2018-19
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): 09X229

School Name: I.S. 229 ROLAND PATTERSON

Principal: PATRICK KELLY
School Comprehensive Educational Plan (SCEP) Outline

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### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>EXPRESSION ACADEMY @ I.S.229</th>
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<tbody>
<tr>
<td>School Number (DBN):</td>
<td>09X229</td>
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<tr>
<td>BEDS Code:</td>
<td>320900010229</td>
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<tr>
<td>Grades Served:</td>
<td>6-8</td>
</tr>
<tr>
<td>School Address:</td>
<td>275 HARLEM RIVER PARK BRIDGE BRONX, NEW YORK 10453</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-583-6266</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-583-6325</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>DR. EZRA MATTHIAS</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:EMATTHI@SCHOOLS.NYC.GOV">EMATTHI@SCHOOLS.NYC.GOV</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>DR. EZRA MATTHIAS</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>MR. HUGH FLETCHER</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>GREGORY BLOUNT</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>JAMIE ROURE</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>ASIA WALKER</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td></td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>Harriett Burnett, SouthEast Bronx Neighborhood Centers</td>
</tr>
</tbody>
</table>

### District Information

| Geographical District: | 09 |
| Superintendent: | Mrs. Leticia Rodriguez Rosario |
| Superintendent’s Office Address: | 1245 Washington Avenue Bronx, NY 10456 |
| Superintendent’s Email Address: | LRosario2@schools.nyc.gov |
| Phone Number: | 718-579-7143 |
| Fax: | |

### Field Support Center (FSC)
<table>
<thead>
<tr>
<th>FSC:</th>
<th>Executive Director:</th>
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<tbody>
<tr>
<td>Bronx</td>
<td>Jose Ruiz</td>
</tr>
</tbody>
</table>

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) 828-3113
**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>Dr. Ezra Matthias</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Hugh Fletcher</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Asia Walker</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Miosoty Escalante</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>HOUYAMFAKHRI</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></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>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
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<tr>
<td>Harriet Burnett</td>
<td>CBO Representative, if applicable</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>Ricardo Babulal</td>
<td>Member/Teacher</td>
<td></td>
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<tr>
<td>Gregory Blount</td>
<td>Member/Parent</td>
<td></td>
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<tr>
<td>Ivy Changlee</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Tanya Pearson</td>
<td>Member/Parent</td>
<td></td>
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<tr>
<td>Katrina Perkins</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Jackie Grosvenor</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Jamie Roure</td>
<td>Member/Social Worker</td>
<td></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>Element</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction</strong></td>
<td>Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong></td>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong></td>
<td>Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong></td>
<td>Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong></td>
<td>School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong></td>
<td>Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.</td>
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</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?**

   **Mission Statement**

   Our mission is to create a challenging learning environment that encourages students to express and achieve their greatest potential. We deliver a diverse and integrated curriculum that reaches across all disciplines at all grade levels. Students are encouraged to meet academic challenges with openness, critical thinking and creative problem solving. We promote an atmosphere of cooperation and a can-do spirit, with respect for individual differences and community values. We strive to have our parents, teachers, and community members actively involved in making student learning as rich and fulfilling as it can be.

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.**

   Dr. Roland N. Patterson School, Intermediate School 229 is located along the Harlem River in the Morris Heights section of the Bronx. The school is adjacent to Roberto Clemente State Park and River Park Towers Apartments which provides housing for 1, 654 families in four 44-story buildings and is home to the majority of the school’s students. In the interceding years since the school opened in 1977, the population of the River Park Towers and, consequently IS 229 has shifted dramatically. Demographically, the complex now mirrors the surrounding community in terms of poverty levels and associated social issues. Many of the families fall below federal poverty guidelines and significant numbers are recent immigrants.

   The student body is serviced by 53 professionals, including teachers, guidance counselors, social workers and administrators. All of the teachers are certified.

   The open classroom design that was viewed as an asset in the past, has become one of the school’s greatest impediments to the delivery of instruction. As a result of the lack of defined instructional areas, disruptions within one group could ripple throughout the rest of the open classrooms, resulting in a climate that is not conducive to meaningful instruction. The level of noise created by the side-by-side open classroom environment, transitions between classes, and two separate lunch period occurring at different locations continues to be problematic. At times, this leads to an overall deterioration in the tone of the school. Intermediate School 229 shares the building with PS 274, a Pre-K to fifth grade school. PS 274 has the first floor, 2nd floor and half of the third floor. We share the gym space and auditorium as well as entrance/exit. The remainder of the building is used by IS 229. Each school has its own administration, schedules, and needs. As would be expected, the priorities of each school are not always mutual.

