2018-19
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): 12X214
School Name: P.S. 214
Principal: DAVID CINTRON
School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: The Lorraine Hansberry Academy  
School Number (DBN): 12x214

BEDS Code: 32120010214

Grades Served: Pre K-8

School Address: 1970 West Farms Road Bronx, NY 10460

Phone Number: 718-589-6728  
Fax: 718-328-7762

School Contact Person: David Cintron  
Email Address: dcintro@schools.nyc.gov

Principal: David Cintron

UFT Chapter Leader: Princess Andrews

Parents’ Association President: Kashannali Lopez

SLT Chairperson: Candida Dejesus

Title I Parent Representative (or Parent Advisory Council Chairperson): Maria Rodriguez

Student Representative(s): N/A

CBO Representative: N/A

District Information

Geographical District: 12  
Superintendent: Rafaela Espinal Pacheco

Superintendent’s Office Address: 1970 West Farms Road Bronx, NY 10460

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

Phone Number: 718-328-2310  
Fax: 718-542-7736

Field Support Center (FSC)
FSC: Bronx

Executive Director: Jose Ruiz

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

Executive Director’s Email Address: jruiz2@schools.nyc.gov

Phone Number: 718-828-7776

Fax: 718-282-6280
Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Cintron</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Princess Andrews</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Kashannali Lopez</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>Janice Spry-Whitaker</td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>Maria Rodriguez</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
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<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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</tr>
<tr>
<td>Frances Robinson</td>
<td>Staff/ Recorder</td>
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</tr>
<tr>
<td>Diana Cerreta</td>
<td>Staff</td>
<td></td>
</tr>
<tr>
<td>Shameeka Hughes</td>
<td>Parent/ PTARecording Secretary</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
<td>Lismeliany Olivo</td>
<td>Parent</td>
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</tr>
<tr>
<td>Candida Dejesus</td>
<td>Parent/ SLTChairperson</td>
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<tr>
<td></td>
<td>Member/</td>
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Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

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

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development

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

Based on robust research, the six elements of the Framework identify the areas that we must improve to increase student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.
In accordance with the requirements of Chancellor’s Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, Trust, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

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

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<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>
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<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>
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<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>
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<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>
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<tr>
<td><strong>Trust:</strong> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.</td>
</tr>
</tbody>
</table>

### Accountability Tools and the Framework for Great Schools

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

### NYSED’s Six DTSDE Tenets

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

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

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement
NYCDOE’s Quality Review (QR)

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

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

School Quality Guide

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor’s Regulations A-655.
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
• **Step 3:** In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), and other qualitative and quantitative data.

• **Step 4:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

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

• **Step 6:** 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 7:** 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.
### 1. What is your school’s mission statement?

The Lorraine Hansberry Academy P.S / M.S 214 is located in the West Farms section of the Bronx. The school is organized into three mini-academies; the Early Childhood Program, Elementary School and Middle School which all adhere to the mission statement and focus on the developmental states of learning.

**Vision Statement:**

Our students will be committed to high levels of learning throughout life and will make positive contributions to the global society.

**Mission Statement:**

To achieve our vision, we believe that our responsibility is based on a deep commitment to provide rigorous learning opportunities through a community-wide social-emotional approach, so that all students achieve at high levels.

**Theory of Action:**

If the school provides teachers and staff with systemic learning opportunities grounded in sustaining academic rigor, and engaging learners in quality interactions, school-wide instructional practices will be enhanced. As a result, students will achieve increasingly higher levels of learning.

If students’ daily learning experiences are driven by high standards and academic rigor, supported by careful scaffolds and structured interactions, students will learn to read, write and think critically across all disciplines.

**Instructional Focus:**

Expose students to a large volume and wide range of writing experiences across all subjects.

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

We foster a diverse population of students as well as teachers and staff. The student demographics are comprised of:

- 25% African American
- 11% English Language Learners
70% Hispanic 18% Special Education Students

1% Caucasian 51% Male students enrolled

2% Asian 49% Female students enrolled

1% American Indian

The average attendance rate for the school year 2017-2018 is 92%.

Our school's areas of strength was demonstrated by a 5% increase in reading proficiency as measured by the 2015-16 ELA state exam. The SWD subgroup scored higher than the ELL subgroup within levels 3’s and 4’s on the 2015-16 mathematics exam.

The students at P.S. 214 are provided with a safe and structured environment that promotes active learning alongside positive social relationships with peers and adults. We honor our mission and fully believe that learners warrant a developmentally appropriate social emotional approach. Our students in Pre-K - 5th grade partake in morning meetings based on The Morning side Center’s “4Rs” curriculum, while students in grades 6 - 8th grade complete the “Be the Change” curriculum which are both literacy based, focusing on themed units that encompass activities where students learn how to handle themselves and also seeks to create a caring environment among all. Community-wide we offer a host of programs that benefit each of our three mini- academies individually and inclusively.

Featured Programs are as follows:

The Early Childhood Program Pre-K - 2:

- Bent On Learning Yoga - addresses the physical, social and emotional state of students in urban education (trained yoga instructors around the city teach yoga principles and practices).
- NYC Ballet – brings the art of ballet to our school. Students will learn this genre of dance.
- NYU Langone Parent Corps Center for Early Childhood Health and Development- our families learn how to improve their parenting skills, young students learn positive social habits and behavioral skills.

Elementary School 3 - 5:

- Band- Students work with the music teacher to learn how to read music and play instruments.
- My Own Book Program - provides field trips for third grade classes in the New York City public schools to Barnes & Noble bookstores where each child is given the opportunity to purchase up to $50 worth of books of their own choice.
- Disney in the Schools- A three year grant warded to our school affording the students the opportunity to enact popular Disney movies as musicals in the school. Students are invited to tour Broadway and meet casts and crews.
• Destination Imagination (new for 2016 - 2017) – The program offers open-ended academic challenges where students rely on their strengths and abilities and must step outside of their comfort zones in order to offer a solution to a real world community based challenge.
• Art Club

Middle School 6-8:

• Accelerated courses for high school credits
• Video Yearbook
• After school interest clubs: fashion design, environmental club, computer coding and gaming, instrumental music.
• Dance & Art Club
• High Pi Society Mathematics
• Girls Spirit & Salaam Arts: seeks to promote the growth, confidence and social development of young girls.
• Basketball, Cheerleading & Unity Steppers Teams

Our students are empowered and their character development is fostered by a rich culture that we have here at P.S. 214. Community-wide we all work to align ourselves with the following school featured programs and partnerships:

• Student led Advisory and Peer Mediation Program and Student Action Committee
• PBIS- an incentive system to develop responsible and caring students
• Gifted and Talented classes grade 1-8.
• Morningside Center for Teaching Social Responsibility
• PAZ – an expanded time program by Morningside Center for Teaching Social Responsibility
• Food Bank for New York City – Cook Shop Classroom
• TASC – (The After School Corporation)
• New York City Parks Green Thumb
• Father Mentoring Program
• Girl Scouts of Greater New York grades K – 8th
• Destination Imagination (new for 2016 - 2017) – The program offers open-ended academic challenges where students rely on their strengths and abilities and must step outside of their comfort zones in order to offer a solution to a real world community based challenge.
• Urban Advantage Sponsored Parent Field Trips to various museums that enhance the science and social studies curriculum.
• Each One, Reach One Mentoring program- Staff members volunteer to mentor a student.

Our community of staff, students and the Parent –Teacher Association work hard to ensure that our students are able to adapt to the many social situations that they may face. The abundance of programs that are offered to our students help them grow socially and academically.

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

Our school's areas of strength was demonstrated by a 5% increase in reading proficiency as measured by the 2015-16 ELA state exam. The SWD subgroup scored higher than the ELL subgroup within levels 3’s and 4’s on the 2015-16 mathematics exam.
Area of Need:

ELL subgroups scored 3.4% or lower within the area of level 3's and 4's as measured by the ELA state exam.

ELL subgroups scored 0% within levels 3 and 4 on the 2015-16 Mathematics exam.

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.

At the Lorraine Hansberry Academy we pride ourselves on a distinctive school culture which is based on high expectations. The strength of our school is grounded in the work of our revamped innovative teacher teams and professional learning communities, which bring a wealth of knowledge and experience. We believe that academic achievement is the road to college and career readiness. We continue to use strategic practices to learn and grow using student achievement as the center of all initiatives and endeavors. This enables us to lead students to success by committing to a challenging curriculum that produces rigorous learning opportunities based on student needs and interests.

Our cohorts of teachers meet during professional time to engage in common planning with discussions in areas informed by the instructional shifts and Danielson’s Framework for Teaching. Teacher teams in Pre-K – 5th grade meet a minimum of two times a week and 6-8th grades meet every day. The planning time that is built into the teacher’s schedule affords each team an opportunity to:

- Establish knowledge of content and resources
- Create pacing calendars
- Analyze the curriculum using Understanding by Design to make instructional adjustments using a standardized unit plan template
- Develop evaluative, reflective and coherent lesson plans aligned to the CCLS
- Analyze data for the purpose of differentiation and tiered learning activities
- Sharing best practices for instruction

We have implemented a professional learning community where our educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve and to improve results across each grade. This affords each team an opportunity to:

- Develop an inquiry focus, examine the standards, create tasks to administer
- Analyze tasks based on student work and define gaps across the grade
- Take action: develop, implement and analyze focused lessons where data drives the instruction
- Analyze data using the locally developed Learning Path Tool and the Team Meeting Protocols to determine next steps.
- Monitor student progress
- Engage in external research and resources
- New for 2016-2017 in Middle School interdisciplinary teams will engage in cycles of professional learning to achieve the aforementioned.
We believe that if we provide students with the necessary supports to address learning barriers, we can positively impact their higher-order thinking skills and problem solving abilities thus leading to an increase in student achievement.

The relationship between our mission statement and the identified needs of the school helps to drive our push toward improving student achievement. The NYC DOE K – 8 School Quality Snapshot indicates that:

- 15% met state standards on the State English test; the average score was 2.3 out of 4.5.
- 24% met state standards on the State Math test; the average score was 2.4 out of 4.5.

However, our school scored higher than the district average which was 11% for the State English test and our students achieved higher than the district average of 14% for the State Math test. We will continue to improve and strengthen our practices so that we can close the achievement gap.

Additionally, the great work that we do here at P.S 214 is recognized as a host school through the Learning Partners Program. The program is designed to promote inter-school collaborative learning and leverage the rich reservoir of expertise that already resides within our school communities to improve the educational experience for all New York City students. Our school is a host school since 2014, and collaborates with schools throughout four of the five boroughs in New York City. We are also partnered with the Middle School Quality Initiative (MSQI), which supports schools in developing literacy in young adolescents, ultimately preparing them for success in high school and college.
### School Demographics and Accountability Snapshot for 12X214

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
<th>English Language Learner Programs (2018-19)</th>
<th>Self-Contained English as a Second Language</th>
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<tr>
<td>Transitional Bilingual</td>
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<td>School Configuration (2018-19)</td>
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<td>% Students with Disabilities</td>
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<td>% Hispanic or Latino</td>
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<td>% Asian or Native Hawaiian/Pacific Islander</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>% of Teachers with No Valid Teaching Certificate</td>
<td>0%</td>
<td>% Teaching Out of Certification</td>
<td>4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Teaching with Fewer Than 3 Years of Experience</td>
<td>14%</td>
<td>Average Teacher Absences (2014-15)</td>
<td>6.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELA Performance at levels 3 &amp; 4</td>
<td>23.8%</td>
<td>Mathematics Performance at levels 3 &amp; 4</td>
<td>17.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17)</td>
<td>72%</td>
<td>Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17)</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELA Performance at levels 3 &amp; 4</td>
<td>N/A</td>
<td>Mathematics Performance at levels 3 &amp; 4</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Global History Performance at levels 3 &amp; 4</td>
<td>N/A</td>
<td>US History Performance at Levels 3 &amp; 4</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Year Graduation Rate</td>
<td>N/A</td>
<td>6 Year Graduation Rate (2011 Cohort)</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regents Diploma w/ Advanced Designation</td>
<td>N/A</td>
<td>% ELA/Math Aspirational Performance Measures (2015-16)</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall NYSED Accountability Status (2018-19)</td>
<td>No Recognition</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In Good Standing</td>
<td>No Local Assistance Plan</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focus District</td>
<td>Yes Focus School Identified by a Focus District</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Priority School</td>
<td>No Focus Subgroups</td>
<td>Hispanic, LEP, ED</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**Elementary/Middle School**

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

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

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

**High School**

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

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

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

---

**2018-19 SCEP-FL**
| Economically Disadvantaged | N/A | ALL STUDENTS | N/A |
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tenet 3 Statement of Practice</strong></td>
</tr>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
</tr>
<tr>
<td>SOP(s) Addressed</td>
</tr>
<tr>
<td>3.2 The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.</td>
</tr>
<tr>
<td>3.3 Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.</td>
</tr>
<tr>
<td>3.4 The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.</td>
</tr>
<tr>
<td>3.5 Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.</td>
</tr>
</tbody>
</table>

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

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

In October 2017, our school received a Quality Review with a rating of “Well Developed” in 6 of 10 indicators, including 4 that directly speak to Rigorous Instruction - Instructional Core (1.1) and Systems of Improvement (1.3, 4.1, 4.2).

