2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 75X188

School Name: P.S. X188

Principal: SHANIE JOHNSON
Comprehensive Educational Plan (CEP) Outline

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Section 2: School Leadership Team (SLT) Signature Page

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- Section 5C Framework for Great Schools Element - Collaborative Teachers
- Section 5D Framework for Great Schools Element - Effective School Leadership
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Section 6: Academic Intervention Services (AIS)

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Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
Section 1: School Information Page

School Information

School Name: P188X
School Number (DBN): 75X188
BEDS Code: 307500012188
Grades Served: PK-12
School Address: 770 Grotte Street, Bronx, NY 10460
Phone Number: 718-561-2052
Fax: 718-561-2683
School Contact Person: Shanie J. Smith-Baug
Email Address: Sjohnso28@schools.nyc.gov

Principal: Shanie J. Smith-Baug
UFT Chapter Leader: Sheila Parra-Sanchez
Parents’ Association President: Gladys Sotomayor
SLT Chairperson: Shanie J. Smith-Baug
Title I Parent Representative (or Parent Advisory Council Chairperson): N/A
Student Representative(s): N/A
CBO Representative: N/A

District Information

Geographical District: 75
Superintendent: KetlerLouissaint
Superintendent’s Office Address: 400 1st Avenue, NY, NY 10014
Superintendent’s Email Address: klouiss@schools.nyc.gov
Phone Number: 212-802-1503
Fax: 212-802-1678

Field Support Center (FSC)

FSC: Bronx Field Support Center
Executive Director: Jose Ruiz
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this 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>Shanie J. Smith-Baugh/Benjamin Gehylmeyer</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Sheila Parra-Sanchez</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Gladys Sotomayor</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Kelee Wilkins</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>DIONNE TURNER-HURLEY</td>
<td>Member/ PA</td>
<td></td>
</tr>
<tr>
<td>Tamara Farrell</td>
<td>Member/ PA</td>
<td></td>
</tr>
<tr>
<td>Shervon Anderson</td>
<td>Member/PA</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>Mildred Crespo</td>
<td>Member/ PA</td>
<td></td>
</tr>
<tr>
<td>Remedios Flores</td>
<td>Member/ PA</td>
<td></td>
</tr>
<tr>
<td>Wayne Anthony</td>
<td>Member/UFT</td>
<td></td>
</tr>
<tr>
<td>Judith Wynter</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Denyse Edwards</td>
<td>Member/ UFT</td>
<td></td>
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<td>Member/</td>
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<td>Member/</td>
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The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

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

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

**Strong Schools, Strong Communities**

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

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

**The Framework for Great Schools and CEP Development**

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

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

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

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

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

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

**NYCDOE’s Quality Review (QR)**

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

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

**School Quality Guide**

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

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

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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</thead>
<tbody>
<tr>
<td>Our Mission statement is:</td>
</tr>
</tbody>
</table>

To achieve our vision, we endeavor to foster an educational environment which takes into account the needs, interest and abilities of the individual student. Our responsibility is to promote positive self-awareness among our students today and to develop those educational skills, which will maximize and enhance the potential for student academic
achievement in all areas. We will provide a high quality education through standards based instruction in order to prepare our students to meet daily academic challenges.

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.

P 188X, is a Pre-K through 12 District 75 school, dedicated to teaching a diverse population of students with varying abilities and Individualized Education Plans (IEPs). We are a multi-sited organization with a self-contained main site, P34, ranging from PK-8th grades; a co-located Middle School at M.S. 301 campus, with grades 6-8; and a High School Site, H790/H527 located on the Mott Haven Campus serving grades 9-12 self-contained and 9-12 inclusion students in collaboration with Bronx Leadership Academy II High School (BLA II). The school population comprises 37% Black, 54% Hispanic, 4% White, 2% Asian, and 2% other. The student body includes 24% English language learners and 100% special education students. Males account for 72% of the students enrolled and females account for 28%. We have a 88% alternate assessment population and 12% standardized assessment population. Our students have autism, varying intellectual abilities, physical and emotional developmental delays. Our students require related services to support varying developmental deficits via speech and language, physical, and occupational therapies along with hearing and vision services. Some students receive guidance and counseling to support their social and emotional needs.

Our educational focus is on project based learning and pre-vocational training aligned to the Common Core Learning Standards (CCLS) with emphasis on Social Emotional Learning (SEL). Career Development and Occupational Studies (CDOs) is embedded in our curriculum. We value real world application within our classrooms, web and e-based curricula and programs, differentiated, student-centered instruction aligned to the Danielson Framework. CCLS aligned curricula and programs support and enhance student learning outcomes across the organization. P188X continues to integrate technology in our classrooms and provide challenging interdisciplinary learning opportunities.

Our vision statement is:

We believe that all students can learn and are entitled to be provided with the best education possible.

We have partnerships with the New York Public Library (NYPL), Child Abuse Prevention Program (CAPP), the Goodwill Industries, Co-op Tech, Advanced Placement for All (AP for All), The Round Star Foundation, Generation On, Promise Grant Initiative, Planned Parenthood, Penny Harvest, American Diabetes Foundation, Urban Advantage, Office of People With Developmental Disabilities (OPWDD), The Randall's Island Park Alliance, Marquis Studios, Arts Horizons, The Edible Schoolyard New York City (NYC), Groundswell, Broadway Jr., and the NYC Middle School After School Program. These partnerships and organizations provide support to our students, staff, and families through Transitional Programming, Professional Development, workshops, the Arts, and other unique offerings.

This year we will enter year two of our collaboration with Broadway Jr. The P188X school’s theme for 2017-2018 school year “Systems for Success” provided students an opportunity to explore, government, business ownership effective communication and entrepreneurial leadership through our interdisciplinary curriculum map. The students created businesses and learned about merchandising, advertisement, entrepreneurial development, supply and demand, currency, and pricing.

The students continue to explore different genres in art/literacy through the use of color, texture, set creation, multi-sensory integration in visual and performing arts. The students are looking forward to participating in the 4th annual
District 75 Arts Festival. Arts integration is at the core of the work we do with our students. Our collaboration with Broadway Jr., Marquis Studios and Arts Horizons enhances our student creativity and content exploration.

The level of student engagement and ownership in arts has been phenomenal. The students transform into characters and re-create stories they will remember forever through School House Rock the Musical. Students capitalized on progress toward Speech and Language Therapy (SP), Occupational Therapy (OT) and Physical Therapy (PT) goal acquisition in addition to IEP goal attainment. Our visual arts teachers have also had student work displayed outside the organization at the Bronx Art Museum. Art integration is at the crux of the work we do.

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

All students have Individualized Education Plans, IEPs. They have specific goals created in conjunction with the school and home partnership. The students' needs are identified and goals are created based on the students' present levels of performance to ensure our goals are Specific, Measurable, Attainable, Realistic, and Timebound (SMART). Student learning goals are embedding in instruction and we utilize Universal Design for Learning (UDL), Differentiation, and Specially Designed Instruction (SDI) to meet student needs.

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.

During the 2017-2018 school year, P188X has made the most progress in Curriculum (1.1), Assessment (2.2), High Expectations (3.4), and Teacher Support and Supervision (4.1) as evidenced by our Quality Review. The organization maintained a well-developed in 1.1. additionally 2.2, 3.4, and 4.1. were noted as well developed areas. P188X continues to utilize curricula and programs to support overall instruction. Thus, positively impacting on student academic achievement. The following was noted in our 2017-2018 Quality Review Report dated November 2-3, 2017:

Findings:
Across the vast majority of classrooms, teachers create and use assessments and rubrics that are aligned with the school's curricula. The school also uses common assessment such as the New York State Alternate Assessment (NYSAA), Formative Assessment of Standards Task (SANDI-FAST), and Measures of Student Learning (MOSL), to create a clear picture of student progress towards meeting goals.

Impact:
High quality assessment practices provide actionable and meaningful feedback to students and teachers regarding student achievement. Analysis of common assessments drive curricular and instructional decisions at the team and classroom level resulting in all students demonstrating increased mastery.

Supporting Evidence

- Across the school, teachers consistently use rubrics and checklists that are aligned with the curricula and modified for student use, to provide students with written feedback on what they did well, need to focus on, and actionable next steps in order to improve. Evidence of students' use of these tools is posted on classroom walls, in work folders, and reported by the students themselves. One student commented that feedback has helped him "use critical thinking and work with integrity" while another student spoke about how teachers’ feedback focused his "thinking about next steps." Other examples include an early-childhood student who was given feedback on skipping lines to help with neatness while another was given feedback on using appropriate colors. In the upper elementary and middle school grades, students were given feedback on their use of academic vocabulary, text-based evidence, and organization. A student work sample evidenced how a student made meaning from actionable feedback he was given on using a number line as a strategy to solve subtraction problems. Later work from that student shows his use of a number line as advised by the teacher. A non-verbal student was given feedback on pointing to answers when working one-to-one. Later feedback includes the teacher praising the student for utilizing this strategy. A grade-two
student’s writing included feedback indicating he needed to write in complete sentences. A later draft shows the student’s continued use of this feedback.

Based on Quality Review, School Leadership Team (SLT) and Principal's Performance Observations (PPO) feedback our focus area will be on 1.2 pedagogy. We will continue to focus our efforts in Domains 1 and 3 of the Danielson’s Framework. Our instructional focus, “If we design coherent instruction then we will impact our questioning and discussion techniques, students will show improvements in their higher order thinking and communication skills. This will lead to better student outcomes.” As per Deputy Superintendent, Klainberg, “P188X will continue to provide opportunities to evaluate all aspects of instructional, organizational, curricular and behavioral decisions on a regular basis to facilitate an informed decision making process to meet the diverse learning needs of the students and teachers.” We endeavor to meet the aforementioned expectations to improve the quality of instruction, school culture and climate along with student achievement.
### School Demographics and Accountability Snapshot for 75X188

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
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<tbody>
<tr>
<td>PK,01,02,03,04,05, 06,07,08,09,10,11,12,SE</td>
<td>468</td>
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#### English Language Learner Programs (2018-19)

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<th>Program Type</th>
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<tbody>
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</table>

#### Special Education Programs/Number of Students (2018-19)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
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</thead>
<tbody>
<tr>
<td>N/A</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># Special Classes (Math)</th>
<th># Integrated Collaborative Teaching (Math)</th>
</tr>
</thead>
<tbody>
<tr>
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#### Types and Number of Special Classes (2018-19)

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<th>Type</th>
<th>Number</th>
</tr>
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<tr>
<td># Music</td>
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<tr>
<td># Drama</td>
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<tr>
<td># Dance</td>
<td>22</td>
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<td># CTE</td>
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</tbody>
</table>

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

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<th>Origin</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>% American Indian or Alaska Native</td>
<td>9.9%</td>
</tr>
<tr>
<td>% Hispanic or Latino</td>
<td>55.6%</td>
</tr>
<tr>
<td>% White</td>
<td>3.6%</td>
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#### Student Performance for Elementary and Middle Schools (2017-18)

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<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Met AYP</th>
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<tbody>
<tr>
<td>ELA Performance at levels 3 &amp; 4</td>
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<tr>
<td>Science Performance at levels 3 &amp; 4 (4th Grade)</td>
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</tbody>
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#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

##### Elementary/Middle School

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<th>Origin</th>
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##### High School

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#### Priority School

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<th>Recognition</th>
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#### Oversight

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<th>Status</th>
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<tbody>
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<td>No</td>
<td>Recognition</td>
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<tr>
<td>Yes</td>
<td>Local Assistance Plan</td>
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<tr>
<td>Yes</td>
<td>Focus School identified by a Focus District</td>
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#### Adequacy

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

<table>
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<tr>
<th>Status</th>
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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

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

Based on a comprehensive look at data:

P188X Quality Review Feedback November 2-3, 2017, denoted:

- School leaders and faculty ensure that curricula are aligned to the Common Core Learning Standards and that the instructional shifts are strategically integrated. Curricula and academic tasks are planned and refined using student work and data. 1.1 (WD)

- Across the vast majority of classrooms, teachers create and use assessments and rubrics that are aligned with the school’s curricula. The school also uses common assessment such as the New York State Alternate Assessment (NYSA), Formative Assessment of Standards Task (SANDI-FAST), and Measures of Student Learning (MOSL), to create a clear picture of student progress towards meeting goals. 2.2 (WD)

  - Across classrooms, curricula extensions support students to produce meaningful work products, yet there are missed opportunities for all learners to take ownership of their learning. 3.4 (WD)

SANDI/FAST denoted:

- 6% decrease in Level 1; 2% increase in level2; and 11% increase in level 3 from Fall 2017 to Spring 2016 on the SANDI.