   The continued use of a Dean by IS 229 to manage student deportment and intervention has led to the creation of a management control system for tracking school climate data in a laser like manner. School climate data summarized in the DOE’s Online Occurrence System Report System indicated, greater supervision is required in hot spots such as hallways and classrooms and the need for staff to possess crisis Intervention strategies that will support teachers in de-escalating students in crisis.

   Classes 601, 701 and 801 participate in a unique partnership with the American Composers’ Orchestra. These classes have a high population of English Language Learners and former ELLs. The “Percussion Ensemble” is a unique program.
that incorporates drumming, rhythmic composition and notation, chorus, song writing and sight reading. IS 229 has a
thriving drama program, and is the only middle school in the Bronx that is a member of the Thespian Society.

In addition to the traditional benefits of music education, our ELLs benefit from having English reinforcement through
a variety of modalities. The students are utilizing both production and receptive skills. The rhythmic notation also
reinforces Math skills in a context beyond the Math class. Other partners include National Teaching Network (NTN)
and Middle School Teaching Initiative that are helping our school raise instructional quality by providing opportunities
for students to demonstrate their critical reasoning skills across curricula. Wingspan Arts is also partnering with IS 229
to engage all sixth-grade classes in a multidisciplinary Arts Program on site with a teaching artist. Students will learn
modern, hip hop, and Latin dancing to support physical fitness. The EngradePro electronic program is used school-
wide to effectively monitor student progress, track student data, and increase parent communication through e-mails,
class newsletters and websites.

This year data indicates a rise in families “doubling up” which has increased our temporary housing population.
Presently 25 percent of our families reside in temporary housing.

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

IS 229 is now faced with meeting the needs of a student population that is predominantly poor and academically at-
risk. As of June 24, 2018, the school serves 242 students in the sixth through eighth grades. According to the latest
available information, 65% of the students are of Hispanic and 34.0% are African-American descent. Our percentage
of students with IEPs is over the city’s average. Approximately 38% of the students (98) have Individual Educational
Plans (IEPs) and receive the full continuum of services including self-contained instruction; and other related services
such as Special Education Teacher Support Services (SETSS) within the context of their general education programs.
Additionally, 20% of the students (52) originally speak over ten distinct languages and are English Language Learners
(ELLs). Of the ELLs, the vast majority (85%) are Spanish dominant. Officially, 100% of the students are eligible for free
lunch. Many of the newly enrolled students are at Level 1 or 2 on standardized City and State Assessments in both
English Language Arts and Mathematics. This year we were also chosen as a school to run a Horizon Program for
applicable students in grades 6-8.

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

The 2017-2018 School Quality Guide demonstrates that we have exceeded the majority of the targets in the
Framework Elements of Supportive Environment and Trust. Data on the framework elements also revealed that the
school is approaching target in the remaining four of six elements including rigorous instruction. In addition, the
school is designated “Titled 1 Focus” for 2018-19. The school also experienced ELA gains from 12 percent in 2017 to
17.5 percent in 2018. The key areas of focus during the 2018-19 school year are opening the minds of students to
become critical thinkers in key subjects and in everyday issues impacting their lives; raising student attendance by 5
percent or from 89.8 to 95 percent; elevating teacher pedagogy in areas such as Danielson Framework for Teaching
components 1e, 3b, 3c, 3d; fostering collaboration among teachers and raising student performance in math
especially mastery of expressions and equations, proportional relationships, modeling and the number system.
### School Demographics and Accountability Snapshot for 09X229

**Grade Configuration** 05,06,07,08  
**Total Enrollment (2017-18)** 246  
**SIG Recipient (Y/N)** No  

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

- **Transitional Bilingual** N/A  
- **Dual Language** N/A  
- **Self-Contained English as a Second Language** N/A  

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

- **# Special Classes (ELA)** 71  
- **# SETSS (ELA)** 32  
- **# Special Classes (Math)** 69  
- **# SETSS (Math)** 31  
- **# Integrated Collaborative Teaching (ELA)** 11  
- **# Integrated Collaborative Teaching (Math)** 11  

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

- **# Visual Arts** 11  
- **# Music** 3  
- **# Drama** 1  

#### School Composition (2017-18)

- **% Title I Population** 90.0%  
- **% Attendance Rate** 88.8%  
- **% Free Lunch** 91.9%  
- **% Reduced Lunch** 0.0%  
- **% Limited English Proficient** 19.5%  
- **% Students with Disabilities** 32.5%  