The school has been engaged in ongoing work around checking for understanding and providing students with high-quality feedback. The Quality Review Report for 2017-2018 notes that QR Indicator 2.2, Assessment, is Proficient. The report notes that “teachers used a variety of methods to continually check for understanding.” Forms of checking for understanding included checklists, anecdotal notes, individual conferences, exit tickets, self-assessment, and on-the-
spot small groups. “The rubrics, assessments, and grading policies that are employed by the leaders and teachers are aligned to the schools’ curricula.”

Priority Needs

The Quality Review Report for 2017-2018 notes that QR Indicator 1.2, Pedagogy, is Proficient, and identifies it as the Area of Focus.

The report notes that “student ownership of their learning was not yet evident across grades.”

In Competency 3d, 19% of teachers were rated Effective in 2017-2018 as of May 1, 2018. This indicates a need for targeted professional development to fine-tune the use of the structures already in place. Additionally, as of May 2018, 0% of teachers were rated Highly Effective for 3d. This indicates an absence of a clear and consistent system for establishing goals or for students to understand their goals. Students need to better self-assess and monitor their own progress.

The above findings have informed our development of the vision, goal and action plan below for the Rigorous Instruction element of the Framework for Great Schools.

Part 2 – Annual Goal

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

| Improve formative assessment of learning to differentiate learning for all by creating school-wide systems for goal-setting, teacher feedback to students, student self-assessment. Teachers will accommodate students’ learning needs through flexible groupings and tiered assignments, as measured by a 10% increase of students achieving grade level proficiency at each benchmark by June 2019. |

|
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refine and expand the use of content area rubrics within subjects.</td>
<td>All students including subgroups (ELL, SWD, SIFE, STH, over-age)</td>
<td>Sept. 2018–June 2019</td>
<td>Teachers, Supervisors</td>
</tr>
<tr>
<td>Ensure student understanding of the content area rubrics.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implement accountable talk protocols, the Socratic Seminar approach (i.e. fishbowl, debate, etc.), and Reciprocal Reading to allow students to initiate whole class, small group, and partner discussions and pose original DOK questions with minimal teacher support / direction.</td>
<td>All students including subgroups (ELL, SWD, SIFE, STH, over-age)</td>
<td>Sept. 2018–June 2019</td>
<td>Teachers</td>
</tr>
<tr>
<td>Expand work that began in PK-5 in the prior school year on implementing student-friendly Learning Targets to the middle school to create a coherent school-wide system that includes student action and assessment.</td>
<td>All students including subgroups (ELL, SWD, SIFE, STH, over-age)</td>
<td>Sept. 2018–June 2019</td>
<td>MS Teachers, Supervisors</td>
</tr>
<tr>
<td>Create interdisciplinary team (middle school) and grade team (PK-5) and adapt the TC checklist and writing rubric to be usable in all subjects.</td>
<td>All students including subgroups (ELL, SWD, SIFE, STH, over-age)</td>
<td>Sept. 2018–Dec. 2019</td>
<td>Teachers, Coaches</td>
</tr>
<tr>
<td>Consistently share mentor pieces to enable students to better understand the criteria for success.</td>
<td>All students including subgroups (ELL, SWD, SIFE, STH, over-age)</td>
<td>Sept. 2018–June 2019</td>
<td>Teachers, Coaches</td>
</tr>
<tr>
<td>Contract with Uncommon Schools to provide professional development to enable all teachers to implement ‘Teach Like a Champion’ techniques, with a focus on goal setting and assessment.</td>
<td>All teachers</td>
<td>Sept. 2018–June 2019</td>
<td>Teachers, Supervisors</td>
</tr>
</tbody>
</table>
Restructure literacy block to provide a full approach to Balanced Literacy. | All PK-5 teachers and all 6-8 ELA teachers | Sept. 2018-June 2019 | Teachers, Coaches supervisors
---|---|---|---
Interdisciplinary teacher committee to create a universal goal setting tool that ensures student awareness, setting of their own goals, ability to consistently articulate their goals and the next steps they will take to meet their goals. | All PK-5 teachers and all 6-8 ELA teachers | Sept. 2018 – January 2019 | Teachers, Coaches

### 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.

Administrators, Instructional Coaches, Mentor, Teacher Leaders, Grade-level Teacher Teams, Special Education Team Bilingual/ESL Team will provide families with parent engagement workshops on the curriculum and how to support their children at home.

We plan to engage families in supporting rigorous instruction by sharing tools and instructional strategies during parent workshops and book clubs that will take place at various times throughout the school year.

Family Workshops:
- Urban Advantage Sponsored Parent Field Trips to various museums that enhance the science and social studies curriculum.
- Fun with Books Workshops: bimonthly parent engagement event that focuses' on encouraging parents to read with their children.

Communication:
- Monthly Progress Reports
- Parent/Teacher Conferences
- Letter home outlining criteria and expectations for units of study
- Chapter/Unit Assessments sent home for review

### 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.
All classroom teachers, model teachers, Administration, ENL teachers, service providers such as the School Based Support Team, IEP Teacher, ENL Provider, Literacy Coaches, Consultants from LDC, Generation Ready and Coaches from The Reading and Writing Project. Teachers College Reading and Writing Project curriculum K-8, and leveled libraries for each classroom from k-8, as well as, TC consultants to support implementation and teacher development.

The New Teacher Institute helps to make the first years of teaching as smooth as possible with available resources and an experienced mentor. The mentor provides new teachers with strategies, tools and ongoing support to meet the challenges of their new careers. During full-day sessions multiple times throughout the school year, participants learn about classroom management, instructional techniques, inclusion, and best practice for communicating with students, parents and colleagues, technology tools and the school community at P.S. 214.

-Planning time for lead teachers

-Weekly Monday PD meetings

-Common planning time for teacher grade teams

-Coverage for teachers who attend external professional development

| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. |
|---|---|---|---|---|---|---|---|
| X | Tax Levy | X | Title I SWP | | Title I TA | | P/F Set-aside | 21st Century |
| | Title I 1003(a) | | Title III | | PTA Funded | | SIG Grant | School Achievement Funding |
| | | | | | | | | Other |

**Part 5 – Progress Monitoring**

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

**Progress Monitoring:**

As of February 2019 45% of teachers will engage in formative assessment of learning by providing frequent, timely and constructive feedback that leads students to monitor their own progress, as measured by Danielson Framework, Domain 3d.

As of February 2019, 45% of students will monitor their own progress through goal setting activities, use of rubrics, checklists, and reflections.
By February 2019, students will increase by at least two reading levels in the Fountas and Pinnell to promote the literacy skills necessary to pass core subjects.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.
- Danielson Framework for Teaching
- F & P Benchmark levels
- ELA & Math Fall and Spring Benchmark Assessments

**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. (Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Tenet 5 Statement of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
</tr>
</tbody>
</table>

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

Part 1b. Needs/Areas of Focus:

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

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

Strengths

For the 2017-2018 school year, two points of celebration for our school were the implementation of the mood meters during morning meeting, and the integration of teacher leaders into the Youth Development team. The success of such implementation has been reflected in the Online Occurrence Reporting System, as of May 1, 2018. The rate for level 4, aggressive or injurious, harmful behaviors, has reduced by 40% from 2016-2017 to 2017-2018 school year. The rate for level 5, seriously dangerous or violent behaviors, has greatly dropped by 50% from 2016-2017 to 2017-2018 school year.

Priority Needs

For the 2018-2019 school year, we will promote the practice of transferring the SEL skills throughout the day for all stakeholders. Greater teacher buy-in is needed to support students’ SEL development. As the 2017-2018 Quality Review Indicator 1.4, Positive Learning Environment, specified that advisory programs ensure teachers and students spend ample time working closely together on a variety of social and academic issues such as dealing with friendship...
and stress, developing good listening skills, as well as internalizing conflict resolution strategies. The reduction of level 4 and level 5 incident and suspension reports aligned with another QR 1.4 notation “improvement in student behavior is resulting as students are taking ownership through the skills they are learning in the advisory program.” By strengthening the 4Rs Curriculum in elementary school and advisory program in the middle school, we can not only expect to see continuous improvement in level 4 and level 5 suspensions but also decrease the disciplinary infractions in level 1 uncooperative/noncompliant behaviors, level 2 disorderly behaviors, and level 3 disruptive behaviors, too. As of May 1, 2018 online occurrence report, from 2016-2017 to 2017-2018, level 1 behaviors have increased 17%, level 2 behaviors have increased 10%, and level 3 behaviors have increased 13%.

### 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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound. |
| Increase social-emotional development through the intentional practice of transferring the skills learned in our evolving SEL programs and supports throughout the school day by all stakeholders, as measured by a 30% decrease of disciplinary infractions as reported on the on-line reporting system by June 2019. |
### Activities/Strategies:

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>September 2018-June 2019</td>
<td>Youth Development Specialists, Dean, School Aides, Teachers, Administrators, Guidance Counselor and Social Worker</td>
</tr>
<tr>
<td>Students</td>
<td>September 2018-June 2019</td>
<td>The Youth Development Team, Administration</td>
</tr>
<tr>
<td>Students with chronic absenteeism and lateness</td>
<td>September 2018-June 2019</td>
<td>Attendance Team</td>
</tr>
<tr>
<td>Students</td>
<td>September 2018-June 2019</td>
<td>Administration, Youth Development Team, Guidance</td>
</tr>
<tr>
<td>Students</td>
<td>September 2018-June 2019</td>
<td>Teachers, Administration, Youth Development Team, Guidance</td>
</tr>
<tr>
<td>Students</td>
<td>September 2018-June 2019</td>
<td>Teachers, Administration, Youth Development Team, Guidance</td>
</tr>
<tr>
<td>Students</td>
<td>September 2018-June 2019</td>
<td>Teachers, Administration, Youth Development Team, Guidance</td>
</tr>
<tr>
<td>Teachers</td>
<td>July 2018-January 2019</td>
<td>Administration, Youth Development Team, Guidance</td>
</tr>
</tbody>
</table>

### The school will implement a school-wide PBIS program to address the social, emotional and behavioral needs of students and maximize academic and social success through the use of a Better Bucks system including a Better Bucks store and mobile cart.

- The Youth Development Team will meet routinely to analyze incidents entered into OORS. The team will examine the root causes of occurrences, time, location, persons involved, and consequences in order to design systems to reduce behavioral incidents and the number of successful, completed peer mediations.

- A school wide attendance initiative will acknowledge and reward daily, weekly, monthly, and semester attendance rates for all.

- The Attendance Team will meet bi-weekly to target students below the city-wide 90% attendance expectation, as well as increasing the school-wide attendance rate.

- Continue to implement school-wide 4Rs Advisory Program through The Morningside Center.

- Continue to apply mood meter check-in during Morning Meeting and after lunch. Students will participate in a character education program to develop social emotional skills through morning circles.

- Continue to implement Middle School peer mediation program.