- 79% of students made gains from Fall 2017 to Spring 2018 on the FAST Level 1.

  - 72% of students made gains from Fall 2017 to Spring 2018 on the FAST Level 2.
  - 83% of students made gains from Fall 2017 to Spring 2018 on the FAST Level 3.
  - 78% of students made gains from Fall 2017 to Spring 2018 on the FAST Overall.
  - The most gains school-wide were made in OA - 76%.
  - The least gains school-wide were made in RI.10 - 71%.
NYSSA Data denoted:

- 2017-2018 100% of the students completed the assessment scores pending.

Preliminary NYS Exam Denoted:

- Scores Pending.

Advance Denoted:

- 2.78 is the rating distribution in the area of 3b.
- 2.89 is the rating distribution in the area of 3d.
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  - 83% of our 1st, 2nd and 3rd year teachers MOTP were highly effective/effective.
  - 3.04 is the rating distribution in all areas.

Based on advance our priority needs remains 1E/3B planning and effective question and discussion techniques. These areas were identified as a priority because based on classroom observations and Advanced to date, noting 2.78 rating distribution of teachers scoring in 3B. 1E was identified as a complement to 3B to prepare more effective questions in advance to improve student outcomes. 1E planning and preparation 2.93 rating distribution. The priority standards identified will impact instructional rigor based on the differentiated questions identified in conjunction with the Rigor Meter utilized in the school to improve and measure Rigor. We also incorporated a quarterly thematic curriculum map that is aligned to the common core, CDOS and the Rigor Meter which incorporates HESS and DOK.

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, there will be a 3% decrease in students performing on Level 1 in ELA, as evidenced by an increase in achievement results on formative and summative assessments (i.e. running records, SANDI, NYSSA, and etc.) in alignment with the 2018-2019 Framework for Great Schools- 5A.
### Part 3a – Action Plan

#### Activities/Strategies

- 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).

- Schedules will be created to reflect common preps to support common planning times for teachers to engage in continued alignment of Common Core Learning Standards (CCLS) and curriculum support through the Common Planning Professional Development Periods (PDP).

- Classes will be reorganized based on comprehensive Data.

- Purchase instructional programs to support ELA instruction: P188X Curriculum Maps, Codex, Flocabulary, SMILE, Attainment, Re-Think, Fundations, Units of Study, Scope and Sequence, and D’75 Alternate Assessment Framework, etc.

- Teacher training will be provided on program/curriculum, UDL, ADVANCE, curriculum map, and relevant topics along with and assessment calendar distribution.

- Baseline assessments for standardized and alternate assessment students in ELA will be completed i.e. running records, teacher made assessments, and programmatic assessments.

- SBC to be assigned to monitor specific planning groups and provide supports aligned to protocols.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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<td>Identified Teacher Teams PK-12 &quot; &quot;</td>
<td>9/18</td>
<td>Principal/ A.P. Operations</td>
</tr>
<tr>
<td>K-12 Alt. Assess. All teachers Teachers identified for common</td>
<td>10/18 9/18-11/18</td>
<td>APs/School based Coaches(SBC)/Unit Coordinator(UC)/Lead Teachers</td>
</tr>
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<td>Principal/APs/UC/SBC/</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Teachers/AP/SBC/UC</td>
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</table>
- Baselines to be analyzed; instructional programs and Academic Intervention Services will be assigned based on data.

- 90% SANDI to be administered and completed.

- Formal and informal observations from administration to provide feedback to teachers.

- Common planning meetings will take place 2x week to discuss and compare work samples and analyze data along with amending curriculum maps.

- Professional development and support with CCLS integration and effective utilization for different populations.

- 90% of standardized assessment students will complete their EdPerformance and data will be analyzed to enhance instruction.

| Planning PDP | ONGOING | AP/UC/NYSA Team |
| All teachers | Principal/APS |
| 3-8th Grade SA students | Principal/APS/UC/SBC |

- 90% FAST Benchmark to be administered and completed by identified groups.

- 90% of identified teachers will submit the KITE Survey with NYSA.

- Title III ESL after school program to commence in collaboration with CBO.

| ESL Students | Ongoing | School and district based coaches/|
| K-12 Alt. Assess. | Principal/APS/UC/SBC/ |
| NYSA Assess. | Ongoing | School and district based coaches/|
| 3-8th Grade SA students | Principal/APS/UC/SBC/ |

| K-12 | 9/18-10/18 | AP/UC/SBC/ |
| NYSA | 9/18-11/18 | PROGRAMMER/Teachers |
| 3-8th Grade SA students | 11/18 | AP/UC/NYSA Team |
| “ “ | Ongoing | “ “ |
| 3-8th Grade Students | 12/18 | “ “ |
| “ “ | 4/19 | AP/UC/NYSA Team |
| “ “ | 5/19-6/19 | APs/Teachers ENL After School Program |
| “ “ | 2/19-4/19 | NYSAA teachers/AP/UC |
| “ “ | APs/UC/SBC/ |

| Programmer | “ “ |

| 2018-19 CEP | 17 |
3b – Parent and Family Engagement

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

The school will share information on curriculum and rigorous instruction on the school's website. We also plan for the Parent Coordinator to host a series of Open Houses at each site where rigorous instruction and curriculum will be discussed. We will host a curriculum workshop in the Fall 2018. Parent workshops have been planned to engage and inform parents about Rigorous instruction and how to carry over skill based practices to improve student outcomes.

Part 4 – Budget and Resource Alignment

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

- Per session will be allocated in Galaxy for Professional Development sessions and parent workshops.
- Order and purchase supplies and materials.
- Scheduling will be created to support inquiry work.
- Common preps and block scheduled to provide opportunities for teachers to meet and plan.
- ESL After school program

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

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

- **(9/18-6/19)**- Assessments for standardized and alternate assessment students in ELA will be completed i.e. running records, teacher made assessments, programmatic assessments. Data will collected 3x (baseline, midyear and end of year).

- **9/18-11/18**- 90% SANDI to be administered and completed. Baseline maintained in data binders.

- **(10/18-6/19)**- Formal and informal observations from administration to provide feedback to teachers. Tableau report and Observation Dashboard to be utilized for progress monitoring of Domain 1 (D1) & Domain 3 (D3).
  - Ongoing observations are being completed and recorded in Advance.

- **(9/18-11/18)**- 90% FAST Benchmark to be administered and completed by identified groups.
  - **2/19**- By February 2019, Midyear running records administered and assessed for student progress/growth.
  - **(2/19-4/19)**- FAST administered to 90% of students and growth trends measured.

- **(5/19-6/19)**- 90%SANDI to be administered and completed and growth trends measured.

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

| The SANDI/FAST/Running records teacher made assessments and NYS Assessments will be used to assess progress. |

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

Section 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

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</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
</tr>
</tbody>
</table>

Based on a comprehensive review of data, we analyzed student achievement trends based on students’ grade level, subject area and service category. We focused on information gleaned from the results of our Learning Environment Survey, student attendance; school needs assessment surveys, and effectiveness of Social Emotional Learning (SEL) curriculum and instruction.

2017-2018 NYC School Survey:

- 99% of parents of parents/guardians agreed or strongly agreed that at their school their child is safe.
- 91% of students say that students are safe in the hallways, bathrooms, locker room, and cafeteria.
- 82% students agreed or strongly agreed that discipline is applied fairly in their school.
- 96% of parents agreed or strongly agreed that their child's school will make them aware if there are any emotional or psychological issues affecting their child's academic performance.
- 84% of students say that most students follow the rules in class.
- 90% of teachers say that order and discipline are maintained at their school.

School Wide Positive Behavior Intervention Supports (PBIS) Initiative:

- Our PBIS team is an interdisciplinary multi-sited team. The team includes all constituents: paraprofessionals, related service providers, teachers, and administration. Our school stores at all sites opened. Our matrix acronym is I – CAN: I Can Communicate my needs; I Can achieve my goals; I Can never give up .The I-CAN matrix and point/balance sheet were updated this year.

- PBIS training was held on Election Day, Chancellor's PD Day, and staff in-service PDs were conducted for staff and parents.
  - PBIS Team, OORS Data analysis, District 75 behavioral data and walk-throughs yielded an increase in incidents between the hours of 1pm and 2 pm. This time frame will be targeted and reviewed to establish structures to decrease incidents during this time of day.

- PBIS updates are shared with all stakeholders along with feedback opportunities.

- The PBIS Team has been a successful in sharing more PBIS strategies and expectations with staff, parents and students. The PBIS Team created the Parent Matrix this year in collaboration with the SLT and parent stake holders.
● With the large number of new students beginning Middle School, and the many transitions they will experience, they will need lots of support to assist with the expectations of Middle School. The PBIS stores make a huge difference along with Deans at the Main and Middle School Sites.

● We have to establish a knowledge base for all new staff and students on expectations to maintain a safe environment for all staff and students.

Quality Review Dated November 2-3, Denoted:

● High expectations around professionalism and responsibilities including working with colleagues in a professional manner, information around student discipline procedures, and Positive Behavior Interventions and Support (PBIS) are also shared via the Live Binder.

MOLP Feedback Denoted:

● You have worked to increase social emotional development and decrease incident reports across the school community by identifying and reviewing the data and cases of students with multiple infractions. There has been a spike in incidents this year, you explained, but you are taking steps to support reduction moving forward. Some students have had paraprofessionals reduced, some have had one added, and you provide clinical support weekly to an 8:1:1 elementary class with high level needs. You are working with your PBIS team to support strengthening systems and structures, especially during the 2-3pm time period, which your data points to as the most problematic time of the day. You have also built your “I C.A.N.” behavioral expectations to include a parent matrix for follow-through at home. Flow of the Day documents for special events ensure safety and smooth execution of expectations, supporting school climate and culture. You expressed pride in a student who has regulated to the point that she is moving back into a community setting next year.

Based on the aforementioned data our school will continue to prioritize maintaining a 85% or better rating in the area of Supportive Environment in the school as noted in the NYC School survey. We will utilize the PBIS Team to support the staff and students regarding Supportive Environment.

Part 2 – Annual Goal

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

By June 2019, there will be an increase in social and emotional development across the school community, as evidenced by a 3% decrease in incidents reported through the Positive Behavior Intervention Supports (PBIS) referrals and Online Occurrence Reporting System (OORS) during the hours of 2pm-3pm with consistent use of the Social Emotional Learning (SEL) and PBIS across all sites in alignment with the 2018-2019 Framework for Great Schools- 5B.
### Activities/Strategies:
Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

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

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<td>Administration reviews Social Emotional Learning (SEL) goals and revises them for 2018-2019 school year to help address the needs of the school. SEL goals and expectations embedded in the September pacing calendar.</td>
<td>All stakeholders New Teachers Staff and students</td>
<td>6/18-8/19 9/18 10/18 7/18-9/18 Ongoing</td>
<td>Principal, APs, (UC), and Dean, School Based Coach (SBC) Principal/APS/ Staff Principal/APS Principal, APs, (UC), and Dean, School Based Coach (SBC) Principals/APS/PBIS Team APs/ PBIS Team/PBIS Coach/Dean/UC</td>
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<tr>
<td>Administration and new teacher induction team meets with newly hired staff to discuss overview and purpose SEL/PBIS.</td>
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<tr>
<td>Units identify PBIS/SEL team members.</td>
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<tr>
<td>PBIS 188X Team will continue to work on school-wide implementation and support.</td>
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<tr>
<td>Conduct school culture walks to assess safety and climate/culture 4X per year.</td>
<td>Staff Staff and students All Stakeholders All stakeholders All stakeholders All stakeholders</td>
<td>9/18 10/18-6/19 10/18 10/18 Ongoing</td>
<td>Principal, APs, (UC), and Dean, School Based Coach (SBC) Principal/APS/ Staff Principal/APS Principal, APs, (UC), and Dean, School Based Coach (SBC) Principals/APS/PBIS Team</td>
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<td>Analyze data trend between 1-2pm monthly.</td>
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<tr>
<td>Administration communicates goals and clear expectations to staff regarding SEL/PBIS programs.</td>
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<tr>
<td>Update PBIS resources in Live binder</td>
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</tr>
<tr>
<td>Review OORS and PBIS referrals data from 2017-2018.</td>
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<tr>
<td>All classrooms charters will be completed and posted in classrooms.</td>
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<tr>
<td>The organization’s charter and vision will be displayed at all sites.</td>
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<tr>
<td>PBIS team supports the school store at each site.</td>
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<tr>
<td>Quarterly Unit Awards/Student Activities/trips (behavior based)</td>
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</tbody>
</table>
● Unit Celebrations for students consistently on Level 4 and Perfect attendance.

