
<td>n/a</td>
<td>Coach</td>
<td></td>
<td>06/28/18</td>
</tr>
<tr>
<td>n/a</td>
<td>Coach</td>
<td></td>
<td>06/28/18</td>
</tr>
<tr>
<td>n/a</td>
<td>School Counselor</td>
<td></td>
<td>06/28/18</td>
</tr>
<tr>
<td>Meisha Ross Porter</td>
<td>Superintendent</td>
<td></td>
<td>06/28/18</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>Jose Ruiz</td>
<td></td>
<td>06/28/18</td>
</tr>
<tr>
<td>Other</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 11X180  School Name: Dr. Daniel Hale Williams  Superintendent: Meisha Ross Por

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>*Mila</td>
<td>Torres</td>
<td>School Aide</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Melissa</td>
<td>Lonquich</td>
<td>ENL teacher</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.

The Home Language Survey we receive from the child’s previous school (or from our school in the case of new admits), serve as our starting point. We also assess home language through ATS and discussions with our students’ parents. The teachers provide the administration with information and feedback regarding their students as well. Due to our school’s historically low ELL demographic, the majority of family’s at our school prefer to receive written notices in English. If and when it is needed, correspondence via written letters and oral translations are done with the assistance of staff members, and parent volunteers who speak the language as well (mainly Spanish). If we find translation and/or interpretation of another language is needed, our school will utilize the interpretation hotline or interpreters will be called in on an at need basis.
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>English</td>
<td>815</td>
<td>92.72%</td>
<td>810</td>
<td>92.19%</td>
</tr>
<tr>
<td>Arabic</td>
<td>2</td>
<td>0.23%</td>
<td>2</td>
<td>0.23%</td>
</tr>
<tr>
<td>Bengali</td>
<td>2</td>
<td>0.23%</td>
<td>2</td>
<td>0.23%</td>
</tr>
<tr>
<td>Chinese</td>
<td>1</td>
<td>0.11%</td>
<td>1</td>
<td>0.11%</td>
</tr>
<tr>
<td>French</td>
<td>1</td>
<td>0.11%</td>
<td>1</td>
<td>0.11%</td>
</tr>
<tr>
<td>Hungarian</td>
<td>1</td>
<td>0.11%</td>
<td>1</td>
<td>0.11%</td>
</tr>
<tr>
<td>Hausa</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>0.11%</td>
</tr>
<tr>
<td>Spanish</td>
<td>51</td>
<td>5.8%</td>
<td>53</td>
<td>6.03%</td>
</tr>
<tr>
<td>Twi</td>
<td>4</td>
<td>0.46%</td>
<td>4</td>
<td>0.46%</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.

We do not have language that fits that criteria.

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>Student/ parent handbook, emergency cards, and any letters that are required to be distributed by the NYCDOE.</td>
<td>Start of the school year</td>
<td>The NYCDOE website has most of their official documents translated in</td>
</tr>
</tbody>
</table>
School specific memos | Various times throughout the year as needed | School employees are usually the first stop when there is a document translation need. If it’s a language that no employee in the school can translate we will reach out to the proper channels to have the translations made.

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

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/ teacher conferences/back to school night</td>
<td>September, November, March, May</td>
<td>The overwhelming majority of students and their parents are fluent in English and require no translations. Our Spanish speaking students and parents have plenty of staff members in</td>
</tr>
</tbody>
</table>
which they can chose from to translate and interpret for them whenever needed. There are a few other staff members that can speak in languages other than Spanish and English that assist us as well. If and when the time comes that a parent requires translations or interpretations in a language that we do not have a staff member available that speaks that language we will make use of the interpretation hotline or get letters translated as needed.

| Parent workshops | Various dates throughout the school year | The overwhelming majority of students and their parents are fluent in English and require no translations. Our Spanish speaking students and parents have plenty of staff members in which they can... |
chose from to translate and interpret for them whenever needed. There are a few other staff members that can speak in languages other than Spanish and English that assist us as well. If and when the time comes that a parent requires translations or interpretations in a language that we do not have a staff member available that speaks that language we will make use of the interpretation hotline or get letters translated as needed.

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

School staff will reach limited-English-proficient families in the event of an emergency via telephone call from a staff member that speaks their language as well as Robocall.

**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.
Teachers are made aware of the goal of Chancellor’s Regulation A-663 through meetings and turn key presentations employees that have attended the LAC meeting. The teachers are told about the interpretation line and given a flier with information on how to provide interpretation services for these families when needed.

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..)

At M.S. 180 we believe in the importance of ensuring that all Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services, which is critical to their child's education as described by the Department of Education. In this regard, the school determines the primary language spoken by the parent of each student enrolled in the school and whether the parent requires language assistance within the required time frame. As described, the school provides interpretation services for parents at group and one-on-one meetings such as parent conferences upon request to ensure all parents communicate effectively with the school regarding critical information about their child's education. The parents are given a copy of important documentation, such as the "parents bill of rights" in their native language when needed. Signs are posted in the main office regarding parents’ bill of rights, interpretation notice signs and plans in their native language as well.

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?

Parents have a welcoming and open dialogue with the teachers, administrators, and parent coordinator and usually feel comfortable sharing their feedback on all things school related through PA meetings, letters, or visits/meetings with the school. That can happen at any time throughout the school year as well as during scheduled meetings and conferences. At MS 180 we encourage the parent survey to be filled out to inform the school of any adjustments and changes that the parents feel we might need to make.