- Teachers will be provided professional development opportunities for implementation of 4Rs, Restorative Circles, and Restore360.
<table>
<thead>
<tr>
<th>School-wide implementation of Restorative Practices including restorative circles.</th>
<th>Students, Teachers, Administration</th>
<th>September 2018-June 2019</th>
<th>Administration, Youth Development Team, Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to expand Middle School Each One Reach One Mentoring Program</td>
<td>Students, Teachers</td>
<td>September 2018-June 2019</td>
<td>Dejesus</td>
</tr>
<tr>
<td>Identify, train, and implement Peace Helpers in the Early Childhood and Elementary School as a tool for mediation.</td>
<td>Students</td>
<td>September 2018-June 2019</td>
<td>Youth Development Team, Guidance, Administration</td>
</tr>
<tr>
<td>Identify a Peace Helper Coordinator to coordinate the Peace Helpers Program and to promote the work.</td>
<td>Staff</td>
<td>September 2018</td>
<td>Administration, Guidance</td>
</tr>
<tr>
<td>Provide training for all teachers in Early Childhood and Elementary school utilizing Peace Helpers in the classroom and restorative circles approach to discipline.</td>
<td>Staff</td>
<td>September 2018-December 2018</td>
<td>Administration, Guidance</td>
</tr>
<tr>
<td>Implement student to student mentoring for students in Grades 5-8</td>
<td>Students</td>
<td>September 2018-June 2019</td>
<td>Guidance/Lange</td>
</tr>
<tr>
<td>Student council will lead diversity panel during monthly Town Halls.</td>
<td>Students</td>
<td>September 2018-June 2019</td>
<td>Assistant Principal, Youth Development Team, Student Council</td>
</tr>
<tr>
<td>Professional development for the Youth Development Team provided by the Morningside Center.</td>
<td>Youth Development Team, Guidance</td>
<td>July 2018-June 2019</td>
<td>Administration</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.

Parents will receive information regarding their child’s progress through continuously feedback from teachers through parent teacher conferences, progress reports, report cards, workshops and updates during PTA gatherings, parent leadership and skills development class.

We plan to involve parents in promoting a Supportive Environment by:

- The guidance counselor, Social Worker, and other key staff members will host Parent Corps workshops every Thursday. The workshops will focus on providing parents in grades Prek- K social emotional development as parent and students are getting acclimated to the school.
The Principal, PTA president, parent coordinator, guidance counselor, and will also promote a supportive environment by engaging parents in following activities throughout the school year.

- Principals Cafe
- Book Clubs and Curriculum Workshops
- Parent Leadership Classes
- International Night
- Grandparents Day
- Donuts with Dads Day
- Articulation Meetings for parents and students in grades 5 and 8
- Pre-K—2nd grade Orientations and Kindergarten Transitioning and 2nd grade transitioning to 3rd.
- 214 Idol

### Part 4 – Budget and Resource Alignment

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

- Per session for extended-day programs
- Coverage teachers for inter-visitations
- Toys and prizes for Better Buck Stores in alignment with PBIS

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

### Part 5 – Progress Monitoring

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

- **Progress Monitoring:**
As of February 2019, the following adjustments to the Action Plan will be made:

The Youth Development Specialists will begin visiting elementary and middle school classrooms in March to:

- Spotlight the peer mentoring program for transitioning to middle school.
  - 5th graders will be mentored by 7th and 8th graders
  - Encourage students in grades 6-8 to utilize peer mediators to support misunderstandings and or disagreements.
    - Currently, teachers and AP’s are making referrals for mediations. We want this to shift to students, being UPSTANDers, and requesting referrals for their peers.

The 2 New Youth Development Specialists will continue to receive Peer Mediation Training throughout the year.

Grade bands will host at least four (4) student recognition assemblies to acknowledge and encourage positive social and academic behaviors.

Counselors will conduct at least 2 counseling sessions for students who’ve committed Level 5 infractions and are entering back into the school population.

**Part 5b. Indicate the specific instrument of measure that is used to assess progress.**
- Online Occurrence Reporting System
- Peer Mediation Monitoring Tool
- Parent/student survey and 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. (Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

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

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

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

Strengths

On the school's Quality Review Report for 2017-2018, Indicator 4.2 - Teacher Teams and Leadership Development was Well Developed. Similarly, Indicator 1.1 Curriculum was Well Developed. The report noted that “all school curriculum is aligned to the Common Core,” and that “teachers often come together to make adjustments to the curricula.” Reviewers noted that lesson plans showed multiple points of entry and additional supports for Students with Disabilities and English Language Learners.

Priority Needs

According to the 2016-2017 New York State Report Card for PS 214, the school did not meet Adequate Yearly Progress targets for all accountability groups for English Language Arts, Mathematics, or Science. Seeing as this is despite aligning the curriculum for Common Core and adjusting it to meet the needs of SwD and ELLs, further refinements are needed.
The school has already developed means for regular edits of the curriculum using Google Drive. Additionally, the school has developed protocols for teachers to use during team meetings. The school conducted a Spring Schoolwide Coherence Survey, which had a section of questions dealing with teacher teams. The lowest score was for the item, “When our team makes a decision, all teachers on the team take responsibility for following through.” Only 70% of middle school teachers agreed with this statement. This indicates a need for further refining these systems.

Please refer to previous draft for ideas for Action Steps. Much of this information was good, but the team could not find supporting documents to cite.

**Part 2 – Annual Goal**

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

| Teachers will use the Data Wise improvement process as an eight-step model that guides teams of educators in working collaboratively to improve teaching and learning through evidence-based analysis to analyze student work and student results data as measured by 100% of teachers using curriculum auditing tools, as well as a 10% increase in student achievement on each unit post assessment by June 2019. |
### Part 3a – Action Plan

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

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

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

#### Research-Based Instructional programs:

Ongoing use of Teacher’s College Reading and Writing Project curriculum and resources. Continue to utilize EnVision Math 2.0 curriculum and streamline K-5 double block (1st period – standard based instruction & 2nd period extensive practice with problem solving. Continue the 6th grade problem-based technology program “Global Scholars” for 6th grade students to solve community-based problems collaboratively using technology. Continue RAAD – Reading Apprentices Across Disciplines it is a research-based reading strategies program in middle school for reading, writing, science and social studies. Expand Destination Imagination program to include 5th grade.

<table>
<thead>
<tr>
<th>Teachers</th>
<th>September 2018 to June 2019</th>
<th>Teachers College Reading and Writing Project, Columbia University</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Middle School Quality Initiative (MSQI)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Destination Imagination</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supervisors will be responsible for implementing and overseeing the activities/strategies</td>
</tr>
</tbody>
</table>

**Update expansion of guided reading collections so teachers can match guided groups to relevant literature.**

Continue to enhance classroom libraries to represent wide range of reading materials.

Contract Generation Ready instructional specialists to support unit planning across all subject areas.

**Organize and facilitate:**

Consistently monitor the fidelity of the Examining Student Work Protocol and tools in 3 focused cycles.

-Step 1 Coaches will take the Teacher Teams through the process of utilizing the Examining Student Work Protocol.

<table>
<thead>
<tr>
<th>Coaches</th>
<th>September 2018 to June 2019</th>
<th>Instructional Coaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td></td>
<td>Supervisors will be responsible for implementing and overseeing the activities/strategies</td>
</tr>
<tr>
<td>Administration</td>
<td>1-October to December 2018</td>
<td></td>
</tr>
</tbody>
</table>
-Step 2 Once the Coach completes the process the Teacher Team will identify the team member(s), to facilitate and monitor the process (along with Coach support).

Restructuring of Monday PLCs to provide additional time for teacher collaboration around Examining Student Work.

A Curriculum Auditing Team will be created to audit Unit Plans uses a curriculum auditing tool, and revise the curriculum using recent student data and focus standards.

Special Education/ENL Inquiry Team will be created to collaborate on research-based strategies, supplemental resources to help the target population. Team members will turnkey learning to the larger school community.

June 2018 K-5 and MS ELA teachers will participate in professional learning around Balanced Literacy and then restructure their literacy block to reflect all the components of the Balanced Literacy approach.

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<tbody>
<tr>
<td>Full time New Teacher Mentor and designated Assistant Principal will support new teachers to improve teacher effectiveness, retain high quality teachers, and develop teacher leadership from among the new hires.</td>
<td>All pedagogical staff</td>
<td>September 2018 to June 2019</td>
<td>Model Teachers, Team Leaders, Coaches, &amp; APs</td>
</tr>
</tbody>
</table>

Teacher Support and Feedback

Create lab site class for professional development on each grade band, supported by three TC consultants.

Videotape to share effective teaching and teacher practices.

Inter-visitation

- Visit lab site class for professional development on each grade band.

- Access videos on effective teaching and teacher practices for follow-up and discussion on teaching strategies and methodology.

- Visit Model teachers to see best instructional practices.

Effective and Highly Effective teachers will be showcased in turnkeying professional learning to Teacher Teams.
### 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.

During parent engagement time, teachers and teacher teams will conduct outreach through phone calls, invitations and flyers to ensure that families attend parent-teacher conferences, participate in book clubs and learn about current curricula through workshops that share lessons and activities that come straight from the Common Core Learning Standards.

### 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.

Resources used to achieve this goal are: Lead teachers, Instructional coaches from Teachers College, The Literacy Design Collaborative, Generation Ready (MSQI program) The D12 New Teacher Mentoring Coach, Special Education, ENL service providers and administrators with expertise within the areas of Literacy, Mathematics, Special Education and Bi-Lingual Education. Also parent engagement time will be scheduled for teacher team responsibility.

New Teacher mentors will be funded using Fair Student Funding.

By February 2018, the administration will monitor assessment data results (grades K-8) to determine if the programs and support are in place are on course to meet our goal. Curricula and or resource adjustments will be made based on student performance data.

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
</tr>
</tbody>
</table>

### Part 5 – Progress Monitoring

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

By February/March 2019, all teachers will have received actionable “warm” and “cool” feedback from all members of their team as well as from the administrators and visiting LPP teams, at least once.

- Revised units of study will be posted on the school’s Google Drive
- By February 2019, 50% of teachers will be rated effective on component 4e (growing and developing professionally) of the Danielson Framework as evidenced by work in teacher teams
• Administrators will monitor teacher teams through regular cycles of observation and feedback.

**Progress Monitoring:**

As of February 2019, the data for this Goal has is still being collected, However, items within the action plan have been implemented.

Based on the Relief provided by the Principal (excessive paper work),

• Team Minutes and actions will be posted on the school’s Google drive has been removed
• The school is still looking for a technology specialist. However, an additional team member was hired to support the Data Team with Datasification.

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

• Rubric-Danielson Framework for Teaching
• Feedback from lab site class, teacher teams, LPP team, and supervisor/s
• Student Assessment Data
• Parent/student survey and feedback
• Schools’ Google Drive

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

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

**Part 1 – Needs Assessment**

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

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

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

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

**Strengths**

The Quality Review Report for 2017-2018 notes that Quality Indicator 4.2, Teacher Teams and Leadership Development, is Well-Developed. The report notes that “teachers are engaged in professional inquiry-based collaborations, and systematically analyze elements of teacher work such as, classroom practice, assessment data, and student work.” School leaders have shifted “the culture from teachers simply being compliant to teachers taking more ownership.” Based on the Spring School-wide Coherence Survey, 98% agree that the principal at this school is knowledgeable about effective instructional practices, and 80% agree that assistant principals are knowledgeable about effective instructional practices. The Quality Review Report for 2017-2018 also notes that Quality Indicator 3.4, High Expectations, is Well-Developed. The report notes that “school leaders consistently and effectively communicate... the Danielson Framework for Teaching to all staff...” School leaders provide a wide range of supports and scaffolding for professional growth, such as, three professional development cycles, increased volume of outside workshops, inter-visitations, Teacher Improvement Plans (TIPs), data conferences, professional goal-setting, new
teacher mentors and instructional coaches, additional avenues for leadership accessibility (e.g. phone, email and physical presence), validation via electronic communication (e.g. Round-Ups), common planning as an anchor for instructional consistency, and a Professional Development committee comprising of educators across disciplines and grade levels.