● Online Occurrence Reporting System (OORS) and PBIS data check-in.

● LES submitted to assess school culture and safety.

<table>
<thead>
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<th>All Stakeholders</th>
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<th>Principal, APs, (UC), and Dean, PBIS Team</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ongoing</td>
<td>Dean/ PBIS TEAM, PBIS Coach</td>
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<tr>
<td></td>
<td>4/19</td>
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<tr>
<td></td>
<td></td>
<td>All stakeholders</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dean/PBIS Team/ UCs/ APs</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.

The school will share information on supportive environment on the school's website. During our coffee with the Principal's series we will discuss the 2017-2018 school survey results and emphasize the importance of parental involvement and participation. We will discuss safety and its importance at the Open houses, parent-teacher
conferences, and school parent meetings. Town hall safety meetings will also be used to support parental understanding of supportive school environment.

**Part 4 – Budget and Resource Alignment**

- **Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
  - Per session will be allocated in Galaxy for Professional Development and activities related to Supportive Environment sessions.
  - Order and purchase supplies and materials.
  - PBIS Team planning meetings will be supported through scheduling.
    - Purchase ReThink to facilitate Behavioral PD and tracking.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
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<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
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</thead>
<tbody>
<tr>
<td>X</td>
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<tr>
<td></td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
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<td>In Kind</td>
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<td>Other</td>
</tr>
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**Part 5 – Progress Monitoring**

- **Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
  - (11/18; 2/19; 6/19) Quarterly Unit Awards/Student Activities/Students with Attendance Goals (SWAG) Awards.
    - (2/19)- By February 2019, OORS data will be reviewed to establish growth trends during 2-3pm reporting to see if there is a downward trend in occurrences.
  - (4/19) School survey submitted to assess school culture and safety.

- **Part 5b.** Indicate the specific instrument of measure that is used to assess progress.
DORS Data, Safety Survey, Re-Think behavioral data and walk through feedback.

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

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- Across the vast majority of classrooms, teachers create and use assessments and rubrics that are aligned with the school’s curricula. The school also uses common assessment such as the New York State Alternate Assessment (NYSAA), Formative Assessment of Standards Task (SANDI-FAST), and Measures of Student Learning (MOSL), to create a clear picture of student progress towards meeting goals. 2.2 (WD)
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Part 2 – Annual Goal

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

By June 2019, there will be a 3% decrease in students performing on level 1 in Mathematics, as evidenced by an increase in achievement results on formative and summative assessments in alignment with the 2018-2019 Framework for Great Schools through Collaborative Teaching Opportunities. 5C.
### 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.
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<td>Principal/AP Operations</td>
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<tr>
<td>All Teachers</td>
<td>10/18</td>
<td>Principal/APs/UC/SBC</td>
</tr>
<tr>
<td>Identified Teacher Teams</td>
<td>10/18</td>
<td>APs/UC/SBC/Teachers/district coaches</td>
</tr>
<tr>
<td>6-8 grades</td>
<td>10/18-2/19</td>
<td>APs/SBC</td>
</tr>
<tr>
<td>PK – 12</td>
<td>Ongoing</td>
<td>MSAP Staff/Sup</td>
</tr>
<tr>
<td>K-12</td>
<td>&quot; &quot;</td>
<td>Teachers/AP/SBC/UC</td>
</tr>
</tbody>
</table>

- Schedules will be created to reflect common preps to support common planning times for teachers to engage in continued alignment of CCLS and curriculum support through the Common planning PDP. Also providing feedback and assessment tool evaluation and creation.

- Classes will be reorganized based on comprehensive Data.

- Purchase instructional programs to support Mathematics instruction: CMP3, Go Math, Rethink, Equals, Attainment, etc.

  - Thematic Curriculum Map will be distributed and turn-keyed to the staff.

- Teacher training will be provided on curriculum, UDL, ADVANCE, and relevant topics along with curriculum map and assessment calendar distribution.

- Baseline assessments for standardized and alternate assessment students in Math will be completed i.e. Options, teacher made assessments, programmatic assessments data stored in data binder.

- SBC to be assigned to monitor specific planning groups and provide supports aligned to protocols and pacing calendars.
- Baseline to be analyzed; instructional programs and AIS services aligned.
- 90% SANDI to be administered and completed.
- Formal and informal observations from administration to provide feedback to teachers.
- Common planning meetings will take place 2x week to discuss and compare work samples and analyze data along with curriculum. Also providing feedback and assessment tool evaluation and creation.
- Professional development and support with CCLS integration and effective utilization for different populations.
- 90% of standardized assessment students to be completed their EdPerformance and data will be analyzed to enhance instruction.
- 90% FAST Benchmark I to be administered and completed.
- Title III ESL after school program to commence in collaboration with CBO.
- 90% of standardized assessment students will have completed their EdPerformance and data will be analyzed to enhance instruction.
- Standardized Assessment students will take the NYS Math exam.

<table>
<thead>
<tr>
<th>All teachers</th>
<th>Principal/APs/UC/SBC/ AI S Coordinator/Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers identified for common planning PDP</td>
<td>“ “</td>
</tr>
<tr>
<td>All teachers</td>
<td>Ongoing</td>
</tr>
<tr>
<td>3-8 th grade SA students</td>
<td>11/18</td>
</tr>
<tr>
<td>1/19</td>
<td>Principal/APs/UC/SBC</td>
</tr>
<tr>
<td>NY SAA Teachers</td>
<td>3/19</td>
</tr>
<tr>
<td>4/19</td>
<td>School and district based coaches/ specialist, AIS Coordinator, PD Team, PD Catalogue</td>
</tr>
<tr>
<td>K-12</td>
<td>5/19-6/19</td>
</tr>
<tr>
<td>6/19</td>
<td>APs/UC/SBC/</td>
</tr>
<tr>
<td>ESL Students</td>
<td>AIS Coor.</td>
</tr>
<tr>
<td>3-8 th grade SA students</td>
<td>“ “</td>
</tr>
<tr>
<td>“ “</td>
<td>AP/UC/NYSAA Team/District Coaches</td>
</tr>
<tr>
<td>K-12</td>
<td>“ “</td>
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<tr>
<td>“ “</td>
<td>APs/UC/SBC/</td>
</tr>
<tr>
<td>“ “</td>
<td>AIS Coor/Teachers</td>
</tr>
<tr>
<td>“ “</td>
<td>ESL Provider/AP/CBO</td>
</tr>
<tr>
<td>“ “</td>
<td>APs/UC/SBC/</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.

9/18-10/18 We have Open Houses to share information on our school communities collaborative practices.

Ongoing workshops will be offered by the PC and Administration to support parents in their collective understanding of Collaborative Teaching strategies.

11/18 and 3/19- Parent teacher conferences we will share information on Collaborative teaching strategies used by the school which can be used at home.

By February 2019 we will do a comparative analysis to track growth trends.

Part 4 – Budget and Resource Alignment

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

- Per session will be allocated in Galaxy for Professional Development sessions.

- Order and purchase supplies and materials.

- Common preps and block scheduled to provide opportunities for teachers to meet and plan.

- ESL After school program

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

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

- (10/18-11/18) - 90% SANDI to be administered and completed. Baseline maintained in data binders. Teachers will continue to discuss assessment data and student progress in collaborative groups.

- Ongoing Formal and informal observations from administration to provide feedback to teachers. Tableau report and Observation Dashboard to be utilized for progress monitoring of Domain 1 (D1)- Domian 3 (D3). Intervisitation will be scheduled based on option 3.

- (11/18-12/18) - 90% FAST Benchmark I to be administered and completed by identified groups and student progress discussed in teacher teams to identify student progress.

- 2/19- By February 2019, Midyear Options administered and assessed for student progress/growth.

- (5/19-6/19) - 90% SANDI to be administered and completed and data stored in data binders student progress discussed in teacher teams to identify student progress.

- (6/19- 90% FAST to be administered and completed and data stored in data binders student progress discussed in teacher teams to identify student progress.

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

The SANDI/FAST/Running records teacher made assessments and NYS Assessments will be used to assess progress.

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

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

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.

New teacher development is critically important. The retention and development of new teachers is an important aspect of student achievement. The impact of ongoing training, development and support for new teachers is extremely important for the organization’s continued success.

Based on research data one of the primary reasons for new teacher dissatisfaction is a lack of support and adequate training. In alignment with Capacity Framework Element 5D nurturing professional growth is paramount.

Advance Data Denoted:

- 2.78 is the rating distribution in the area of 3b.
- 2.89 is the rating distribution in the area of 3d.
  - 2.78 is the rating distribution in Domain 3.
  - 83% of our 1st, 2nd and 3rd year teachers MOTP were highly effective/effective.
  - 3.04 is the rating distribution in all areas.
  - 100% of 1st, 2nd, and 3rd year teachers will be retuning to date.
  - 8% of 1st, 2nd, and 3rd year teachers have an MOTP rating of HE.
  - 75% of the 1st, 2nd, and 3rd year teachers have an MOTP rating of E.

New Teacher Induction Committee Denoted:

- Teacher feedback surveys from the New Teacher Induction Committee yielded high response rates for continued support and PD.
  - New teachers have noted 15 hours was ample PD time to support their acclimation and learning needs in addition to observational feedback.

Quality Review Data November 2-3, 2017 Denoted:

The school provides PD for teachers around high expectations. Teachers were provided with PD on using the Live Binder. Teachers reported that they feel their professional development needs are consistently met. One teacher reported that the recent PD on looking at data helped her. She stated, “I was really struggling with understanding how
to disaggregate, analyze, and then use data to individualize my lessons and this got me to finally understand how to do it." Other teachers concurred and said that with their instruction being more targeted from disaggregating the data, they are starting to see increased growth in the quality of students’ use of language as evidenced on work samples.

PPO Feedback Denoted:

- To support staff development and training, you are ensuring that all first and second year teachers receive 20 hours of professional development through your 6 half day PDs and June PD day. School-wide, you have currently implemented 13.5 hours of professional development, with two more half days (5 hours) and one more full day to come. As an indicator of the impact of these trainings on instructional practice, 71% of your 2nd year teachers are currently trending Effective, as well as 59% of first year teachers. You expect to meet the 80% effectiveness target for teachers in their first two years set in your CEP goal.

Based on the aforementioned data our school will continue to prioritize the retention of 1st, 2nd, and 3rd year teachers new to the organization by providing 20 hours of professional development. These essential trainings will enhance pedagogical skills and assist with targeted feedback to teachers during the observation cycles. Inter-visitation based on Option 3 will also support these teachers in identified areas areas for improvement for pedagogical growth and effective teacher ratings.

Part 2 – Annual Goal

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

By June 2019, 80% of all new teachers within the first 2 years of teaching will receive an effective/highly effective Measure of Teacher Performance (MOTP) rating in ADVANCE in alignment to Framework for Great Schools- 5D.
**Part 3a – Action Plan**

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

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

**Target Group(s):** Who will be targeted?

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/18-9/18</td>
<td>Principal/AP/UC/Dean</td>
</tr>
<tr>
<td>9/18</td>
<td>Principal/APs/SBC</td>
</tr>
<tr>
<td>9/18</td>
<td>Principal/APs</td>
</tr>
<tr>
<td>9/18-10/18</td>
<td>Principal/AP/UC/Dean/new Teacher Induction Committee</td>
</tr>
<tr>
<td>Ongoing</td>
<td>Principal/APs/SBC/UC</td>
</tr>
<tr>
<td>Ongoing</td>
<td>Principal/APs/ MOSL Team</td>
</tr>
<tr>
<td>Ongoing</td>
<td>Principal/AP/UC/Dean/New Teacher Induction Committee</td>
</tr>
<tr>
<td>Ongoing</td>
<td>Principal/APs/ SBC/ NTIC/ District Coaches</td>
</tr>
</tbody>
</table>

- Schedules will be created conducive to supporting common planning times for teachers to engage in continued alignment of CCLS, curriculum support, and planning.
- Maintain working relationship with the Office of Teacher Recruitment and Quality Office.
- Potential candidate interviews and hiring decisions made for anticipated vacancies.
- New teacher orientation conducted by the New Teacher Induction and Administrative Teams.
- Curriculum and assessments Supports identified by grade bands.
- MOTP Selections/ Measure of Student Learning (MOSL) Identification.
- New Teacher survey conducted and mentoring matches identified and introduction of common planning opportunities.
- New Teacher support and reflection discussions along with Professional Development via D’75 PD Catalogue, School Based Coach (SBC), and District Coaches.
1st and 2nd year returning staff will receive 20 hours of professional development support and training to ensure students' needs are met.

- Inter-visitation and teacher mentoring meetings

Ongoing Administrative meetings to address concerns

- Social emotional support to drive instructional decision making.

- What to Expect for Parent Teacher Conferences
  Suggestion and Flow of the Day.

- Election Day PD and meeting with New Teacher Induction Committee (NTIC), Administration, and Quality Recruitment Officer.

- 6 month check-in meetings.

- Preparation for end of year close out and transition and expectations for Chapter 683 program.

- Chancellor’s PD and clerical half day supports and professional development.

- Year-end survey, IEP goal check-up, cohort celebration.

- Advance Data for MOTP will be calculated for 1st and 2nd year teachers.

<table>
<thead>
<tr>
<th>Event Description</th>
<th>Date</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st and 2nd year teachers</td>
<td>Regular</td>
<td>Principal/APs/SBC/NTIC</td>
</tr>
<tr>
<td>Ongoing Administrative meetings</td>
<td>Regular</td>
<td>UC/APs/Dean/Teachers</td>
</tr>
<tr>
<td>Social emotional support to drive instructional decision making.</td>
<td>Regular</td>
<td>Principal/APs/SBC/NTIC</td>
</tr>
<tr>
<td>What to Expect for Parent Teacher Conferences Suggestion and Flow of the Day.</td>
<td>11/18 &amp; 3/19</td>
<td>Principal/APs</td>
</tr>
<tr>
<td>Election Day PD and meeting with New Teacher Induction Committee (NTIC), Administration, and Quality Recruitment Officer.</td>
<td>3/19</td>
<td>Principal/APs</td>
</tr>
<tr>
<td>6 month check-in meetings.</td>
<td>Regular</td>
<td>Principal/APs</td>
</tr>
<tr>
<td>Preparation for end of year close out and transition and expectations for Chapter 683 program.</td>
<td>Regular</td>
<td>AP/Principal/SBC/NTIC</td>
</tr>
<tr>
<td>Chancellor’s PD and clerical half day supports and professional development.</td>
<td>Regular</td>
<td></td>
</tr>
<tr>
<td>Year-end survey, IEP goal check-up, cohort celebration.</td>
<td>Regular</td>
<td></td>
</tr>
<tr>
<td>Advance Data for MOTP will be calculated for 1st and 2nd year teachers.</td>
<td>Regular</td>
<td></td>
</tr>
</tbody>
</table>
3b – Parent and Family Engagement

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

- Open houses - 10/18 Principal, PC, school staff
- Coffee with the Principal - Ongoing Principal, PC, school staff
- PC workshops - Ongoing PC and school staff

Part 4 – Budget and Resource Alignment

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

- Per session will be allocated in Galaxy for Professional Development sessions.
- Order and purchase supplies and materials.
- Per session activities and common preps to provide opportunities for teachers to meet and plan as a New Teacher Induction Team.

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

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

- Ongoing- Administrative meetings to address concerns.
  - Ongoing inter-visitation

- Ongoing- Social emotional support to drive instructional decision making.
  - (2/19) By February 2019, we will conduct 6 month check-in meetings to review Advance data and teacher performance to date.
- (6/19) Advance Data for MOTP will be calculated for 1st and 2nd year teachers.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.
Advance system will monitor progress toward MOTP rating.

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

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

Part 1 – Needs Assessment

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

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

<table>
<thead>
<tr>
<th>2016-2017 School Survey:</th>
</tr>
</thead>
<tbody>
<tr>
<td>99% of families agreed that their school their child attends is safe.</td>
</tr>
<tr>
<td>97% families are satisfied with the response they get when they contact their school.</td>
</tr>
<tr>
<td>93% of families say the school works to achieve the goals on my child's IEP.</td>
</tr>
<tr>
<td>96% of families are satisfied with the education their child has received this year.</td>
</tr>
<tr>
<td>100% of families feel good about the way that their child's PK teacher helped their child adjust to PK.</td>
</tr>
<tr>
<td>97% of parents feel that the principal works to create a sense of community in the school.</td>
</tr>
</tbody>
</table>

PPo Feedback Denoted:

- You are working towards improvement of parent involvement by linking families with community partnerships and transitional programs. You have seen a 27% increase in family participation in workshops and activities thus far. This includes a 2% increase in parent survey completion as of 4/12/18, with additional gains expected. Phone trees and outreach have promoted participation. You said that you have been making a concerted effort to keep your parents involved, as their voice and participation are critical (3.1).

SLT/Parent Feedback:

- Parents’ attendance is highest at community resource fairs with CBOs in attendance.
- Parents appreciated being included in the PBIS and Town Hall Safety Meetings.

During 2017-2018, there were 367 parents who attended school parent events i.e. Celebrations, School Shows, and HS Fairs. An additional 455 attended parent open school conferences (PTC/Open House). There were a total of 83 that attended school-based open houses. The total number of parents who attended events September 2017 through March 2018 was 905. This is a 26% increase in parental engagement and involvement in the school and/or school related activities to date. Based on the NYC School Survey Results the parent return response was at 34% up 9% from the previous school year. This yields an overall increase of 32% in total parental involvement from the 2016-2017 school year to the 2017-2018 school year as 4/12/18.
The number of parents in attendance at events has increased significantly during 2017-2018 school year.

Based on the aforementioned survey results and needs assessment we will increase parent engagement across the organization. Our target goal is to increase the parent and staff response rate overall on the NYC School Survey. Our intended goal is a 3% increase within our parent constituency.

**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, there will be an improvement in parental involvement via community partnerships and transitional programs as evidenced by a 3% increase in participation in: workshops/activities, Parent-Teacher Conferences, school events and NYC School Survey Responses in alignment with the 2018-2019 Framework for Great Schools-5E.</td>
</tr>
</tbody>
</table>
### 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., over-achievement, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>6/1/18-8/18</td>
<td>PC/Principal/APs/UC/Dean</td>
</tr>
<tr>
<td>Parents</td>
<td>7/1/18-8/18</td>
<td>“ “</td>
</tr>
<tr>
<td>Parents</td>
<td>9/1/18</td>
<td>Principal/PC/Teachers/UC/APs</td>
</tr>
<tr>
<td>“ “</td>
<td>9/1/18</td>
<td>PC/Teachers/ UC/ APs</td>
</tr>
<tr>
<td>“ “</td>
<td>9/18-10/18</td>
<td>Principal/PC/Teachers/ UC/ APs</td>
</tr>
<tr>
<td>“ “</td>
<td>Ongoing</td>
<td>“ “</td>
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<tr>
<td>“ “</td>
<td>“ “</td>
<td>PC/TLC/Teachers/ UC/ APs/CBOs</td>
</tr>
<tr>
<td>“ “</td>
<td>“ “</td>
<td>PC /Teachers/ UC /APs/ Transition</td>
</tr>
</tbody>
</table>

#### Target Group(s)

Who will be targeted?

#### Timelines

What is the start and end date?

#### Key Personnel

Who is responsible for implementing and overseeing the activity/strategy?

- Administrative cabinet will meet to discuss and develop a survey to determine the needs of the parents including workshop topics, meeting times and preferred modes of communication.
- Create systems of organization for parental communication and information distribution i.e. P188x Website, newsletters, survey, School Messenger, Open houses, parent involvement calendar etc.
- Parent welcome packets to go home with School Website information.
- Distribute parent survey to assess needs for additional workshop offerings and calendar of events.
- Open houses at every site.
- Outreach for Community Based Organizations (CBOs) to support our parent constituency throughout the year.
- Provide community resources and supports to parents with an identified need.
- Provide transitional opportunities/workshops for parents and students.
- Annual Bronx health and resource fair.
- Parents will be notified of the Learning Environment Survey window and encouraged to complete.

- Offer engaging, current workshops and activities aligned to District, School, and DOE initiatives in the evening, weekends, and during school hours.

- Parent Coordinator will ensure all information is provided to all sites for parents.

- Parents will be encouraged to join the Parent Association.

- Administrators and School-Based Coach will model instructional skills and strategies on an ongoing basis for parents through practical, hands-on approaches/workshops.

- Administrators and Behavioral Support Staff will demonstrate behavioral skills and strategies for parents through practical approaches and techniques for at-home use.

- Fliers will be sent home to remind parents about parent/teacher conferences and school events.

- Staff will be available to assist parents in completing the NYC school survey.

- NYC school survey will be completed.

<table>
<thead>
<tr>
<th>Linkage Coordinator (TLC)</th>
<th>TBD</th>
<th>Ongoing</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

- FALL 2018/Spring 2019

- 4/19

- PC/Teachers/ UC/APs
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.

- CAPP- Child Abuse Prevention Program
- FAP- Family Assistance Program
- YAI
- District 75 parent engagement office
- Children’s Resources
- OPWDD- Office of People With Developmental Disabilities
- Mercy Drive
- Planned Parenthood
- Bronx D’75 Parent Coordinator Contingency Group- Bronx Family Resource Day
- D’75 Parent Council
- Broadway Jr.

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 funds will be allocated in Galaxy for Workshop sessions.

- Order and purchase supplies and materials.

- ENL Afterschool Program
**STEP Program**

<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><strong>X</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

- By February 2018 we will review attendance and participation in workshops/activities for parents i.e (parent-teacher conferences, performances, workshops, etc.) .

- (Spring, 2019) Staff will be available to assist parents in completing the NYC School Survey. We will encourage parents to participate and provide feedback on the areas of development identified in the survey.

- (4/19) New York City School Survey will be completed.
  - (6/19) 3% increase in parent participation

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

- Open House Data-10/18
- Parent-teacher conferences data- 11/18 and 3/19
- Parent outreach data- ongoing
- School survey results- 6/19

**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>
</table>
| **English Language Arts (ELA)**           | Standardized assessment students who scored a Level 1 on previous year’s state exam, students who are targeted as at risk on Edperformance baseline assessments. Alternate Assessment students who are performing below grade level on SANDI, Fundations and Running Records. | *Fundations & Wilson Language Programs:* decoding, encoding, sight word fluency, vocabulary, oral expressive language development & comprehension program.  
  - **Preventing Academic Failure (PAF):** sensory reading, spelling and handwriting program  
  - **Reading A to Z:** web based reading program.  
  - **SMILE** (structured methods in language education): highly structured, multi-sensory program that engages learners in a sequential program beginning with imitation tasks, through phoneme and syllable learning, noun vocabulary, going on to simple sentences and then short stories.  
  - **Unique:** Unique Learning System is an online, standards-based curriculum specifically focuses on beginning reading and language development for non-readers.  
  - **Edmark:** sight word recognition skills program.  
  - **Edperformance (Skills Connection Online):** targeted | Small group, one-to-one tutoring and peer tutoring will be used as appropriate a minimum of one period per week. An AIS school based coordinator will be integrated to assist teachers and students. | Academic Intervention Services will be provided to all students during the school day. |
| Mathematics | Students who scored a Level 1 on previous year’s state exam, students who are targeted as at risk on Edperformance baseline assessments. Alternate assessment students who are performing below grade level on SANDI and Math Options. | Go Math: strategic and intensive intervention student guides  
Math in Focus: online student activities, virtual manipulative and interactive whiteboard lessons.  
Touch Math: multisensory program that uses its signature touch points to engage students in number recognition & operation skills.  
Edperformance (Skills Connection Online): targeted instruction based on student specific assessment results.  
IPads, Smartboards & Apple Laptop carts are incorporated into instruction.  
Interactive online math sites such as [http://www.kidsnumbers.com](http://www.kidsnumbers.com) & [http://www.coolmathgames.com](http://www.coolmathgames.com) |

| Edperformanc... | Small group, one-to-one tutoring and peer tutoring will be used as appropriate a minimum of one period per week. An AIS school based coordinator will be integrated to assist teachers and students. | Academic Intervention Services will be provided to all students during the school day. |
| Science | Academic Intervention Services is provided to students who scored Level 1 and Level 2 on the 4th grade State Science exam.  
  
  • FOSS kits: hands on science materials used in addition to science curriculum.  
  • iPads, Smartboards & Apple Laptop carts are incorporated into instruction.  
  • Web based science sites such as Brain Pop & Brain Pop Jr. - Interactive content, web-based differentiated instructional learning toolkit (K-12) |
| --- | --- |
| Social Studies | Social Studies State exams are no longer administered, however, Targeted support of SS topics through the CCLS units will continue based on students identified by Social Studies Teacher in conjunction with the classroom teacher.  
  