Priority needs

The timeliness of purposeful feedback, the consistency of messaging from school leadership, the alignment of all professional development with need(s), creating more opportunities for open communication to build mutual trust between school leaders and staff, open communication regarding leadership opportunities and pathways for professional advancement and a decrease in staff turnover rate to ensure integrity of instruction.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>School leaders will guide teacher development by providing timely, targeted and purposeful feedback, creating leadership opportunities while facilitating personal and professional growth that are aligned with the Danielson Framework for Teaching, the school’s goal for improvement, and periodic assessment data as measured by 70% of teachers meeting an overall rating of at least effective on the HEDI scale and a 25% decrease in educator turnover by June 2019.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

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

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

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<td><strong>Who will be targeted?</strong></td>
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<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong> (include school, educational consultants and/or CBO staff)</td>
</tr>
</tbody>
</table>

- **School leaders and teachers will begin utilizing the Performance Management System (JotForm) to track individualized teacher goals for improvement, feedback, logs to track individualized teacher goals for improvement, feedback, logs of support and teacher reflections.**

  | Teachers | September 2018-June 2019 | Administration and coaches are responsible for implementing and overseeing the activities/strategies. |

- **Team leaders across the grades will be responsible for facilitating each meeting utilizing the school-wide protocols for examining assessment data and student work to reflect on their instructional practice and develop teacher leaders.**

  | Teachers | September 2018-June 2019 | Administration, coaches, and team leaders are responsible for implementing and overseeing the activities/strategies. |

- **In addition to formal observations, administrators and teachers will engage in regular (at least bimonthly) walkthroughs using the school-wide goals as a lens providing teachers written feedback to learn from one another with a turn around time of at most 48 hours.**

  | Teachers | September 2018-June 2019 | Administration and coaches are responsible for implementing and overseeing the activities/strategies. |

- **The principal will implement the School Administrator Management System (SAM) process for improving teacher support and feedback.**

  | APs | September 2018-January 2019 | Administration is responsible for implementing and overseeing the activities/strategies. |

- **Principal will engage APs in professional development around building trust and creating a safe cognitive learning environment for adults, and contract with the NTCLA and the Leadership Circle to conduct a comprehensive needs assessment followed by goal setting and individualized coaching for each AP.**

  | APs | September 2018-January 2019 | Administration is responsible for implementing and overseeing the activities/strategies. |
| School leader will observe APs and coaches providing one-to-one feedback sessions to provide immediate feedback and leadership next steps. | Principal | September 2018-June 2019 | Principal and Principal Coach |
| Administrators will provide staff with resources as a means to further develop pedagogy to effectively increase student achievement. Administrators will utilize videotaped exemplars to enhance teacher development and will invite teachers to videotape their lessons for PD purposes. The school will use Teach Like a Champion as the Touchstone text to guide the learning. | All staff | September 2018-January 2019 January 2019-June 2019 | Administration, coaches, team leaders and teacher volunteers are responsible for implementing and overseeing the activities/strategies. |
| Administrators through the use of the Professional Development Survey will evaluate effectiveness of professional development activities after each professional development session as a means of providing teachers feedback. | Teachers | September 2018-January 2019 January 2019-June 2019 | Core team and PD Committee are responsible for implementing and overseeing the activities/strategies. |
| Increase opportunities for all teachers to participate in peer inter-visitations to learn from one another through four cycles of interclass visitations over the course of the year. | Teachers | September 2018-June 2019 | All pedagogical staff |
| Professional development activities will be based on the analysis of the results of informal teacher observations on the Advance system. Administrators will analyze trends in Advance to make decisions regarding the needs of individual and teams of teachers. | Teachers | September 2018-June 2019 | Core team and PD Committee are responsible for implementing and overseeing the activities/strategies. |
| The New Teacher Center Mentoring program will expand to include a mentor. The program will support new teachers with a STEM focus by supporting ongoing learning, observe instruction and support reflection, analyzing student work and inquiry, lesson planning to meet the needs of all students. | All staff | September 2018-June 2019 | Professional Development Committee is responsible for implementing and overseeing the activities/strategies. |
| Staff will provide feedback on their professional-learning experiences at the end of sessions and learning cycles, in order to guide planning of future learning experiences and to develop the leadership skills of the facilitators. | PD Facilitators | September 2018-June 2019 | Core team and PD Committee are responsible for implementing and overseeing the activities/strategies. |
| Leaders will support the operation of school intranet system to inform teachers the updates of important school events. | All staff | September 2018-June 2019 | Jennings & Lopez |
School will host a Leadership Expo at the beginning of the school year to inform teachers of various committees and leadership opportunities at the school.

Leaders will use the coherence survey to evaluate/analyze the effectiveness of assistance provided by the supervisors, coaches, and teacher leaders in order to extend their support to meet teachers’ needs for in depth assessment and further implication in teaching to advance their professional growth.

Teachers will collaborate with administrators to create a Professional Growth Plan that will be used as a basis for professional development and support, including periodic check-ins throughout the year.

### 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.

Principal will share with SLT and at PTA meetings about the professional development and intervisitations planned for teachers this school year and how it will result in teachers and students achieving the school’s instructional focus (Expose students to a large volume and wide range of reading and writing experiences across all subjects.)

- Monthly Principal’s Café – September 2017 to June 2018 – Principal, Parent Coordinator, PTA President
- Monthly SLT Meetings – September 2017 to June 2018 – Principal
- Title I Parent Meeting – November 2017 – Principal and Assistant Principals

### 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.

Staff developers from the Teachers College Reading and Writing Project

School Leadership Team will monitor the impact of this goal.
District 12 New Teacher Center Mentoring Program, teachers will receive one on one coaching from a full time teacher mentor as a support for on-going teacher learning.

Scheduled time throughout the week and during designated professional development time will be allocated to teams to meet with instructional coaches, outside consultants, lead teachers, ENL and special education service providers.

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

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**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 the end of February 2019, the administration will review Advance system data. Administrators will monitor Advance system data on a bi-monthly basis and compare the data to measure progress towards increasing the number of teachers moving from Developing to Effective and possible teacher leaders to determine if the school is on a course to meet the annual goal.

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

- Advance System
- Performance Management System
- Professional Development Survey Results
- School Administrator Management System

**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. (Aligned to DTSDE Tenet 6: Family and Community Engagement)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

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

Part 1b. Needs/Areas of Focus:

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

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

   * An in-house parent coordinator to facilitate communication between families and staff.

   * Parent Coordinator utilizes translators to ensure our family’s needs are being met.

   * The school hosts numerous events throughout the year in which the community comes together such as International Night, The Family Picnic, P.S. 214 Idol, and Disney in Schools.

   * The school provides a welcoming environment and greets families with respect.

   * School leaders encourage open communication between staff and families through the use of letters, school calendars, and the Parent Handbook.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
* The Parent-Teacher Association is a strong force that supports the school’s vision in helping families and the community.

* There are bi-monthly parent engagement sessions in which content is taught to the parents in order for them to help their children succeed.

* Outreach to fathers with programs such as Doughnuts and Dads. In terms of areas of improvement for this goal, the school needs to: * Increase the communication between parents and staff. * Provide parents with more activities and information that will enhance their understanding of the curriculum being taught to their children. * Bring in more resources from the community. * Have more school events.

Part 2 – Annual Goal

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

Improve family engagement by increasing the types of interactive family sessions that support understanding of the course content students are learning and offer SEL support to families, including creative strategies for providing reinforcement at home as measured by at least 90% favorable rating on the NYC Parent Survey and increase the family participation rate by 50% by June 2019.
### 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., average/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents, students, and families</td>
<td>September 2018 – June 2019</td>
<td>Parent Coordinator, Family Worker, PTA, Administrator, Support Staff and Pupil Accounting Secretary</td>
</tr>
</tbody>
</table>

**Increasing Communication**

- School Twitter account will include regular information on school events, curricula and assessments.
- School Facebook page will sustain information on our twitter account.
- Signage TV displays will continuously display (loop) past, current and future events throughout the school, including our school monthly calendar.
- The Parent Engagement Newsletter (PEN) will be sent out monthly by Parent Coordinator.
- The School Messenger System will send out daily notifications regarding student attendance, as well as, school wide events.

**CAASS – In January 2019, we will begin using a scanning system to track student attendance and increase parent outreach in a 24-hour cycles. This will reinforce our school Messenger System.**

**Engagement and Collaboration**

- The Morningside Center will be contracted to provide monthly session on social emotional learning.
- The school will partner with Urban Advantage to provide parents with experiential learning opportunities throughout the school year.
- A family welcome center will offer a computer to parents to have on-line access.
- Throughout the year PreK - 8 teams will plan Fun with Books to engage parents with literacy strategies that are applicable to their child’s grade level.

- Families | September 2018 – June 2019 | Parent Corps, Guidance Counselor, Social Worker, Administrator, Teachers and Support Staff (All stakeholders) |
- | October 2018 – May 2019 | Administrator, Team Leader, Teachers, Parent Coordinator |
The school will partner with Parent Corps to ensure that social-emotional, health and nutrition strategies are offered throughout the year.

High school admission meetings will be held at least twice within the fall semester and one time within the spring semester.

College Access workshops will be provided to middle school students at least four times (November, December, February, May) a year in order to explore higher educational options career awareness.

In order to strengthen the school-community tie, we will host at least seven events throughout the year such as international night, Disney in school, Donuts with Dad, Broadway Junior, Mother’s Day Breakfast, 214 Idol, 214 Got Talent

Once a month parents will be invited to experience unit celebrations and students ability to communicate what they have learned (authors chair, songs, student presentations, readings).

Webinar – The school will use our Facebook account to post at least three webinars that will feature past workshops.

Technology training will be offered to parents at least three times throughout the year to ensure parents understand how to access on-line parent resources.

Parent Corps and Saturday Parent Academy will provide advisory workshops that focus on SEL strategies that support families emotional well-being.

The Principal’s Cafe be expanded by including class visits during instructional periods so that parents can observe real-time learning.

Throughout the year, based on data from parent surveys, new parent topics will be created to incorporate activities that are related to curricula, culture and technology.

Progress Monitoring

At least two feedback surveys will be crafted to elicit information that will communicate what parents would like to see happen at the school potential

### 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.
Collaborate with community members/organizations through outreach program Partnership with NYPL (New York Public Library) will be developed to provide parents with regular workshops to access city resources and supports.

-Urban Advantage will provide parents with field trips to museums.

-Bronx Zoo representatives will provide interactive presentations at PTA meetings and Principal’s Café sessions.

**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.

Lead teachers, Instructional coaches from Teachers College, The Literacy Design Collaborative, Generation Ready (MSQI program) The D12 New Teacher Mentoring Coach, Special Education, ENL service providers and administrators with expertise within the areas of Literacy, Mathematics, Special Education and Bi-Lingual Education.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

December 2018 & February 2019, the school will send home a survey asking parents to indicate how they would rate the parent engagement sessions. The survey data will be compared to measure if the program is on course to meeting our goal of improving family participation of at least **50% by June 2019**.