  • Informational text from Social Studies concepts and facts in accordance with common core standards  
  • Map Skills  
  • iPads, Smartboards & Apple Laptop Carts are incorporated into instruction.  
  • Web based Social Studies sites such as BrainPop & BrainPop Jr. - Interactive content, web-based differentiated instructional learning toolkit (K-12) | Small group, one-to-one tutoring and peer tutoring will be used as appropriate a minimum of one period per week. An AIS school based coordinator will be integrated to assist teachers and students |
| Academic Intervention Services will be provided to all students during the school day. |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Students in crisis, requiring temporary hospitalization, ACS removal or intensive case management receive additional sessions on an individual basis and/or parent meetings as needed | Power of Choice Emotional Literacy Clubs PBIS/SEL | Small group, one-to-one tutoring and peer tutoring will be used as appropriate a minimum of one period per week. An AIS school based coordinator will be integrated to assist teachers and students. | Academic Intervention Services will be provided to all students during the school day. |
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>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your 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>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>24 students are currently in STH 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 STH population may change over the course of the year).</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
Student supplies and emergency support will be provided to students in temporary housing along with attendance monitoring, transportation support, afterschool programming and whatever family needs are assessed.

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.

$44,384
Section 8: Title I Program Information

Directions:

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

Part 1: Title I Status

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

|                      | Schoolwide Program (SWP) | Targeted Assistance (TA) Schools | X | 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.

N/A

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).

N/A

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A
Part 4: SWP Schools Only

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

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

N/A

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.

N/A

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts))</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section reference(s) where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>b.</td>
<td>[ ]</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>b.</td>
<td>[ ]</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>b.</td>
<td>[ ]</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>b.</td>
<td>[ ]</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>b.</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

\(^1\)Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.
Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

2The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. 75X188, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>75X188</strong> will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>● providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

Parental Involvement and School Quality

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

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)

75X188, 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;

<table>
<thead>
<tr>
<th>I. School Responsibilities: Providing Parents Reasonable Access to Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide parents reasonable access to staff by:</td>
</tr>
</tbody>
</table>

- 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;

<table>
<thead>
<tr>
<th>I. School Responsibilities: Providing General Support to Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide general support to parents by:</td>
</tr>
</tbody>
</table>

- 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.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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

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

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your **Senior ELL Compliance and Performance Specialist**. Any updates or revisions to this plan must be made through the [iPlan portal](http://schools.nyc.gov/Academics/ELL/default.htm) by June 30.

### Part A: School Information

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

### Part B: Direct Instruction Supplemental Program Information

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

<table>
<thead>
<tr>
<th>Before school</th>
<th>After school</th>
<th>Saturday academy</th>
</tr>
</thead>
</table>

Total # of ELLs to be served: _______

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

<table>
<thead>
<tr>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
</tbody>
</table>

Total # of teachers in this program: _______

# of certified ESL/Bilingual teachers: _______

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

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

Begin description here: 

The Title III program meets on Tuesdays and Wednesdays from 3:05 - 5:05 PM (2 hours daily, 4 hours total weekly) for a total of 13 sessions from February through April. P.188X serves students in grades Pre-K through High School, all with Individualized Education Programs (IEPs). Official school hours are from 8:10am-3:00pm. The official hours of the administrator serving our Title III program, are 7:30-3:30. Our students are classified with Autism, Intellectual Disabilities, and other severe mental and physical delays. SIFEs receive AIS tutoring, native language literacy development, and are offered participation in the Title III program. All of 188X’s students have special needs and receive instruction and services in line with their IEP mandates during Title III instruction. At school orientation and new enrollment intakes, ELLs and their parents are invited, in their native language if requested (through oral or written communication by qualified bilingual staff), to participate in the Title III after-school program, which meets on Tuesdays and Wednesdays from 3:05-5:05 for 13 sessions from February through April. We include our elementary school to provide intervention for low performing ELLs with 20 students identified in grades 3-5 at the elementary school (12:1:1 and 8:1:1 student mandated ratios) supported by ENL and Bilingual licensed pedagogues and bilingual parapros. These students are targeted for the Title III program because they all are at the entering, emerging, and transitioning level of English Language Proficiency on the NYSESLAT and have scored on levels 1 and 2 and on the intermediate level in alternate (NYSAA) and / or standardized assessment (NYS ELA Exam).

Trained in ENL techniques, two certified ENL teachers and a bilingual guidance counselor will facilitate the program for students using effective scaffolding, differentiation and ENL methodologies such as The Natural Approach, Total Physical Response (TPR), Whole Language, and the use of graphic organizers in a collaborative team teaching setting which will be supported by two bilingual parapros. The two ENL teachers will work collaboratively to design and deliver a performing arts / theater oriented experience for participating students using the fore-mentioned strategies while the bilingual guidance counselor will focus on developing communication and understanding of emotions and self for student based theater performances. The language of instruction for the Title III Program will be English. Students in the after school program will be assessed through the use of performance-based rubrics which are designed by our ENL staff, benchmarks and assessment of their final project. This aligns with New Language Arts Progressions 1, 2, 3 and 5. ENL rubrics are also utilized in the evaluation process of students’ work. We also utilize picture symbol usage charts, AAC device logs, and IPads to support instruction and language acquisition. We are incorporating theatre and dance into our after school program because “the arts naturally lend themselves to multicultural and visual teaching and learning, which enhance LEP/ELLs access to language acquisition and cross-cultural education.” (New York State Education Department, www.p12.nysed.gov) “The arts are an integral part of authentic learning; the heart and soul that complement mind and body, a powerful integrative force that teaches the whole child—social, creative, emotional, intellectual, and physical.” (LeFrancois, Psychology for Teaching, pg. 499). In this manner, language needs of our ELLs will be addressed through experiences in the performing arts. ENL teachers and the
Part B: Direct Instruction Supplemental Program Information

bilingual guidance counselor will collaborate to work with ELLs in the TITLE III program, helping students overcome literacy barriers through the study of dance and theater and the promotion of effective social communication as well as self-awareness strategies and emotional literacy. The program provides students with the opportunity to develop theater skills and arts experiences that connect with Common Core capacities and New Language Arts Progressions while emphasizing instruction in the four language modalities for our ELLs.

This year, we will renew our subscription to Brain Pop ENL to support instruction for the program as well as four iPads and two Apple Pencils to develop literacy skills for our ELLs. The Brainpop subscription will be utilized for ongoing instructional support for the program. The iPad tablets will be utilized by the two teachers as well as the paraprofessional to support instruction during the TITLE III program by running the Brainpop program in small targeted groups and recording as well as storing student multimedia project information. The Apple Pencils will assist students in developing written language skills when used in conjunction with the iPads. Research indicates that using technology with ELLs is an effective way to enhance English language acquisition skills: “[Technology] prevents the academic and social marginalization of ELLs. [It is] motivating and non-judgmental. [It] allows them to have the most control over the direction of their learning by controlling their time, speed of learning, autonomy, choice of topics or even their own identity. [It] gives them prompt feedback, individualizes their learning, and tailors the instructional sequence.” - Critical Issue: Using Technology to Support Limited-English-Proficient (LEP) Students’ Learning Experiences (2003)

Part C: Professional Development

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: ______

Professional development for staff working with ELLs is vital to any school, according to linguist and researcher Jim Cummins, who states that, “ongoing dialogue regarding multilingualism via professional learning communities” are key to developing a population of successful ELL’s. In fact, research shows that inspiring and informed teachers are the most important school-related factor influencing student achievement, so it is critical to pay close attention to how we train and support both new and experienced educators. Title III funds will be utilized for 188X’s Title III staff working with ELLs (2 ENL teachers, 2 bilingual paraprofessionals, 1 Bilingual Guidance Counselor and 1 administrator). The staff will participate in 4 monthly after-school ELL professional development seminars. Each meeting will focus on developing ELL proficiencies in a different language modality: Developing Effective Practices for the Promotion of Spoken Language for ELLs (January), Developing Effective Practices for the Promotion of Auditory Language Acquisition (February), Developing Effective Practices to Promote Reading Strategies for ELLs (March), Developing Effective Practices to Promote Writing Strategies for ELLs (April). Each workshop will be led in equal parts by participating pedagogues, support staff, and pedagogical supervisors. Monthly professional development opportunities are held on the second Monday of the month, beginning in January, commencing one week prior to the start of the instructional program. Professional development will draw on staff and administrator’s experience in ENL instruction. Participating staff will receive instruction and the expectations set forth for the students’ culminating
Part C: Professional Development

Projects. All staff who are working the Title III program are required to participate in these professional development seminars.

Part D: Parental Engagement Activities

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

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

Begin description here:

Parents will be contacted by the parent coordinator in their native language (utilizing translation services, as needed) and through the SchoolMessenger electronic interpretation system. Telephone calls made to participate in an initial orientation session, explaining the goals of the after school program, and setting the expectations for staff, students, and parents. This orientation session will take place in January facilitated by the Parent Coordinator, administrator and PTA President. Metro cards will be provided to parents to facilitate their travel to and from this event. The Parent Involvement component of the Title III program will take place on the first Wednesday of the month from 3:05-5:05 throughout the program, commencing the first Wednesday of the program and a second engagement session in March, a third in April and the fourth on the final date of the program. The providers will be the Title III administrator and Parent Coordinator. Topics will include but are not limited to: Developing Language Acquisition Strategies for ELLs in the Home, Utilizing Technology for Language Acquisition, Social – Emotional Literacy and Supporting SEL Growth for Students, Implementing Positive Behavior Supports for Students in the Home and Community, and Acquiring Services to Promote Literacy. Further, parent members will be polled to gauge interest in various other topics as well as offer parents the opportunity to identify areas they would like to receive further support and training. Refreshments will be served to parent members during the meetings. Finally, we are providing 25 metro cards monthly for parents to travel to and from the meetings.

Part E: Budget

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

Allocation Amount: $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title</th>
</tr>
</thead>
</table>
| Professional salaries (schools must account for fringe benefits) | $10,918.54      | Direct Instruction: 2 hours/session x 13 Sessions:
| Per session                                         |                 | 1 Supervisor: $63.45 X 13 X 1.5 HR = $1,237.28
| Per diem                                            |                 | 2 ENL Teachers X $60.65 X 2Hr X 13 sessions = $3,153.80
|                                                      |                 | 1 Bil. Guidance Counselor $65.20 X 2 HR / Session x 13 Sessions= $1,695.20
|                                                      |                 | 2 Paraprofessionals X $34.73 X 2 HR X 13 sessions = $1,805.96
|                                                      |                 | Payroll Secretary: $37.37 X 8 sessions X 2 hours / sessions = $597.92 |
### Part E: Budget

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

**Allocation Amount:** $_________

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Staff Professional Development Sessions x 2 hours/sessions (Supervisor 1.5 HR)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 Teachers X $60.65 X 4 sessions x 2 Hours / Session = $970.40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 Paras: $34.73 x 4 sessions x 2 HR / Session = $558.68</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Supervisors X $63.45 x 4 sessions X 1.5 HR / Session = $380.70</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Bil. Guidance Counselor $65.20 x 4 sessions x 2 HR = $521.60</td>
</tr>
<tr>
<td>Purchased services</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$2,471.76</td>
<td>Brainpop ENL: $695.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>iPad mini 4 Wi-Fi 128GB Space Gray $367.00 x 4 = $1,468.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OTTERBOX DEFENDER F/IPAD 4 MINI $34.19 x 4 = $136.76</td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>0</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>$550.00</td>
<td>Transportation for parents: metro cards provided for 24 parents for monthly meetings: 25 X $5.50 X 4 months = $550.00</td>
</tr>
<tr>
<td>Other</td>
<td>$89.70</td>
<td>Refreshments: $89.70</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$14,030.00</td>
<td>$14,030.00</td>
</tr>
</tbody>
</table>
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>75</td>
<td>Bronx</td>
<td>188</td>
</tr>
</tbody>
</table>

School Name: 188X

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>S. J. Smith-Baugh</td>
<td>C. King</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Stokes</td>
<td>M. Minaya</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>T. Mena/ENL</td>
<td>G. Barrett/ENL</td>
<td>G. Sotomayor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Gamez/Speech</td>
<td>Dr. Bryant</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>H. Rau/Bilingual Teacher</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>466</td>
<td>113</td>
<td>24.25%</td>
</tr>
</tbody>
</table>
Part II: ELL Demographics

A. ELL Programs

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

 Transitional bilingual education program (TBE) Yes [ ] No [ ]
 If yes, indicate language(s): Spanish
 Dual language program (DL) Yes [ ] No [ ]
 If yes, indicate language(s):
 Freestanding ENL Yes [ ] No [ ]

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td>SP</td>
<td>2012-2013</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
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<tr>
<td>TBE</td>
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<td>TBE</td>
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<td>0</td>
<td>1</td>
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</tbody>
</table>

Part III: Assessment Analysis

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

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

   188X uses the ECLAS-2 to assess early literacy skills and SANDI for Alternate Assessment K-8 ELLs. The data shows lower literacy skills, which is then targeted. Teachers review the proficiency levels in Speaking, Reading, Listening, and Writing to better target the areas in which students need to develop their skill sets. The Transitional Bilingual Class uses Estrellita program and assessments. Throughout the whole school, SANDI (Student Annual Needs Determination Inventories) are used in order identify instructional levels and entry points for all ELLs, to which teachers are able to identify student individualized goals and student instructional groups.

2. What structures do you have in place to support this effort?
The structures used to support the acquisition and application of data include but are not limited to: School-Created Checklist(s) assessment which outlines indicators of proficiency across all four domains of language, Student Annual Needs Determination Inventories (SANDI), periodic assessments created on the school level using SANDI and CCLS tasks from NYSAA as a guideline, six progress monitoring periods when teachers analyze data to make conclusions on progress and ascertain if current goals have been met or need modification, portfolios and teacher created materials additionally are used to monitor student progression across the program. Acceptable Yearly Progress is determined through student scores on the NYSAA examination that outlines student progression within the core content areas in all testing modalities when students are assessed at their given age. NYSESLAT progression is considered when applicable to students who are able to receive a reportable score in all modalities and their progress is measured using decision level and raw score data. Students are primarily assessed for progression in the language arts from the SANDI raw score data in conjunction with progression toward meeting individual IEP goals. Student progress is then considered for ELL groups, sub-groups, and individuals.

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?

Summative assessments used by 188X include NYSESLAT, NYSAA, and State ELA and Math tests. On-going assessments are also an important component of determining student progress in our ELL program. This includes but is not limited to: teacher created checklist assessment which outlines student progress in ELA progress, Student Annual Needs Determination Inventories (SANDI), periodic assessments created on the school level using SANDI and CCLS tasks from NYSAA as a guideline, FAST assessments, portfolios and teacher created materials additionally are used to monitor student progression across the program.

4. What structures do you have in place to address interventions once the summative data has been gathered?

In order to address interventions based on the data from our measurement systems, the school leadership team reviews and identifies programs and processes that had a positive impact on student learning and identify improvement systems when forecasting needs and interventions in the Comprehensive Education Plan (CEP) for the upcoming year. Summative data from SANDI and the school curriculum is also utilized by classroom teachers to complete the student placement protocol to align student academic levels and provides ongoing information about individual and group progression in content area mastery in four reporting periods when teachers analyze data to make conclusions on progress and ascertain if current goals have been met or need modification. Furthermore, student progression in academics from on-going assessments such as SANDI / FAST and curriculum is discussed routinely at administrative cabinet and School Leadership Team meetings aligned to the CEP goals to further identify ways to support student development.

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.] SANDI / FAST, Curriculum, and NYSAA data indicates where intensive levels of targeted instruction are to be provided to address the needs of individual students demonstrating sub-standard progress in any of the core areas of study. We utilize achievement testing information from NYSESLAT, NYSAA, and SANDI / FAST to determine which individual students and student groups require more intensive interventions as they relate to student achievement. The assessments mentioned above allow us to consider each individual student’s degree of proficiency in language development. We further compliment our assessment of each individual child with a highly adaptable curriculum that accounts for individual student needs. In these ways our operations reflect best practices as outlined in the RTI.

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 utilize a combination of the SANDI, NYSAA, and teacher made assessments, rubrics and checklists in order to evaluate and inform our ELL programs.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
The school leadership team reviews the data from NYSESLAT and class and individual student progress in the SANDI assessment to make determinations as to student levels for instructional grouping. School leadership additionally references behavior data from PBIS and OORS to make determinations as to appropriate settings for students such as work readiness / pre-vocational programs on the secondary level as well as change in possible class size settings and needs for reduction or increase in individual interventions or supports. Teachers additionally evaluate individual student performance using SANDI, teacher made assessments, and behavior data to make recommendations for program placement as well as identify program changes at the beginning, mid, and end of year benchmarks.

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.
      188X’s ELLs are spread out over thirteen different grade levels (K-12) with varied class-size mandates (6:1:1, 8:1:1, 12:1:1), different English language proficiencies and differing abilities (ED, ID, Autistic, Multiple Disabilities) at three separate sites. ELLs receive ENL with native-language alternate placement para-professionals present in all classes. We employ a freestanding ENL program which primarily utilizes the integrated model (188@34) and an integrated/stand-alone combination (188@301, 188@790) due to specific student needs. Our ELLs are grouped with regard to their class-size mandate (6:1:1, 8:1:1, 12:1:1), English language proficiencies, and testing categorization (Standard, Alternate). The program model is ungraded, heterogeneous integrated and stand-alone. The ENL teachers instruct, utilizing ENL methodologies in both the stand alone and integration services and will support language development needs for ELLs who have been formerly X-Coded when integrating instruction in classes. Newcomer and Entering level ELLs are additionally prioritized within ENL provider caseloads in order to ensure equity for students who require more urgent remediation and services since our students are alternate assessment and in many cases cannot demonstrate progression under the NYSESLAT examination system. All ELLs and former ELLs up to 2 years after exiting ELL status must receive a minimum number of units of integrated ENL.

b. TBE program. If applicable.
   We offer a 3-5 grade Transitional Bilingual Class. The transitional bilingual program has 1) an ENL component designed to develop skills in listening, speaking, reading, and writing in English; 2) a minimum of 2 content-area courses/subjects (Math, Science) in the home language and English at the entering and emerging levels; 3) a home language arts (HLA) component designed to develop skills in listening, speaking, reading, and writing in the students’ home language while cultivating an appreciation of their history and culture. ENL, ELA, and HLA instructional minutes are delivered as per CR Part 154. The home language arts component is delivered through the core content areas *except during ELA instruction by the bilingual certified teacher to which Home Language Arts instruction is delivered in conjunction with mathematics and social studies. The TBE program is additionally supported by an ENL teacher assigned to the class to deliver the ENL mandated minutes as per CR Part 154. In the TBE program, students are grouped along levels of cognition and student IEP mandated ratios in order to group students as homogeneously as possible to aid instruction. Students are additionally assigned to TBE class based on three contiguous grade levels. All Bilingual mandated ELLs that do not have a placement within a TBE class are assigned an Alternate Placement Paraprofessional in order to assure language development and coherence in both their new and home languages as well as support communication efforts regarding instruction between the school and home environments.

c. DL program. If applicable.
   N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

   ENL, ELA, and HLA instructional minutes are delivered as per CR Part 154; in TBE, subject areas should be alternately taught in Spanish and English (ENL component of instruction).

   In grades K-8, Entering ELLs receive 180 minutes of ENL, 180 minutes of ENL/ELA, 0 minutes of Stand-Alone ENL or Integrated Content-Area ENL, totaling 360 minutes total per week. Emerging ELLs receive 90 minutes of ENL, 180 minutes of ENL/ELA, 90 minutes of Stand-Alone ENL or Integrated Content-Area ENL, totaling 360 minutes total per week. Transitioning ELLs receive 90 minutes of ENL/Content Area, 90 minutes of Stand-Alone ENL or Integrated Content-Area ENL, totaling 180 minutes total per week. Expanding ELLs receive 180 minutes of ENL/Content Area, totaling 180 minutes total per week. Commanding ELLs receive 90 minutes of Integrated ENL in ELA/Content Area, totaling 90 minutes total per week.

   In grades 9-12, Entering ELLs receive 180 minutes of ENL, 180 minutes of ENL/ELA, 180 minutes of Stand-Alone ENL or Integrated Content-Area ENL, totaling 540 minutes total per week. Emerging ELLs receive 90 minutes of ENL, 180 minutes of ENL/ELA, 90 minutes of Stand-Alone ENL or Integrated Content-Area ENL, totaling 360 minutes total per week. Transitioning ELLs receive 90 minutes of ENL/Content Area, 90 minutes of Stand-Alone ENL or Integrated Content-Area ENL, totaling 180 minutes total per week. Expanding ELLs receive 180 minutes of ENL/Content Area, totaling 180 minutes total per week. Commanding ELLs receive 90 minutes of Integrated ENL in ELA/Content Area, totaling 90 minutes total per week.

   In the TBE program, both HLA and subject areas are taught in the home language, Spanish. HLA support is delivered through the mathematics, sciences, or social studies core content areas.

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.

   ELL teachers utilize classroom and content area texts/materials for instruction. For standardized assessment students, Connected Mathematics (Math), BrainPop (Social Studies, Science), and Codex (ELA) are regularly used. With alternate assessment students, Math In Focus (Math), BrainPop (Social Studies, Science), Starfall (Literacy) and the D75 Alternate Assessment Curriculum Framework (ELA, Math) are used. ENL materials include leveled readers (Penguin), photo dictionaries (Longman), Word by Word (Longman), and Moving Into English (Harcourt). ENL teachers will push-in and collaborate with content area instruction. ENL providers are scheduled to maximize ELL instructional groups.

   All Bilingual instruction is Common Core-aligned to accelerate student achievement. The transitional bilingual program has 1) an ENL component designed to develop skills in listening, speaking, reading, and writing in English; 2) a minimum of 2 content-area courses/subjects (Math, Science) in the home language and English at the entering and emerging levels; 3) a home language arts (HLA) component designed to develop skills in listening, speaking, reading, and writing in the students’ home language while cultivating an appreciation of their history and culture. ENL, ELA, and HLA instructional minutes are delivered as per CR Part 154. The languages of instruction are English and Spanish.

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

   188X uses Estrellita program and formal and informal diagnostic assessments as well as native language Brigance to evaluate native language throughout the year. The assessment is utilized to evaluate each child’s language development in their native language to provide entry point information for language transfer and identify goals for improvement by the instructor.

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

Services for newcomers include AIS tutoring, developing literacy skills, and providing a nurturing environment to facilitate language production. SIFEs receive AIS tutoring and native language literacy development. Extension of Service (more than 3, but less than 6 years of service) are recommended for tutoring, developing literacy skills, academic intervention, and providing an environment to facilitate language production. SIFE and newcomer students often are assigned priority caseloads within our ENL and Bilingual programs. In this manner we try to ensure their development of their new language skills quickly while reinforcing instruction within their home language. Additionally, newcomer and SIFE students are immediately assessed for their levels of skill attainment in all four modalities and in other academic and social fields utilizing the SANDI system in order to appropriately place them homogeneously within classes amongst their peers. Newcomer and SIFE ELLs additionally often are assigned an alternate placement paraprofessional to promote language acquisition and transfer of knowledge from the home language into their new language. Students additionally work toward individual benchmark goals for language development which are tracked and monitored by their ENL and Bilingual providers. Students curriculum is adapted to meet the individual student needs based on learning style, level of achievement, and assistive technology and other IEP based accommodations as necessary. Developing ELLs are provided all of the same considerations as Newcomer and SIFE students and are additionally placed within priority caseloads as well as provided the same adaptations. Our school provides services for long term ELLs for as long as they need it and according to their IEPs. The majority of our Long Term ELLs have made great gains in their English Language Proficiency but are unable to demonstrate this on NYSESLAT due to the nature of their disabilities. Long Term ELLs (6+ years of service) receive AIS interventions, literacy coaching, Title III participation. All 188X's students have special needs and receive instruction, services in line with their IEP mandates. Students who have transitioned out of the ENL program (former ELLs) are included in ENL groupings for two years, with 90 minutes weekly, and continue to receive ELL testing accommodations for two years following entitlement.

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?

Instruction is focused on development and support of access/foundation skills such as functional communication approaches for ELLs with severe communication disabilities. Teachers utilize grade and age-appropriate classroom and content area texts/materials for instruction. For standardized assessment students, Connected Mathematics (Math), BrainPop (Social Studies, Science), and Codex (ELA) are regularly used. With alternate assessment students, Math In Focus (Math), BrainPop (Social Studies, Science), Starfall (Literacy) and the D75 Alternate Assessment Curriculum Framework (ELA, Math) are used. ESL materials include leveled readers (Penguin), photo dictionaries (Longman), Word by Word (Longman), and Moving Into English (Harcourt). ELLs are not pulled out of content area classes to prevent interfering with test preparation and content area learning. ESL teachers will push-in and collaborate with content area instruction. In TBE, the Estrellita program is used.