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

-Parent engagement feedback

-The Learning Environment Survey

**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)**            | TCRWP assessments, Fundations unit assessments, NYS ELA scores & item analyses, on-demand writing, teacher conference notes and daily assessments and observations | Small Group Instruction  
- Readers are Leaders  
- AIS Service Providers  
- Expanded Learning Time (PAZ)  
- Achieve3000  
- Wilson Fundations  
- Morning tutoring  
- Extended day program  
- iReady-on-line component, Stand Alone | Small Group, Push-in Services, Tiered Instruction | During the day, 4 times a week.  
Before school begins, After school, and select Saturdays |
| **Mathematics**                            | EnvisionMath unit assessments, NYS Math scores & items analyses, teacher conference notes, and daily assessments and observations | Envision 2.0 Math  
- Impact Math  
- Small Group Instruction  
- AIS Service Providers  
- Expanded Learning Time- PAZ | Small Group, Push In Services, Tiered Instruction | During the day, 4 times a week.  
Before school begins, After school, and select Saturdays |
<table>
<thead>
<tr>
<th>Tier I Intervention</th>
<th>Tier 2</th>
<th>Tier 2</th>
<th>Tier 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWD</td>
<td>SWD</td>
<td>SWD</td>
<td>SWD</td>
</tr>
<tr>
<td>- iReady on-line component</td>
<td>- Morning tutoring</td>
<td>- Expanded day program</td>
<td>- Small Group</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Push-in Services</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>- Pull out Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Tiered Instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Field Trips</td>
</tr>
</tbody>
</table>

**Science**

<table>
<thead>
<tr>
<th>Tier I Intervention</th>
<th>Tier 2</th>
<th>Tier 2</th>
<th>Tier 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWD</td>
<td>SWD</td>
<td>SWD</td>
<td>SWD</td>
</tr>
<tr>
<td>-Unit assessments, teacher conference notes, and daily assessments and observations</td>
<td>- iRead on-line component</td>
<td>- Morning tutoring</td>
<td>- Expanded day program</td>
</tr>
<tr>
<td></td>
<td>- Glencoe and FOSS Kits</td>
<td>- LAB Work</td>
<td>- Small Group</td>
</tr>
<tr>
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<td>- Close reading</td>
<td>- Pull out Services</td>
<td>- Push-in Services</td>
</tr>
<tr>
<td></td>
<td>- Projects</td>
<td>- Tiered Instruction</td>
<td>- Pull out Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Field Trips</td>
<td>- Tiered Instruction</td>
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<td></td>
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<td></td>
<td>- Field Trips</td>
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</tbody>
</table>

**Social Studies**

<table>
<thead>
<tr>
<th>Tier I Intervention</th>
<th>Tier 2</th>
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</thead>
<tbody>
<tr>
<td>SWD</td>
<td>SWD</td>
<td>SWD</td>
<td>SWD</td>
</tr>
<tr>
<td>- TCRWP assessments, PassPort Social Studies Unit assessments, on demand writing, teacher conference notes, and daily assessments and observations</td>
<td>- Common Core writing tasks</td>
<td>- Small Group</td>
<td>During the day, 4 times a week.</td>
</tr>
<tr>
<td></td>
<td>- Trade Books</td>
<td>- Push-in Services</td>
<td>Before school begins, After school, and select Saturdays</td>
</tr>
<tr>
<td></td>
<td>- Food/Coat Drives</td>
<td>- Pull out Services</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Penny Harvest</td>
<td>- Tiered Instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Field Trips</td>
<td></td>
</tr>
</tbody>
</table>

**Science**

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<thead>
<tr>
<th>Tier I Intervention</th>
<th>Tier 2</th>
<th>Tier 2</th>
<th>Tier 2</th>
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</thead>
<tbody>
<tr>
<td>SWD</td>
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<td>SWD</td>
<td>SWD</td>
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<tr>
<td>- Lab Work</td>
<td>- Small Group</td>
<td>- Push-in Services</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Pull out Services</td>
<td>- Tiered Instruction</td>
<td></td>
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<td></td>
<td>- Field Trips</td>
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**Social Studies**

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<th>Tier 2</th>
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</tr>
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<td>- Common Core writing tasks</td>
<td>- Small Group</td>
<td>- Push-in Services</td>
<td></td>
</tr>
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<td></td>
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<td>- Pull out Services</td>
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<td></td>
<td>- Food/Coat Drives</td>
<td>- Field Trips</td>
<td>- Field Trips</td>
</tr>
<tr>
<td></td>
<td>- Penny Harvest</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | AYP not met for ELLS OORS reports | - Group counseling  
- Play Therapy  
- Each One Reach One  
- Art, puppets, toys, games and films  
- Computer activities  
- A.I.D.P.  
- 4Rs (Reading, Writing, Responsibility, and Conflict Resolution), and Be the Change curriculum,  
- National Lemonade Day  
- Cook shop,  
- Advisory  
- Peer Mediation  
- Each One Reach One Mentoring Program  
- Student-Student Mentoring  
- Open Airways for School Program  
- P.B.I.S.- a system that rewards positive behavior in order to decrease the frequency of infractions  
- The Success Mentor Program is a mentoring program with the goal to improve student attendance. The | - Individual Counseling  
- Small Group  
- Push-in and Pull-out services  
- Home visits  
| During school days |
adult mentors will be selected from the school community to provide support to chronically absent students with personalized outreach to identified students and their families.

-VIP Program: The mission of the VIP club is to recognize individual students that have successfully improved their attendance for a specific period of time.

-Better Buck Challenge incentives
Student/teacher incentive program is design to provide a positive atmosphere for our better bucks' attendance program. The purpose for the incentive program is to acknowledge and reward classes who have achieved outstanding attendance. The incentives are designed to inspire the entire school community to achieve high attendance. These incentives will be rewarded to the class with the highest attendance on a monthly basis. Class Incentives also has an impact on students learning because it motivates group
unity and accountability. The overall goal for the incentive program is 90% or higher attendance for all students.
Section 7: Support for Students in Temporary Housing (STH)

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

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

### Part A: FOR TITLE I SCHOOLS

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

   There are 102 STH currently registered in our school.

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

   Upon notice of temporary housing status, students are provided with a start-up kit including a backpack filled with educational and personal items. All STH are protected under the McKinney-Vento Act and are entitled to free meals and transportation. Students are screened for free eye exam and eyewear. Also, students are provided with At-Risk counseling when needed, in addition to an Advisory Program (4R’s) which meets daily to focus on social and emotional learning. Students can also participate in the “Each One Reach One” Mentoring Program which provides ongoing support and guidance to students from adults within the school building. STH are given priority admission to the Morningside Afterschool Program and activities.

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

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

   N/A

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

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

Part 1: Title I Status

<table>
<thead>
<tr>
<th>Indicate with an “X” your school’s Title I Status.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide Program (SWP)</td>
</tr>
</tbody>
</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

School administrators work with the Department of Human Resources to ensure that the school hires highly qualified teachers who are fully licensed and assigned to their licensed area. Partnerships are formed with local colleges to identify highly qualified teacher applicants.

The following outlines the strategies used in support of hiring and retaining highly qualified teachers:

- The Hiring Committee is established, including administrators, teachers and coaches
- The Hiring Committee develops questions and scenarios specific to the position open
- Potential candidates will be asked to demonstrate teaching skills and area of expertise
- New hires are invited to join the Principal for monthly New Teacher Meetings
- New hires are assigned a full-time mentor. They are mentored and coached using the NYC New Teacher Mentoring Program for 2 consecutive years to develop effectiveness and retain highly effective teachers.
- Coaching cycles are established to provided support and professional learning to all staff. This ensures timely, intentional and targeted support to move teacher practice as aligned with Danielson Framework for Good Teaching.
- All teachers participate in regularly scheduled and on-going high-quality professional development that strengthens their knowledge of specific content areas, as well as focuses on effective planning, best instructional practices, and designing and using assessments.
- Teachers are assigned to teacher teams
- Supervisors provide inter-visitation schedules for new teachers
- Internal and external professional development opportunities
- Tenure preparation sessions with the new teacher mentor are offered

Teachers- College Reading and Writing Support
Calendar Days – select teachers participate in targeted workshops on specific literacy topics/areas.

Outside PD – select teachers participate in intense, differentiated workshops that focus on: unpacking the curriculum; effective planning; best instructional practices; designing, giving, analyzing, and using assessments to guide instruction and meeting diverse learning needs through differentiation and modification.

In-House PD – highly-qualified staff developers work with groups of teachers on a specific focus. They meet together to analyze student work, plan, teach, observe and reflect. Teachers work in a group, but also receive individual support in their own classrooms to meet the individual learning needs of their specific class.

**Teacher Teams**

All teachers are a member of at least one teacher team. Grade-level teams meet weekly to plan, as well as use inquiry, data and collaboration to improve instruction.

Vertical teams will meet to develop unit plans, content and pedagogical expertise to develop their own skills and to lead their colleagues.

Lead teachers have been selected. They attend school-wide meetings and support their colleagues in whatever capacity necessary. All teachers and paraprofessionals participate in professional-learning cycles running in six-week cycles on Mondays.

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

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

The strategies and activities listed below have been put in place to ensure that staff receives high quality professional development to improve instruction, thus enabling our students to meet the Common Core Learning Standards:

- Supervisors conduct ongoing feedback aligned with the Danielson Rubric
- Supervisors in collaboration with teachers develop individual professional growth plans for teachers
- Supervisors meet with individual teachers three times a year to reflect on progress of professional goals.
- Supervisory staff meet individually with staff to review student data and develop plans for improving both instruction and student achievement.
- Teacher teams are scheduled for common planning periods to design and adjust curriculum in alignment with CCLS.
- In-house professional development cycles have been established to provide year-round support to teachers and paraprofessionals.
- Foci for professional development are chosen by teachers and supervisors based on instructional needs towards student achievement.
- Inter-visitations are scheduled so teachers can observe best practices within the school and at other schools.
- Model teachers will welcome other teachers for inter-visitations in their classrooms.
- Teacher teams adjust units and lessons on an ongoing basis to meet the needs of ELLs and SWDs.
- School wide implementation of Team Meeting Protocols to examine both student work and assessment data to develop unit plans and make curriculum and instructional adjustments aligned to CCLS and student needs.
- School wide implementation of The Learning Path tool to identify areas of needs and areas of growth in classes and across grade bands to enhance instruction aligned to the CCLS.
- Teachers provide feedback on professional development activities and suggest next steps.
- Professional learning is facilitated by administration, coaches, volunteer teachers and consultants.
- Administrators monitor the effectiveness of Professional Development activities in the classroom through the Professional Development Survey.

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/information, early intervention services, etc.).

Pre-K teachers work collaboratively with kindergarten teachers throughout the year. Professional development activities permit teachers to be trained together while having opportunities to discuss curriculum and student needs. Pre-K teachers inter-visit in kindergarten classrooms so they have an opportunity to prepare their students for the transition to kindergarten.
Parent workshops focused on the skills students will need upon entering kindergarten, are held during the fall and spring of the school year. These hands-on workshops provide parents with CCLS aligned activities they can make/do at home to strengthen foundational skills.

The pre-k social worker, assigned to the school weekly, provides parents with information regarding academic and social expectations for kindergarten.

- In order to foster the transition process to kindergarten, the Pre-K staff develop and implement a transition unit of study at the end of the school year.
- Parent workshops focused on the skills students will need upon entering kindergarten, are held during the fall and spring of the school year. These hands-on workshops provide parents with CCLS aligned activities they can make/do at home to strengthen foundational skills.
- The pre-k social worker, assigned to the school, provides parents with information regarding academic and social expectations for kindergarten.
- Pre-K Parents are provided an opportunity to attend a Kindergarten Orientation to aid in the transition process. Parents are able to meet future kindergarten teachers as well as obtain information regarding the kindergarten program.
- The school has partnered with Parent Corps to engage and support parents, children and pre-k staff to promote social emotional learning that develops foundational skills for learning to enter kindergarten.

### 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.

Teacher teams work collaboratively to develop formative and summative assessment instruments. Teacher teams in collaboration with the instructional coaches and administrators determine appropriate school-wide measures. All staff members have received professional development on utilizing data from assessments to drive instruction and group students.

Professional development is offered to teachers during the year through professional learning cycles.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated</th>
</tr>
</thead>
</table>
2018-19 SCEP-FL

Table:

<table>
<thead>
<tr>
<th>Program</th>
<th>Source</th>
<th>Amount</th>
<th>Column A</th>
<th>Column B</th>
<th>Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>787,975.00</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td>0</td>
<td>X</td>
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<td></td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>0</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Title II, Part A</td>
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<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>12,940.00</td>
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<tr>
<td>Title III, Immigrant</td>
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<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>5,241,263.00</td>
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</tr>
</tbody>
</table>

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

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

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

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

2The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:
- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I School Improvement 1003(a)**: To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

- **Title I Priority and Focus School Improvement Funding**: To support implementation of school improvement plans that aims to improve instruction and address the identified needs.

- **Title II, Part A**: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A**: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside**: Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

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

- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG funds**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<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. PS 214, 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>Lorraine Hansberry Academy- PS 214X will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

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

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

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
· providing assistance to parents in understanding City, State and Federal standards and assessments;

· sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

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

The school’s Parent Involvement

Parental Involvement and School Quality

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

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

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

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

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

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

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

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

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

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

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

---

**Encouraging School-Level Parental Involvement**

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

- holding an annual Title I Parent Curriculum Conference;

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

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

- supporting or hosting Family Day events;

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

- encouraging more parents to become trained school volunteers;
• providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

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

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

• providing curriculum workshops and book clubs for parents during parent engagement time to help parents comprehend the curriculum and enjoy reading with their children.

**School-Parent Compact (SPC)**

Lorraine Hansberry Academy- PS 214X 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.