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?

As our school is entirely comprised of students with special education mandates all ELL students naturally receive accommodations for program needs for their disability diagnosis, mandated class size ratio as well as related services such as speech, counseling, physical therapy and occupational therapy. 188X uses flexible scheduling to maximize English language development with native language support so that students develop language and content knowledge in English while achieving their IEP goals in the least restrictive environment. Student goals in all ELA modalities are created for each student on an annual basis in conjunction with student ENL providers based off of individual student needs derived from SANDI baseline assessments. Student progression is monitored between the classroom and ENL teacher respectively to determine goal achievement. Instructional flexibility is determined by the teacher and ENL provider to make appropriate adaptations to each student's learning experience so that they may achieve their individual goals which are embedded within our curriculum.
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.

For ELA intervention, we use: Fundations, Wilson Language, Preventing Academic Failure (PAF), Reading A to Z, SMILE, Unique, Edmark, and Edperformance. For Math intervention, we use Go Math, Touch Math, and Edperformance. For Science intervention, we use FOSS kits, Brain Pop, and Brain Pop Jr. For Social Studies intervention, we use informational text, Brain Pop, and Brain Pop Jr. All curriculum is adapted to suit the learning style and language development needs of all students, and is additionally further adapted to student home language as applicable by Bilingual staff and alternate placement paraprofessionals in their home language.

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

This year 188X is considering using BrainPop ESL for the upcoming school year to reinforce instruction in the core content areas for our Bilingual and beginner level ELLs in order to promote language transfer skills aligned to core instruction. Additionally, literacy support staff and school based coaches will be involved in preparing students for the NYSESLAT examination through targeting interventions to support learners in each of the four assessed modalities.

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

There are no ELL programs/services scheduled for discontinuation.

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

ELLs are afforded equal access to all school programs. ELLs are invited, by parent/guardian letter in their preferred language, to participate in the Title III ELL after school program which is designed to promote language skills for ELLs through the arts as well as the Middle School After School Program which is designed to promote academic skills in the core content areas as a supplement to their daily instruction. We will not discontinue any existing programs.

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.

Teachers utilize grade and age-appropriate classroom and content area texts/materials for instruction. For standardized assessment students, Connected Mathematics (Math), BrainPop (Social Studies, Science), and Codex (ELA) are regularly used. With alternate assessment students, Math In Focus (Math), BrainPop (Social Studies, Science), Starfall (Literacy) and the D75 Alternate Assessment Curriculum Farmework (ELA, Math) are used. ESL materials include leveled readers (Penguin), photo dictionaries (Longman), Word by Word (Longman), and Moving Into English (Harcourt). ELLs are not pulled out of content area classes to prevent interfering with test preparation and content area learning. ENL teachers will push-in and collaborate with content area instruction. In TBE, the Estrellita program is used. 188X has Smartboards, desktop computers, laptop carts, and tablets to support ELLs.

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

The students literacy skills in their Native Language varies based on abilities and cognitive delays and the teachers use differentiated instruction to meet their individual needs. Home Language support needs for our TBE classroom is assessed through student achievement information based off of teacher observation and data collection in regards to our curriculum as well as NYSESLAT achievement levels of each student and necessary IEP driven supports. Furthermore, in the TBE model, 188X uses the Estrelitta program as well as native language books, manipulative, and A-Z Books online to support students in their native language. All paraprofessionals speak the native language and provide ongoing support throughout the day. One period of Native Language instruction is delivered daily. Alternate placement paraprofessionals are provided to students mandated for Bilingual Instruction who are not in the TBE class, and all ELLs are provided access to native language books, manipulative, and A-Z Books online to support students in their native language. All ELL students receive adaptive technology as per their IEP mandates.

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

All instructional materials used to educate ELLs in our school are age appropriate as they are often modified by our teachers to meet the cognitive needs of our students. These materials included but are not limited to school-created curriculum, adapted
books, picture books, communication boards, and picture dictionaries, audio and video programs for English language development and functional based curriculum for transfer of knowledge. In house, ENL and Bilingual teachers work together to optimize student service needs based on scheduling and student grouping considerations. ELLs and teachers of ELLs additionally have access to all items purchased using TITLE III funding such as I pads, computers (laptops and desktops, and instructional software to support their needs throughout the instructional day.

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?

Our main site is a self contained building. We do have 2 off sites at MS 301 (19 self contained classes) and H790 (8 self contained classes and 3 9:1:2 SETSS Inclusion class). To support our ELLs at these programs, each site is assigned a full time ENL provider. In both co-located programs, school resources are shared equitably amongst the schools in order to ensure student needs are being met. Furthermore, we have developed our own resources within each off-site to ensure that all of our students, have access to all the resources provided by the 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).

Newly enrolled ELLs may participate in Chapter 683 during the summer session. We additionally focus on connecting ELLs with community resources and agencies for adults with disabilities in addition to helping them find appropriate program and/or job placements. These services are immediately offered to all incumbent students to align additional outside agency supports for students to develop academic and social skills. Newcomer ELLs in the middle and secondary levels additionally are immediately assessed via Level 1 vocational surveys (both by parents and students) as well as SANDI in order to develop an accurate picture of student wants, needs and ability levels. These institutions help identify student levels of achievement and align their wants and needs for their transition out of our program into their instructional experience. Newcomer ELLs additionally have priority seating within ENL and Bilingual classes to assist in development of their language skills in English and transfer existing skills from their home language. Newcomer ELLs are additionally supported by ELL department technology including I pads, computers, and instructional software to accelerate their acquisition of English language skills. All school support staff additionally evaluate newcomer ELLs to generate a baseline of student skills and develop student needs (i.e. counseling services are offered to students and parents, Speech baselines are conducted, PT and OT levels of achievement are identified). Our Speech and Language department additionally evaluates the communication needs of all newcomer ELLs in order to identify methodologies and technology to support student language acquisition needs; i.e. dynavox communication systems, ipads, etc. which are then added to student IEP mandates as necessary.

17. What language electives are offered to ELLs?

As part of District 75, we do not currently offer language electives.

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)?

   Currently, 188X only features ENL and TBE programs.

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Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Two English Language Learning professional development sessions of 150 minutes each will be provided to the all staff (administrators, secretaries, parent coordinator, teachers, paraprofessionals, and related service providers) working with ELLs, during our Election Day Professional Development (November) and Chancellor’s Conference Day (June), totaling 300 minutes (5 hours) per academic year.

Professional Development Program for all staff responsible for delivery and instruction and services to limited English proficient students-The ELL Compliance person, a member of the LAP Policy team has been designated to attend District 75 professional development on Compliance issues including, program mandates, instructional accountability, and the administration of NYSESLAT. The ELL Compliance person then provides professional development bases on the information obtained to all teachers of ELL students. The PDs for the ELL teachers help align tasks and curriculum to the Common Core standards in order to comply with the Common Core Standards and instruction of ELLs. Additionally ESL and Bilingual Teachers also attend District 75 ELL training. These outside sources of professional development help our teachers of ELLs to develop sound practices as they relate to common core instruction for ELL students with disabilities. These trainings include: Planning Thematic Units for ELLs with Disabilities, Home Language Arts Instructional PD Series: Designing Effective Classroom Assessments using the Home Language Arts Progressions (HLAP) for ELLs with Disabilities, Designing Effective Classroom Assessment for ELLs with Severe Disabilities (suffices as Jose P. Training, Part 2), Supporting Language Acquisition of ELLs with Disabilities through Visual and Performing Arts, New ELL Teacher PD Series: Designing Effective Classroom Assessments for ELLs with Severe Disabilities, Co-teaching for ENL teachers and non-ENL/non-bilingual Collaborating and Content-area Teachers or Related Service Providers (suffices as Jose P. Training, Part 2), How to Support the Instruction of ELLs in a Monolingual Classroom for ENL teachers, classroom teachers and alternate placement paraprofessionals, Home Language Arts Instructional PD Series: Co-teaching for bilingual teachers - Grades 7-12, Introduction to ENL Methodologies (suffices as Jose P. Training, Part 1), New ELL Teacher PD Series: Incorporating the Language Experience Approach (LEA) into Instruction for ELLs with Severe Disabilities. Beyond district trainings, all staff that serve our ENL and Bilingual departments are encouraged to take part in trainings and workshops offered at the city level by the Department of English Language Learners (DELLs). Teacher of ELLs additionally conduct professional workshops in-house pertaining to student placement, collaborative inquiry, and sharing of best practices. In these sessions, the ELL Compliance person facilitates the ELL staff understanding in the changes of mandates as per CR Part 154, Furthermore, ELL providers engage in planning committees to design common practices to be utilized in supporting ELL students through stand alone and integrated models of instruction to norm operational practices throughout the building. ELL teachers also turn-key information and practices from the above-mentioned district level professional development opportunities as well as plan how outside strategies can be implemented across all classrooms to support ELLs. These practices help us in ensuring program continuity for our ELLs by coordinating city mandates, aligning school instruction to educational techniques for ELLs, sharing and turn-keying best practices, and unpacking student data.

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.

In order to meet the 15% staff professional development mandate as per CR Part 154, we have organized the following system. Counselors assist staff in transitioning ELLs from elementary to middle and middle to high school. Counselors receive professional development on ELL transition considerations and recommendations. The transition coordinator arranges workshops and is available for consultation.

For pedagogical staff, two English Language Learning professional development sessions of 150 minutes each will be provided to the all staff (administrators, secretaries, parent coordinator, teachers, paraprofessionals, and related service providers) working with ELLs, during our Election Day Professional Development (November) and Chancellor’s Conference Day (June), totaling 300 minutes (5 hours) per academic year. Additionally, staff are encouraged to attend District 75 ELL professional development workshops in order to support ELLs as they engage with the Common Core Learning Standards, especially Jose P training sessions. The DOE provides professional development workshops to all special education teachers required to have the minimum 10 hours of Jose P. training. We expect all new teachers to attend these workshops. A list of teachers having completed Jose P. training is annually compiled and maintained in the ELL Compliance Binder.

In order to meet the 50% total professional development hours for our ENL and Bilingual Education providers, we conduct both in-house professional development activities and encourage our providers to attend a minimum of two professional development workshops at the district level annually. In meeting these hours at the school level, ENL and Bilingual education...
providers are engaged in several activities on mandated full professional development days as well as meet regularly on a weekly basis to unpack instructional and best practices as well as compliance information and turn-key professional development for one another. Additionally, all staff for the ENL and Bilingual program will meet to create specific goals and assessments for the school curriculum twice per week at the beginning of every instructional unit. Outside sources of professional development help our teachers of ELLs to develop sound practices as they relate to common core instruction for ELL students with disabilities. These trainings include: Planning Thematic Units for ELLs with Disabilities, Home Language Arts Instructional PD Series: Designing Effective Classroom Assessments using the Home Language Arts Progressions (HLAP) for ELLs with Disabilities, Designing Effective Classroom Assessment for ELLs with Severe Disabilities (succeses as Jose P. Training, Part 2), Supporting Language Acquisition of ELLs with Disabilities through Visual and Performing Arts, New ELL Teacher PD Series: Designing Effective Classroom Assessments for ELLs with Severe Disabilities, Co-teaching for ENL teachers and non-ENL/non-bilingual Collaborating and Content-area Teachers or Related Service Providers (succeses as Jose P. Training, Part 2), How to Support the Instruction of ELLs in a Monolingual Classroom for ENL teachers, classroom teachers and alternate placement paraprofessionals, Home Language Arts Instructional PD Series: Co-teaching for bilingual teachers - Grades 7-12, Introduction to ENL Methodologies (succeses as Jose P. Training, Part 1), New ELL Teacher PD Series: Incorporating the Language Experience Approach (LEA) into Instruction for ELLs with Severe Disabilities. Beyond district trainings, all staff that serve our ENL and Bilingual departments are encouraged to take part in trainings and workshops offered at the city level by the Department of English Language Learners (DELLs). When staff attend outside PD, they prepare a presentation for teachers of ELLs upon their return in addition to conducting a workshop on how the material can be applied to our program. Record keeping of professional development activities will be maintained within the school alongside the ELL Compliance Binder Documents in the form of agendas and sign-in sheets.

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**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?

Parents, including parents of ELLs, actively participate in monthly Parent Teacher Association meetings. Eleven additional parent workshops and events take place throughout the year as detailed in the parent/community calendar distributed to all parents, including the parents of ELLs, in their preferred language, at the start of the school year. Additionally, the parents of the students who attend the TITLE III after school program are invited to both orientation for the program as well as events to highlight student learning and progression. Furthermore, as all students within our school have IEPs, progress in language development for ELLs is discussed in length at each student’s annual review. During annual review and triennial meetings, parents are informed of student assessment results pertaining to NYSESLAT, SANDI, NYSAA (when appropriate), and teacher made formative assessment results which are structured into the present levels of performance section of the IEP for every ELL student.

Records for these meetings and events are kept and reviewed by the team to measure parent involvement and student progression within the curriculum. Records are kept in various ways including binders for ELL, TITTLE III, Parent Outreach, Datafolios / SESIS, etc. as well as curriculum and attendance statistics for invitational and open meetings retained within the school. The records of attendance, encounters, and use of services are kept by the Parent coordinator in addition to the ELL Compliance Liaison to track and monitor parent attendance for routine and scheduled school functions. All records of parent contact and ELL documentation are kept by the ELL Compliance Liaison on record within the school and within student cumulative folders. Provisions for interpretation and translation of information are as follows: All communication with parents is provided in English and Spanish by school based staff. All written and verbal communication is offered in service from coordination of events through the use of the city’s interpretation and translation services in both written and oral form to discuss student needs in languages other than Spanish. We have full time staff members to provide interpretation in the following languages aside from Spanish: Bengali, French, Russian.

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

Parents, including parents of ELLs, actively participate in monthly Parent Counseling and Training meetings with sessions in both English and Spanish, with translation services available for the English language meetings. Parents are also included in monthly Parent Teacher Association meetings, with translation services available. Eleven additional parent workshops and
events take place throughout the year as detailed in the parent/community calendar distributed to all parents, including the parents of ELLs, in their preferred language, at the start of the school year. The parent coordinator facilitates an ongoing series of parent meetings, and conducts parent outreach in the preferred language.

**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.

NA
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, Shanie Johnson, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

### School Name: 188X  
**School DBN:** 75X188

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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<tbody>
<tr>
<td>S. Johnson</td>
<td>Principal</td>
<td></td>
<td>06/30/17</td>
</tr>
<tr>
<td>C. King</td>
<td>Assistant Principal</td>
<td></td>
<td>06/30/17</td>
</tr>
<tr>
<td>D. Zerbo</td>
<td>Parent Coordinator</td>
<td></td>
<td>06/30/17</td>
</tr>
<tr>
<td>H. Rau</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>06/30/17</td>
</tr>
<tr>
<td>G. Sotomayor</td>
<td>Parent</td>
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</tr>
<tr>
<td>G. Barrett/ENL</td>
<td>Teacher/Subject Area</td>
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</tr>
<tr>
<td>N. España/ENL</td>
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<tr>
<td>C. Stokes</td>
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<tr>
<td>J. Kimmel</td>
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<tr>
<td>M. Minaya</td>
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<tr>
<td>K. Louissant</td>
<td>Superintendent</td>
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<tr>
<td>Dr. Bryant</td>
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<tr>
<td></td>
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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>Geoff</td>
<td>Barrett</td>
<td>ENL Provider / ELL Coordinator</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](https://www1.nyc.gov/site/doe/services/documents/policies/2018-2019-chancellor-regulations.pdf)).

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.

   An inventory of the Home Language surveys, ATS RPOB report, and Parent-Indicated Preferred Language of Communication is maintained to ensure that written and oral services are provided in the language requested. This is also noted on the Student Information Cards, or "Blue Cards". Spanish and Bengali communication are currently the non-English languages most requested. We have staff members who speak these languages and communicate with the parents and provide translation of necessary information on a regular basis. For languages other than Spanish and Bengali, we utilize over-the-phone interpretation services provided by the NYC DOE.

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>AFRIKAANS</td>
<td>0.0</td>
<td>0.0</td>
<td>2</td>
<td>.39</td>
</tr>
<tr>
<td>ARABIC</td>
<td>1</td>
<td>.19</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>BENGALI</td>
<td>4</td>
<td>.77</td>
<td>5</td>
<td>.97</td>
</tr>
<tr>
<td>FRENCH</td>
<td>2</td>
<td>.39</td>
<td>2</td>
<td>.39</td>
</tr>
<tr>
<td>FULANI</td>
<td>1</td>
<td>.19</td>
<td>1</td>
<td>.19</td>
</tr>
<tr>
<td>MANDINKA</td>
<td>4</td>
<td>.77</td>
<td>3</td>
<td>.58</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>397</td>
<td>76.79</td>
<td>390</td>
<td>75.44</td>
</tr>
<tr>
<td>PUNJABI</td>
<td>1</td>
<td>.19</td>
<td>1</td>
<td>.19</td>
</tr>
<tr>
<td>SPANISH</td>
<td>104</td>
<td>20.12</td>
<td>109</td>
<td>21.08</td>
</tr>
<tr>
<td>SONINKE</td>
<td>1</td>
<td>.19</td>
<td>2</td>
<td>.39</td>
</tr>
<tr>
<td>TWI</td>
<td>2</td>
<td>.39</td>
<td>2</td>
<td>.39</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

NA

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome letters from the Principal and Parent Coordinator along with calendars and workshop notices</td>
<td>Friday September 7th, 2018</td>
<td>Documents will be translated in Spanish / Bengali by school based staff members. Other languages will be sent to the Language Translation Unit for translation during the summer of 2017 in order for documents to be kept on file for future use and disseminated early in the 2018-2019 school year.</td>
</tr>
<tr>
<td>Ancillary documents and common parent communications i.e. What to Know and Who to Call</td>
<td>Ongoing throughout the year</td>
<td>Documents will be translated in Spanish / Bengali by school based staff members. Other languages will be sent to the Language Translation Unit for translation during the summer of 2017 in order for documents to be kept on file for future use and disseminated early in the 2018-2019 school year.</td>
</tr>
</tbody>
</table>
Unit for translation during the summer of 2018 in order for documents to be kept on file for future use and disseminated as needed throughout the school year.

The parent handbook

Friday September 14th, 2018

Documents will be translated in Spanish / Bengali by school based staff members. Other languages will be sent to the Language Translation Unit for translation during the summer of 2018 in order for documents to be kept on file for future use and disseminated early in the 2018-2019 school year.

Parent - teacher conference notices

Twice annually, in October and March as per the DOE Calendar and SBO Vote

Documents will be translated in Spanish / Bengali by school based staff members. Other languages will be sent to the Language Translation Unit for translation during the summer of 2018 in order for documents to be kept on file for future use and disseminated no later than 1 week prior to the scheduled conference dates.

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>Open House:</td>
<td></td>
<td>Parents will be notified of meetings in Spanish / Bengali by school based staff members. Other languages will be sent to the Language Interpretation Unit for services. Parents will be asked in advance if they will be able to attend in order to secure interpretation services from both in-house and outside services in advance. Interpretation unit services will be utilized if no staff member on hand is able to successfully interpret for guardians in attendance.</td>
</tr>
<tr>
<td>P34- 9/21/18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS 301-9/28/18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H790-9/24/18 &amp; 10/5/18</td>
<td>September 2018, Dates by site TBD</td>
<td></td>
</tr>
<tr>
<td>Parent teacher conference:</td>
<td></td>
<td>Parents will be notified of meetings in Spanish / Bengali by school based staff members. Other languages will be sent to the Language Interpretation Unit for services. Parents will be asked in advance if they will be able to attend in order to secure interpretation services from both in-house and outside services in advance. Interpretation unit services will be utilized if no staff member on hand is able to successfully interpret for guardians in attendance.</td>
</tr>
<tr>
<td>P34-</td>
<td>Twice Annually: Same Day Afternoon / Evening Sessions as determined by the DOE Calendar and SBO Vote.</td>
<td></td>
</tr>
<tr>
<td>Event</td>
<td>Date/Details</td>
<td>Services/Notes</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>MS 301 H790/H527</td>
<td></td>
<td>attend in order to secure interpretation services from both in-house and outside services in advance. All teachers will be trained in utilization of the interpretation unit services if no staff member on hand is able to successfully interpret for guardians in attendance.</td>
</tr>
<tr>
<td>Related Services Workshop 10/12/18;</td>
<td>October 2018, Date by site TBD</td>
<td>Parents will be notified of meetings in Spanish / Bengali by school based staff members. Other languages will be sent to the Language Interpretation Unit for services. Parents will be asked in advance if they will be able to attend in order to secure interpretation services from both in-house and outside services in advance. Interpretation unit services will be utilized if no staff member on hand is able to successfully interpret for guardians in attendance.</td>
</tr>
<tr>
<td>IEP Basics-11/9/18;</td>
<td>November 2018, Dates by site TBD</td>
<td>Parents will be notified of meetings in Spanish / Bengali by school based staff members. Other languages will be sent to the Language Interpretation Unit for services. Parents will be asked in advance if they will be able to attend in order to secure interpretation services from both in-house and outside services in advance. Interpretation unit services will be utilized if no staff member on hand is able to successfully interpret for guardians in attendance.</td>
</tr>
<tr>
<td>Curriculum Night- 12/7/18;</td>
<td>December 2018, Dates by site TBD</td>
<td>Parents will be notified of meetings in Spanish / Bengali by school based staff members. Other languages will be sent to the Language Interpretation Unit for services. Parents will be asked in advance if they will be able to attend in order to secure interpretation services from both in-house and outside services in advance. Interpretation unit services will be utilized if no staff member on hand is able to successfully interpret for guardians in attendance.</td>
</tr>
<tr>
<td>Health &amp; Resource Fair 12/14/18;</td>
<td>December 2018, Dates by site TBD</td>
<td>Parents will be notified of meetings in Spanish / Bengali by school based staff members. Other languages will be sent to the Language Interpretation Unit for services. Parents will be asked in advance if they will be able to attend in order to secure interpretation services from both in-house and outside services in advance. Interpretation unit services will be utilized if no staff member on hand is able to successfully interpret for guardians in attendance.</td>
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</tbody>
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### 3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In the event of an emergency, the school has several provisions in place to reach limited English proficient guardians and families. Primarily, we utilize emergency blue cards at the beginning of each year to identify parents and guardians as well as family members of LEP families who are able to successfully communicate in English as an emergency measure if there are no staff members who are capable of interpretation for direct guardians. The main office additionally has a folder for each non-English and Spanish language, in which in the event of an emergency will be leveraged by an in-house speaker of the native language in order to call parents in the event of an emergency. Third, an inventory is kept by the main office of language proficiency for all staff members in order to successfully delegate family contact to specified individuals in case of an emergency; to which all staff are aware that they may be needed to contact families. Last, in the case that the above procedures are unavailable due to absenteeism or lack of third party family members who can interpret for the guardian, the language interpretation unit will be contacted by the parent coordinator or designated language access coordinator to inform parents of the nature of the emergency.
Part C: Training Staff on Policies and Procedure

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

All staff members will be trained by the parent coordinator and language access coordinator on Chancellor’s Regulations A-663 during the designated professional development day in September prior to the commencement of the school year. Furthermore, all pertinent information related to the LAP and LTI regarding parent contact will be shared with all school staff members during this initial training. In addition, staff members will be provided with the DOE welcome poster to display for parents in their classrooms in order for parent or guardian members to indicate preferred languages at any face to face meetings, and given contact information for the interpretation and translation unit for use in daily operations.

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.)

188x follows all protocol in accordance to the Chancellor’s Regulation A-663.

- We have posted a large DOE welcome poster which is translated in the common languages covered by the DOE which indicates who are parent coordinator is and who our Family Advocates are.

- A sign in the common covered languages has been posted in the main lobby near the welcome poster which lets parents know that translation services are available and for families and guardians to indicate language of preference.

- There are copies on file of the Parents Bill of Rights and the Family Guide in the covered languages in the parent coordinators office.

- The phone number for Translation services has been distributed to all school personnel (718-752-7373)

- The school will ensure that written communication is translated in the parent’s native language within a reasonable amount of time.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

In order to gather feedback from parents on the quality and availability of services, the school primarily uses the NYC School Survey in addition to SLT, PA, and Parent Coordinator Surveys to gain insight into the the quality of communication between the staff and the school. In addition to the survey, the school examines the attendance rates for school functions and IEP meetings to ensure that effective communication takes place for vital processes. The
school also monitors attendance of students on a weekly basis and the communication logs of teachers and students to ensure that effective, appropriate, and timely outreach occurs on a regular basis. The parent coordinator informally collects data related to communication and outreach efforts and events and maintains the information to share with school leaders. The school leadership team monitors the use of language translation and interpretation services by the office and classroom staff and compiles data to make informed decisions regarding school based policies and procedures regarding translation and interpretation needs. Using these methodologies the school both formally and informally monitors our outreach efforts.