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

Support home-school relationships and improve communication by:

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

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

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

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

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

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

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

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

---

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:
· ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

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

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

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


I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

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

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

· supporting parental involvement activities as requested by parents;

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

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


II. Parent/Guardian Responsibilities

· monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
· ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

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

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

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

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

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

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

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

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

· respond to surveys, feedback forms and notices when requested;

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

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

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

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

---

### III. Student Responsibilities

**Student Responsibilities:**

· attend school regularly and arrive on time.:  

· complete my homework and submit all assignments on time;
| · follow the school rules and be responsible for my actions;                      |
| · show respect for myself, other people and property;                          |
| · try to resolve disagreements or conflicts peacefully;                       |
| · always try my best to learn.                                                |
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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

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

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

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

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

### Part A: School Information

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

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Before school</td>
<td>☒ After school</td>
</tr>
</tbody>
</table>

| Total # of ELLs to be served: | |
| Grades to be served by this program (check all that apply): | |
| ☒ K | ☒ 1 | ☒ 2 | ☒ 3 | ☒ 4 | ☒ 5 |
| ☒ 6 | ☒ 7 | ☒ 8 | ☒ 9 | ☒ 10 | ☒ 11 | ☒ 12 |
Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: _____
# of certified ESL/Bilingual teachers: _____
# of content area teachers: _____

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: _____

We will run two programs. The first program is a morning program. The second program is an extension of the STEM TITLE III LEP After School Program. We will extend the program by 5 days. All targeted students are both ELL and immigrant. The narrative and schedule are below.

MORNING PROGRAM - TITLE III IMMIGRANT ONLY

Our Expanding ELLs who were born outside of the USA in grades 3-5 remained at the same proficiency level in comparison to the previous year’s NYSESLAT. Non-ELLs and former ELLs who were born outside of the USA did not score Level 3 or 4 on the NYS ELA or MATH in the past two years. During the Morning Learning Program, we will provide immigrant students with additional services aimed at improving their language skills.

The Morning Learning Program for immigrant students in grades 3-5 will be offered Wednesdays and Fridays from November 2 to June 21, from 7:30 am to 8:00 am for the total of 29 hours. (See dates below). Instruction will be provided by Wojciech Schneider, a certified ENL teacher. The language of instruction will be English. Translated versions of the interactive texts will be available.

The instructional focus is to provide students with direct instruction in vocabulary/words study, reading comprehension skills/strategies, writing, speaking and listening skills. The areas of need will be determined based on the most recent formative and summative assessments.

Students will be provided with online leveled reading through the use of Kindle e-readers with the Raz-Kids reading website from Reading A-Z. The interactive component of the readers along with the narration and dictionary increases student comprehension and engagement. For students who may need to become familiar with translated versions of texts, Raz-Kids provides Spanish versions with the same interactive features.

Time: 7:30 a.m. - 8:00 a.m.

Dates:
November 2, 7, 9, 14, 16, 21, 28, 30
December 5, 7, 12, 14, 19, 21
January 2, 4, 9, 11, 16, 18, 23, 25, 30
February 1, 6, 8, 13, 15, 27
March 1, 6, 8, 13, 15, 20, 22, 27, 29
April 3, 5, 10, 12, 17
May 1, 3, 8, 10, 15, 17, 22, 24, 29, 31
June 5

27 hours
Records will be maintained, including student attendance and parent notification, in parent preferred languages, in a binder that is housed in the ELL Team’s office. Parent notification will
Part B: Direct Instruction Supplemental Program Information

be backpacked home by students. Translations will be provided by the DOE Translation and Interpretation Unit in the following languages: Bengali, Spanish.
Records will be handed to the Payroll Secretary upon completion of the program.

EXTENSION OF TITLE III SUPPLEMENTAL PROGRAM
DATES ARE THE ADDITIONAL DATES

Begin description here:
Our Entering and Emerging students continue to struggle, per the results on the 2018 NYS Math and Science, despite first language supports being available to them for the tests. Only one ELL in this subgroup received a 3 on the NYS Science in 2018, and in the target grade band of 6-8 grade, and no student in this subgroup received a 3 or 4 on the NYS Math in 2018. We currently have 19 students in this subgroup and our 6th grade receives students from many schools; we project inviting about 28 students. The program may be expanded to include Transitioning students, who have similar results, based on enrollment.
The program will have two co-taught classes, one for science and one for math. There will be an ENL teacher paired with a certified math teacher for one, and an ENL teacher paired with a certified science teacher for the other. The four teachers will co-plan for the program during the Title III LEP Professional Development series.
The math teacher will use Science A-Z for instruction, as well as teacher created materials. The math teacher will use teacher-created materials, supplemented with IXL.com for differentiated instruction on student levels. Both teachers are fluent in Spanish and can also provide instruction in English. The ENL teachers will use materials from Flocabulary, as well as Reading A-Z. The ENL teachers will also configure and use Google G Suite for Education with students, enabling them to create projects and presentations.

Subgroups and Grade Level:
Entering and Emerging students on grades 6-8

Schedule and Duration:
Wednesdays and Thursdays, 2:30 p.m. to 5:00 p.m.
19 sessions, 2.5 hours each
4 teachers
1/2, 1/3, 1/9, 1/10, 1/16, 1/17

Language of Instruction: English
Home language support will be provided on a targeted, 1:1 basis. 3 of the teachers speak Spanish.

Number and types of Certified Teachers
Mr. Flynn and Ms. Jennings, ENL
Ms. Abraham, 7-12 Science
Ms. Contreras, 7-12 Math

Types of Materials: Flocabulary
IXL Licenses

Records will be maintained, including student attendance and parent notification, in parent preferred languages, in a binder that is housed in the ELL Team’s office. Parent notification will be backpacked home by students. Translations will be provided by the DOE Translation and Interpretation Unit in the following languages: Bengali, Spanish.
Records will be handed to the Payroll Secretary upon completion of the program.
**Part C: Professional Development**

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

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

Begin description here: ______

**Rationale & Topics**

4 of the 5 of the teachers have already had an extensive PD series as part of the Title III Supplemental Program. To further enhance differentiation and creating multiple points of entry, we will implement a PD based on looking at the EDAT, and using it to create groups and plan for instruction.

**Audience:**
Mr. Flynn, Mr. Schneider, and Ms. Jennings, ENL; Ms. Abraham, 7-12 Science; Ms. Contreras, 7-12 Math

**Provider:**
Ms. Johnson, Math Coach. Mr. Flynn and Mr. Schneider will collaborate with Ms. Johnson to plan the PD sequence.

**Schedule and Duration:**
1 session, 2 hours;
Friday 1/4 – 2:30 p.m. – 4:30 p.m. – 2 hours / session

**Topics to be Covered:**

**Materials:**
The SIOP Model for Teaching Science to English Learners - Pre-existing copies
Science A-Z subscriptions

Records, including agendas and attendance sheets, will be logged in a binder maintained in the ELL Team office and will be handed to the Payroll Secretary on completion of the program.

---

**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: ______

**PS 214 Parent University**

**Rationale, Topics to Be Covered, & Name of Providers:**
Many of our ELL parents have skills that they could share with our parent community. We want to empower them by providing them with a space to share their know-how. This will provide parents with an
**Part D: Parental Engagement Activities**

opportunity to improve presentation skills and confidence in their abilities, both of which are useful in a job search or starting a small business. Mr. Flynn, ENL teacher, and Ms. Corredor, AIS, will provide two models in the first session showing how to do something. There will be a model where everyone learns to make a sandwich through a hands-on activity, and a second model where parents take pictures and insert them into Microsoft Word to make a how-to document. Parents will discuss topics they could present on, and sign up to present during a subsequent session. Topics will be determined by parents and could be anything from cooking to computer skills.

Ms. Pujols, PC, and Ms. Corredor, AIS, can provide Spanish interpretation as needed.

**Teachers:**

Ms. Corredor, AIS, has a bilingual license.

Mr. Flynn, ENL, has extensive experience teaching adult ESL classes and in leading Professional Development.

**Schedule and Duration:**

2 sessions – 2/6, 2/7, 2/13, 2/14 - 2:30 p.m. - 5:15 p.m.

**How Parents Will Be Notified of These Activities:**

Notices will be backpacked home by ELL students two weeks prior to the program. We will obtain Spanish, French, and Arabic, translations from the DOE Translation and Interpretation Unit. Parents will need to register for the program one week before it begins. Records, including agendas and attendance sheets, will be logged in a binder maintained in the ELL Team office and will be handed to the Payroll Secretary on completion of the program.

---

**Part E: Budget**

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

<table>
<thead>
<tr>
<th>Allocation Amount: $______</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Budget Category</strong></td>
</tr>
<tr>
<td>Professional salaries</td>
</tr>
<tr>
<td>(schools must account for fringe benefits)</td>
</tr>
<tr>
<td>• Per session</td>
</tr>
<tr>
<td>• Per diem</td>
</tr>
<tr>
<td>Purchased services</td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
</tr>
</tbody>
</table>
## Part E: Budget

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

Allocation Amount: $_____

<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>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
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<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
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<tr>
<td>• Must be clearly listed.</td>
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<td></td>
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<tr>
<td>Educational Software (Object Code 199)</td>
<td>_____</td>
<td>_____</td>
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<td>Travel</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Other</td>
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<td>_____</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>_____</td>
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</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

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<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Name</th>
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<tbody>
<tr>
<td>12</td>
<td>Bronx</td>
<td>P.S. 214X</td>
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</tbody>
</table>

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>David Cintron</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Claudia Rivera</td>
</tr>
<tr>
<td>Coach</td>
<td>Amy Pagano</td>
</tr>
<tr>
<td>Coach</td>
<td>Kendra Johnson</td>
</tr>
<tr>
<td>ENL/Teacher</td>
<td>Wojciech Schneider</td>
</tr>
<tr>
<td>Counselor</td>
<td>Xioel Terrero</td>
</tr>
<tr>
<td>Teacher/Subject</td>
<td>James Flynn/ENL</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Lissette Reynoso / CB</td>
</tr>
<tr>
<td>Related Service</td>
<td>Stephanie Fox</td>
</tr>
<tr>
<td>Provider</td>
<td>Field Support Center</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Rafaela Espinal-Pacheco</td>
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<tr>
<td>Other</td>
<td>Jeanette Guzman/Pupil Accounts</td>
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</table>

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Certification Description</th>
<th>Number</th>
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<tr>
<td>ENL teachers</td>
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<tr>
<td>Bilingual teachers</td>
<td>2</td>
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<tr>
<td>TESOL certification</td>
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<td>Bilingual program</td>
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<td>Foreign Language World Language</td>
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<tr>
<td>TESOL Certification</td>
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D. Student Demographics

2018-19 SCEP-FL
Total number of students in school (excluding pre-K) | 996 | Total number of ELLs | 120 | ELLs as share of total student population (%) | 12.05%

### Part II: ELL Demographics

#### A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply

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<tr>
<th>Grade</th>
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This school offers (check all that apply):

- Transitional bilingual education program (TBE)
  - Yes
  - No
  - If yes, indicate language(s):

- 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.

#### Bilingual Program Breakdown

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
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### Part III: Assessment Analysis

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

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

To assess the early literacy skills of the ELL students our school uses Fountas and Pinnell (F & P) on K-5. This assessment allows teachers to gain insight into the current reading level and reading strategies utilized by the ELLs and plan appropriate instruction. In grades 6-8, the Degrees of Reading Progress (DRP) assessment is administered 3x a year, and the scores are used to identify a start point for Teachers College Reading and Writing Project (TCRWP) running records. Middle school teachers use this process to identify the current reading levels of students, as well as strengths and needs to address in planning. Additionally, teacher-created end-of-unit assessments have been integrated into the reading portion of the TCRWP curriculum, which is in use here on K-8. These in-house assessments are scanned into Datacation and are immediately
available to teachers for item analysis. This allows teachers to closely monitor students’ progress and adjust their plans as necessary. We have met AYP for ELLs in Mathematics this year.

2. What structures do you have in place to support this effort?
The K-2 Literacy Coach, the 3-5 RTI Coach, and the 6-8 ELA coach coordinate a school wide effort to ensure that the assessments in #1 are administered to all students. The ELL Team (Assistant Principal of ELLs, 2 ENL teachers) provide the RLAT report and reports generated in-house to classroom teachers & cluster teachers K-5 and all teachers in the middle school to ensure that teachers are aware of students levels. The ELL Team also provides PD to all teachers on the RLAT and EDAT to ensure that teachers can triangulate the literacy data with ELL information like years of service and year-over-year progress to identify appropriate supports for students and create small groups. The ELL Team meets once a week to look at needs of ELL students and teachers of ELLs in order to plan curricular and PD supports. Based on assessed needs of students, the ELL Team may modify the PD plan for the year so that teachers receive the most appropriate guidance and support.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
In grades 3-8, teachers administer the Fall and Spring NYC ELA Benchmark assessments. This year, the we have also begun to implement the NYC DOE ELL Benchmark assessments. In 2018-2019, we will administer the ELL Benchmark in the fall, winter, and early spring. The fall assessment will be created in-house as there are only two ELL Benchmark tests available through SchoolNet. F&P Benchmarks are used to measure progress.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Teachers in K-5 have common planning one period per week. This period is used for inquiry work using the school-created Critical Learning Path Tool to analyze student data, create groups based on data, and identify strengths, needs, and supports for each group. Data examined during common planning includes all TCRWP/Datacation reading assessments, NYC ELA Benchmarks, and NYC ELL Benchmarks. The middle school teachers dedicate all Tuesday common planning periods for this work. All teachers are expected to maintain a Data Binder with student assessment data, item analysis, and Critical Learning Path Tools to assess each modality for our ELLs.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (Rti) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and Rti Guide for Teachers of ELLs.]
Our school uses data (NYSITELL, NYSESLAT, ELA, Fountas and Pinnell, Degrees of Reading Progress, TCRWP running records, unit tests, etc.) to provide high quality instruction for ELLs within RTI. Fountas and Pinnell, for example, is used by ENL and classroom teachers during Reading Workshop to group students according to their reading level. The NYSESLAT data is used to plan instruction that targets specific ELLs’ needs in the Speaking, Listening, Reading, and Writing modalities. Thanks to these data points the teacher can adjust instruction according to specific student needs. This allows for monitoring whether students are responding to in-class interventions. The role of the ENL teacher is to analyze the data from the standpoint of a TESOL professional with focus on the process of second language acquisition. The ENL teachers assures that the interventions are ELL-appropriate. This Tier I intervention takes place throughout the day including the time when push-in ENL services are delivered. If progress is not made despite intervention, the teachers can determine whether to continue providing other interventions or to submit an RTI Referral Form to the administration to convene the RTI Committee to discuss the student's case.

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 use data from all NYS assessments taken by our students to evaluate and inform our ELL program (NYSITELL, NYSESLAT, ELA, Science, and Math). At the start of the school year, the RLAT file is downloaded and printed for review by the ELL Team (AP of ELLs and ENL teachers), and an updated EDAT file is created and similarly made available. Using these sources of data, the team decides on next steps. For example, last year we identified the students that had gone backwards on the NYSESLAT, and targeted them for intensive small group work during the school day and in Title III programs. We also created a Title III
STEM program in response to low scores on the NYS Math and Science. Data from these assessments can also lead to a different configuration of the Stand-Alone ENL classes. For example, this past year we put all of the students who had several years of service but were still Entering or Emerging in one group for targeted intervention.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? The findings of the team are shared with the other administrators, coaches, and teachers. The ELL team makes copies of the RLAT and EDAT and distributes them at the start of the school year. The ELL team will continue this coming year to lead professional development on reading, analyzing, and creating instructional next steps from the RLAT and EDAT.

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.
      All ELL students (Entering-Commanding) in grades K-8 are grouped heterogenously in graded blocks. They receive four periods (180 minutes) of integrated ENL with the ENL teacher pushing-in to their content area class--primarily ELA.
      An additional unit of standalone ENL instruction (180 minutes) is provided to Entering and Emerging ELLs in ungraded heterogenous groups, combining students of no more than two corresponding grade bands (i.e. Grades K, 1-2, 3-4, 5-6 and 7-8) by a certified ESOL teacher. They are pulled out four periods a week for standalone ENL instruction. TC Workshop model is used for both settings.
   b. TBE program. *If applicable.*
      NA
   c. DL program. *If applicable.*
      NA

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)?

   All ELL students (Entering-Commanding) in grades K-8 are grouped heterogenously in graded blocks. They receive four periods (180 minutes) of integrated ENL with the ENL teacher pushing-in to their content area class--primarily ELA. An additional unit of standalone ENL instruction (180 minutes) is provided for Entering and Emerging ELLs in ungraded heterogenous groups, combining students of no more than two corresponding grade bands (i.e. Grades K, 1-2, 3-4, 5-6 and 7-8) by a certified ESOL teacher. At this time, HLA is not delivered to students; however, all standalone and integrated ENL courses offer native language texts/supports for students to ensure entry points to the curriculum. Workshop model is used.

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.

   In the elementary school and middle school all core content (ELA, Math, Science, Social Studies) is delivered by common branch K-6 teachers/content area teachers, except in ELA. In ELA, core content is taught by a certified ESOL teacher pushing-
in/team-teaching with a common branch K-6 teacher or certified ELA content teacher. Often in the middle school, the certified ELA content teacher that is teamed with the certified ESOL teacher speaks Spanish.

The language of instruction is English; although, there is native language support and other scaffolds (i.e. audio versions of texts) provided by either the ESOL teacher or certified ELA teacher as needed to foster language development and access to curriculum for ELLs. All content area instruction is aligned to the CCLS.

The ESOL teacher works closely with common branch/ELA content teachers that they are partnered with when providing integrated ENL instruction. The ESOL teacher attends daily common planning sessions and embeds language objectives in reading and writing lessons. Furthermore, the ESOL teacher provides appropriate accommodation/scaffolds, differentiated according to ENL proficiency level, to ensure language objectives are met/assessed and ELLs have access to grade-level curriculum. The ENL teacher plans small group instruction for the Integrated ELA periods.

The ENL teachers provides professional development for integrated ENL teachers/content area teachers on the SIOP method and its components. These professional development sessions detail how characteristics of ELLs and how they acquire new language, stress the importance of language objectives/ensuring each lesson accounts for student practice in each of the four language modalities. SIOP PDs focus on components/features of the SIOP method, providing models (i.e. sample objectives, concept webs, graphic organizers), assessing/critiquing lessons and revising their own lessons/practice by incorporating SIOP features. Past PDs have included: distinguishing between content and language objectives, building background knowledge, strategies to increase ELL engagement/interaction, etc.

Moreover, the middle school ENL teacher has begun to work more closely with the social studies department. The team will review commonalities/trends between NYC ELL Benchmark Assessments and Social Studies MOSL data. The team uses this data to incorporate targeted language objectives and devise strategies/accommodations based on SIOP/ELL methodologies to address ELL areas of weakness in language.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
After new ELLs have been identified through the HLIS and NYSITELL, they are given the Spanish Lab assessment (when SP is their L1). There is no baseline home language evaluation for languages other than Spanish. There are no interim assessments throughout the year to evaluate students’ progress in home language proficiency (Spanish or other L1). However, the ENL teacher, integrated ENL ELA teacher and Spanish as a Foreign Language Teacher meet weekly to informally discuss the progress, strategies that are working and concerns of middle school ELLs in the Spanish/standalone ENL/integrated ENL classes. Translated State Exams.

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

   a. SIFE

Currently, our school has eight students labeled as SIFE. ENL teachers receive training through professional development workshops on SIFE identification and early assessment for this population. We keep in mind the unique needs of SIFE students who cope not only with the language difference, but also concerns that may arise due to lack of formal educational experiences and adjusting to a new culture. To address these needs, we focus on vocabulary, language patterns/structures and acquainting them with the culture of the school environment. Our plan for SIFE students is based on strategically placing them
in classes where additional help from staff (teachers and/or paraprofessionals) speaking the student's home language is available. In addition to standalone ENL sessions four periods a week (180 minutes) and four periods of integrated ENL instruction (180 minutes), SIFE students would also be provided with additional instruction time during Title III After School, Saturday Program, AIS and the ELL Summer Enrichment Program.

b. Newcomer

Newcomers (0-3 years) mostly have scored in the Entering/Emerging range and are pulled out four times a week to receive intensive English instruction. We use several resources to supplement the TCRWP Units of Study. Reading A-Z and Raz-Kids from Learning A-Z are used to provide additional printable books for use in instruction on students' instructional reading levels. Raz-Kids gives kids the ability to listen to the story as they read it.

Additionally, teachers utilize "Everyday English," which provides ELLs with basic vocabulary categorized in thematic units (i.e. school, neighborhood, home, grocery store, etc.). ELLs learn phonics, conversational English, basics of sentence-structure/grammar and even begin to read (through the use of graphic comic strips related to the thematic units) and write simple sentences in English.

Newcomers are also invited to attend an after school program focused on BICS, using materials such as leveled books from Reading A-Z, online reading with Raz-Kids, and small group instruction focused on vocabulary and phrases with Genki English, a software program best utilized with a projector or SMART Board.

c. Developing

Developing ELLs (4-6 years of service) are targeted in the Morning ELL Program and in the Title III STEM After School program.

d. Long Term

LTELLs (7+ years) are targeted with high-interest reading material. This year, we have purchased many graphic novels to grab the attention of reluctant readers. We are also continuing to use Kindle Fire tablet versions of many grade-level novels, which make definitions, translations, and audio narration available to students. LTELL students are prioritized for the use of this resource in order to increase engagement.

LTELLs are also targeted for the Title III STEM After School program.

e. Former ELLs up to two years after exiting ELL status

Former ELLs continue to receive testing accommodations for two years after testing Proficient/Commanding. Additionally, former ELLs are programmed in classes with current ELLs for at least two years after testing out and therefore receive the support of the push-in ENL teacher.

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?

There is an IEP Coach who monitors the IEPs of all students, including ELL-SWDs, to ensure that all students receive the services they are entitled to. The ENL teachers share a room with the Speech and OT/PT providers and are in regular dialogue with each other about student progress. These teachers, the AP in charge of ENL, the AP in charge of SpEd, and the school programmer work together to ensure that all schedules are coordinated so that services do not overlap.

In grades K-8, the ELA curriculum is Teachers College Reading and Writing Project Units of Study. Each classroom is equipped
with a large leveled library. This ensures that all students will have access to engaging and appropriate text. ELL classrooms also have a Spanish library, and middle school ELL classrooms have a variety of graphic novels and books on lower reading levels for students who need them; we are working to grow a Hi-Lo library as well. As described in Item III-1, all students are tested using F&P or TCRWP and are made aware of their reading level.

The TCRWP curriculum makes it possible for teachers to choose mentor texts that will be rigorous but still engaging and appropriate for their students. Teachers can select a text that they know is available in several other languages and can be readily made available in Spanish. Teachers may also choose a text that has a graphic novel or other version that can be presented to students as another support.

ELL teachers work with ELA teachers to add Language Objectives into unit plans and to use the New Language Progressions to differentiate instruction. Visual supports such as PowerPoint, along with printed vocabulary words with pictures are used. Best practices from the SIOP model are integrated into instruction, which benefit all students, ELL and ELL-SWD alike.

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?

To attain English proficiency in the least restrictive environment and achieve IEP goals, ELL-SWDs are often placed in ICT classes. Additionally, the ESOL teacher pushes in to these classes during the ELA period to provide integrated ENL instruction. Some ELL-SWDs that need further support receive additional AIS services from a special education teacher (typically the same teacher that is providing ICT services on a particular grade).

If ELL-SWDs are either Entering or Emerging proficiency levels, they are pulled out an additional four periods (180 minutes) a week to receive standalone ENL. Such an environment allows teachers to meet both the language and special education needs.

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.

The following intervention programs are offered to ELLs specifically:
* After School ELL Newcomer Program (ELA, Grades 6-8, English/Spanish)
* After School ELL STEM Program (ELA, Grades 4-8, English/Spanish)
* Morning ELL Program (ELA, Grade 4, English/Spanish)

The following intervention and enrichment programs are offered to ELLs (as well as the general education population) in ELA and Math:
* Regents: 8th Grade Integrated Algebra (offered to G&T class and select students, English)
* Expanded Learning Time (After-School Program (ELA/Math), English)
* Saturday Program (ELA/Math, English)
* AIS (ELA/Math, English)

Other programs (offered to students depending on their IEP, inclusive of ELLs):
* SETSS (ELA/Math, English)
* Speech (ELA, English)
* OT (English)
* PT (English/Spanish)
* Counseling/at-risk counseling (English/Spanish)

SEL and Extracurricular/Sports Programs (offered to all students):
Currently, there are no intervention/enrichment programs offered in Social Studies; however, many materials used in the above mentioned programs provide informational texts rich with content from the sciences and social studies.

While ELLs (all subgroups, with a special focus on Entering, Expanding and all long-term ELLs), SPEDs, the school's bottom third and gifted students are targeted populations in Expanded Learning Time and Saturday Academy. Nonetheless, all students are welcome as space permits.

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

Last year, more than 10% of students went down a level. This was of great concern; one next step we took this year was to invite these students on grades 4-8 to the Title III STEM After School. If this continues to be the case, we will develop a Title III After School program to better meet the needs of these students. Additionally, if there are many students in this category that are Entering or Emerging, we may create Stand Alone ENL groups that target these students specifically.

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

N/A

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 access to all programs identified in #8. In brief, we offer the following ELL-specific programs:

- ELL Newcomer After School 6-8 - program for Newcomer students in grades 6-8.
- ELL STEM After School 4-8 – program for Developing and LTELL students in grades 4-8
- ELL Morning Program – program for select identified Expanding and Transitioning ELLs in grade 4

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.

- Projector and interactive whiteboard
- New classroom libraries with books at all levels
- Spanish-language materials for EnVision math
- 5 iPad Pros designated for ELL use (Raz-Kids and other apps)
- 15 Kindle Fires designated for ELL use (Raz-Kids, Kindle Books with Audio, and other apps)
- English/L1 dictionaries (as well as content area/specific dictionaries--i.e. science, math, social studies provided from the NYC DOE website)
- Spanish literature/supplemental texts in class libraries
- Differentiated ELL teacher accommodations (i.e. graphic organizers, sentence frames, word banks, etc.)
- Learning A-Z / Raz-Kids Spanish/English online texts with audio and ERReaders

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
The school only offers Entering and Emerging ELLs a standalone ENL class and provides the push-in model when providing integrated ENL services for all other ELL proficiency levels (Transitioning-Commanding).

The classroom library in all ELL classrooms includes Spanish-language books.

Middle school ELLs are offered Spanish as a Foreign Language.

Language Scaffolds.

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

There are two ENL teachers, one for K-5 and one for 6-8. Both teachers work to ensure that their students receive age and grade appropriate instruction and are grouped appropriately for pull-out ENL services. The middle school teacher makes sure that the materials for all students, particularly the Entering students, appear age-appropriate. The teachers both utilize the Common Core State Standards and New Language Progressions to provide grade appropriate instruction to their students.

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?

The principals from both schools do monthly campus rounds to discuss and share best practices, which includes our ELLs.

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).

At the end of the school year, all incoming middle school students are invited to attend an orientation session to become familiar with the expectations of middle school (i.e. meet teachers, grading policy/Honor Roll, CCLS, extracurricular programs/activities).

A new Saturday Parent Academy begins in February to support parents of ELLs.

17. What language electives are offered to ELLs?

Spanish as a foreign language is offered to middle school students in grades 7 and 8.

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)?

NA

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?

Throughout the school year, teachers attend ELL-focused professional development offered by Fordham RBE-RN, DELLSS, BFSC, and Teachers College. During 2016-2017, ENL teachers and their co-teachers found the PD offered by Fordham RBE-RN
and at District 12 ELL Liaison meetings on Integrated ENL co-teaching to be particularly helpful. These sessions contained many strategies and supports we can implement in order to make the CCLS accessible to ELLs. We plan to continue this work going forward. PD offered at a school level for staff is described in depth in Item 2. Another professional development support exists in the form of weekly ELL Team meetings (AP of ENL, ENL Teachers) where team members review work and student data to plan next steps for instruction. The ELL Team also works with Eva Garcia of RBE-RN once a month; Eva has provided professional development for the team on helping the ELLs meet the CCLS. Sessions are facilitated by experienced staff for noninstructional staff.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

15% and 50% of total professional development time will be provided to all teachers and ENL teachers respectively on Mondays, during the 80-minute block of time immediately following the school day and on Chancellor’s Conference Days for Staff development. The sessions will be conducted by ENL teachers, the AP of ELLs, general education teachers that work with ELLs, and ELA/Math coaches. Last year, topics included “Language Acquisition vs. Learning Disability” and “Adapting Teachers College Reading and Writing Project Units of Study to Meet the Needs of ELLs.” Records for such professional development are kept as part of our ENL binder, and also the school PD binder. They include both the agendas and attendance records.

The school secretaries and parent coordinator receive professional development through the Borough Field Support Center on ELL issues. School secretaries are trained on intake procedures. The parent coordinator is also the Language Access Coordinator and receives the LAC PD.

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?

Our school provides annual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results and language development in all content areas. These meetings include, but are not limited to the following activities:

Parent Engagement Sessions are conducted weekly and may be informal walk-ins, or scheduled appointments with the ENL teacher/ENL Coordinator. These meetings may be conducted in person, over-the-phone or via email/Skedula—whichever is best suited to the parents needs. The ENL teacher takes the opportunity to meet with parents during these sessions.

Beginning in mid-October, ENL teachers identify a list of students that have not met with an ENL teacher during Parent Engagement and begin to contact them to come in for meetings during the weekly parent engagement time. The ENL teacher creates an agenda and sign in sheet for each meeting. These materials are retained in the ENL binder.

Information shared with the parent by the ENL teacher includes current student NYSESLAT level, growth information (percentile and previous year’s score), F&P or TCRWP reading level, and most recent NYS ELA result (grades 3-8). The ENL teacher shares with the parent a goal sheet previously completed by the student and discusses ways that the student can work to meet the goal at home and with the parent/family.

The ENL teachers make use of the DOE Language Line service and speakerphones to ensure that smooth communication with
parents is enabled.
One-to-one parent meeting conducted by a certified ENL provider.

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

Fun with Books is a monthly Parent Engagement event after school on Tuesdays. Every grade selects a book to share with parents. Every effort is made to select books that are also available in Spanish to ensure greater parent access and participation.

As part of our Title III Parent Engagement, ENL and bilingual licensed teachers organize trips to the local NYPL branch. Teachers and librarians talk to parents about the many resources the library has to offer, including books in other languages. Teachers and librarians also explain different ways to become involved in their child’s English language development, even when the parent does not speak/read English.

International Night is an annual, potluck event. It encourages all parents/families and the school community to celebrate our varied cultural backgrounds through food, traditional dress, music, dance and student performances.

Translation services are provided at all sessions/events (often by a bilingual parent volunteer).

Additional Information
Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.
Paste response here:
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, David Cintron, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Cintron</td>
<td>Principal</td>
<td></td>
<td>06/26/18</td>
</tr>
<tr>
<td>Claudia Rivera</td>
<td>Assistant Principal</td>
<td></td>
<td>06/26/18</td>
</tr>
<tr>
<td>Jasmin Pujols</td>
<td>Parent Coordinator</td>
<td></td>
<td>06/26/18</td>
</tr>
<tr>
<td>Wojciech Schneider</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>06/26/18</td>
</tr>
<tr>
<td>Alex Gomez</td>
<td>Parent</td>
<td></td>
<td>06/26/18</td>
</tr>
<tr>
<td>James Flynn / ENL</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/26/18</td>
</tr>
<tr>
<td>Lissette Reynoso / CB</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/26/18</td>
</tr>
<tr>
<td>Amy Pagano</td>
<td>Coach</td>
<td></td>
<td>06/26/18</td>
</tr>
<tr>
<td>Kendra Johnson</td>
<td>Coach</td>
<td></td>
<td>06/28/18</td>
</tr>
<tr>
<td>Xioel Terrero</td>
<td>School Counselor</td>
<td></td>
<td>06/26/18</td>
</tr>
<tr>
<td>Rafaela Espinal-Pacheco</td>
<td>Superintendent</td>
<td></td>
<td>06/26/18</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>06/26/18</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stephanie Fox</td>
<td>Other Speech</td>
<td></td>
<td>06/26/18</td>
</tr>
<tr>
<td>Jeanette Guzman</td>
<td>Other Pupil Accounting</td>
<td></td>
<td>06/28/18</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>06/26/18</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 12X214  School Name: Lorraine Hansberry Academy  Superintendent: Rafael Espinal-

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jasmin</td>
<td>Pujols</td>
<td>Parent Coordinator</td>
<td>no</td>
<td>yes</td>
</tr>
</tbody>
</table>

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

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

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

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

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

   To assess language preference of the parent community for both written and oral communication we use the Adult Preferred Language Report (RLAP), Home Language Identification Surveys, Language Preference Forms, formal and informal interviews with the parents, and Student Registration Forms.

   Among parents who speak Spanish at home, 90% of those who returned the language preference form indicated Spanish as their preferred language for oral and written communication while less than 10% chose both English and Spanish. All other parents indicated their home language as their preferred language (either French or Bengali) with the exception of Arabic speaking parents whose preference was consistently English.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>68%</td>
<td></td>
<td>English 68%</td>
<td>English 68%</td>
</tr>
<tr>
<td>Spanish</td>
<td>30%</td>
<td></td>
<td>Spanish 30%</td>
<td>Spanish 30%</td>
</tr>
<tr>
<td>Other</td>
<td>2%</td>
<td></td>
<td>Other 2%</td>
<td>Other 2%</td>
</tr>
</tbody>
</table>

Parents’ preferred languages for both written and oral communication include English, Spanish, Urdu, Bengali, French, Chinese, and Arabic.

30% 30% 30% 30% 30%

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.

[Spanish]

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>Home Language Identification Survey (May-September)</td>
<td>August - June</td>
<td>Parent coordinator, DOE Translation</td>
</tr>
<tr>
<td>ELLs informational letters (Entitlement, Non Entitlement, Continued Entitlement, Placement, Non Entitlement/Transition, ELL Parent Brochure - September)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Parents' Preferred Language Form (September)
Back-to-School Night announcement
annual family handbooks (September, June)
newsletters (throughout the school year)
calendars (September)
parent-teacher conference announcements (September, November, March, May)
parent workshop announcements (throughout the year)
after-school program information (September)
Learning Fest announcement (May)
PTA meetings announcement (monthly, ongoing)
SLT meetings announcement (monthly, ongoing)
Breakfast with the Principal announcement (quarterly)
Grandparents Day announcement
Town Hall Award Ceremonies (quarterly)
Kindergarten and 6th Grade orientation (June)
report cards (quarterly)
New York State testing dates (March)
letters from the principal (throughout the school year)
field trip forms (throughout the school year)
Book Fair announcement (biannual)

Interpretation, and DOE language Line, calendar dates ensure timely provision of translated documents to parents.

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>Formal face-to-face meetings include Open-School Day (September 6) parent-teacher conferences (November 28, March 6, and Learning Fest (May 6). Anticipated informal interactions will include family worker, parent-teacher coordinator and guidance counselor calls to parents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formal face-to-face meetings include Open-School Day (September 6) parent-teacher conferences (November 28, March 6, and Learning Fest (May 6). Anticipated informal interactions will include family worker, parent-teacher coordinator and guidance counselor calls to parents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Coordinator, bilingual teacher and staff, DOE language line.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

School messenger and parent coordinator contacts families.

**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.

PD in September for all staff.

**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.)

The Welcoming Poster is hung at the entrance of the school. The Language ID Guide is available at the security desk, main office and Parent Center. During orientation sessions (i.e. Kindergarten and Middle School Orientation for incoming 6th Graders) and at the beginning of the school year, the Parents' Bill of Rights, Parents' Guide to Language Access, Family Handbook and Language Preference Form are backpacked with students.

**Part E: Monitoring Provision of Language Services**

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

The school will gather feedback from parents on the quality and availability of language transcription/interpretation services through the following mechanisms:

* Learning Environment Survey (in parents' L1/preferred language)
* School-specific surveys (in parents' L1/preferred language) to be completed via hard copy, or online with Survey Monkey (Title I/III funds will be used to translate survey questions). The online Survey Monkey can be completed in
the school's Parent Center which has computers with Internet access specifically for parent use and the Parent Coordinator can assist parents as needed.
*Informal parent comments/feedback to school staff after parent workshops or other school events (i.e. Back to School Night, Learning Fest, International Night, PTC, etc.).