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

- **% American Indian or Alaska Native** 1.2%  
- **% Black or African American** 39.0%  
- **% Hispanic or Latino** 59.3%  
- **% Asian or Native Hawaiian/Pacific Islander** 0.4%  
- **% White** 0.0%  
- **% Multi-Racial** 1.2%  

#### Personnel (2015-16)

- **Years Principal Assigned to School** 16.1  
- **# of Assistant Principals** 4  
- **% of Teachers with No Valid Teaching Certificate** 3%  
- **% Teaching Out of Certification** 48%  
- **% Teaching with Fewer Than 3 Years of Experience** 10%  
- **Average Teacher Absences** 10.5  
- **Student Performance for Elementary and Middle Schools (2017-18)**
  - **ELA Performance at levels 3 & 4** 16.7%  
  - **Mathematics Performance at levels 3 & 4** 7.0%  
- **Science Performance at levels 3 & 4 (4th Grade) (2016-17)** N/A  
- **Science Performance at levels 3 & 4 (8th Grade) (2016-17)** 35%  

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

- **ELA Performance at levels 3 & 4** N/A  
- **Mathematics Performance at levels 3 & 4** N/A  
- **Global History Performance at levels 3 & 4** N/A  
- **US History Performance at Levels 3 & 4** N/A  
- **4 Year Graduation Rate** N/A  
- **6 Year Graduation Rate (2011 Cohort)** N/A  
- **% ELA/Math Aspirational Performance Measures (2015-16)** N/A  

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

**Elementary/Middle School**

- **American Indian or Alaska Native** N/A  
- **White** N/A  
- **Hispanic or Latino** YSH  
- **Asian or Native Hawaiian/Other Pacific Islander** N/A  
- **Black or African American** N/A  
- **Multi-Racial** N/A  
- **Students with Disabilities** YSH  
- **Limited English Proficient** N/A  
- **Economically Disadvantaged** YSH  
- **ALL STUDENTS** YSH  

**High School**

- **American Indian or Alaska Native** N/A  
- **White** N/A  
- **Hispanic or Latino** N/A  
- **Asian or Native Hawaiian/Other Pacific Islander** N/A  
- **Black or African American** N/A  
- **Multi-Racial** N/A  
- **Students with Disabilities** N/A  
- **Limited English Proficient** N/A  
- **Economically Disadvantaged** N/A  
- **ALL STUDENTS** N/A  

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

- **Reward** No Recognition  
- **In Good Standing** No Local Assistance Plan  
- **Focus District** Yes Focus School Identified by a Focus District  
- **Priority School** No Focus Subgroups  
- **SWD, Black, LEP, ED** Yes  

**2018-19 SCEP-FL**
<table>
<thead>
<tr>
<th>Economically Disadvantaged</th>
<th>N/A</th>
<th>ALL STUDENTS</th>
<th>N/A</th>
</tr>
</thead>
</table>

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

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 3 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<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>
<td>X</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>
<td>X</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>
<td>X</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>
<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.

ELA data from the 2017-18 New York State assessments is unavailable at this time. However, macro data from the met not met showed that 58 students that performed at level 1 in 2016-17 are no longer level 1. And 22 that were level 3 met promotional criteria. These data among others translate into a 11 percent growth in student performance or the needle moved from 14 percent to almost 18 percent on the 2017-18 NYS ELA assessment. Following is a descriptive presentation of student ELA performance 2016-2018:

Table 1

Student 2017-18 NYS ELA and Math Results, Level 3-4 by content area

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Performance Level</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level 4</td>
<td>Level 3</td>
</tr>
<tr>
<td>Math</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>ELA</td>
<td>5</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>30</td>
</tr>
</tbody>
</table>
Table 1 shows the following:

- 11 students met the state standards in Math. And of the 11, 3 are exceeded the state standards.
- 27 students met the state standards in ELA. And of the 27, 5 exceeded the state standards.

**Action steps 1**

- We need to move an additional 40 math students from level 2 to three to reach the 20 percent mark on the number students performing at level three on the 2019 NYS math test. We also need an additional 38 ELA students performing at level 2 to add to the 27 to arrive at 25 percent mark on the number students performing at level three on the 2019 NYS ELA test.
- These students will be enrolled in a specialized Saturday academy for additional intensive work.
- **Rational for likely success** - over 70 percent of 2018 level 2 Math students and 60 percent of 2018 level 2 ELA students performed at level 2 or better during the last three administration of NYS tests.

Table 2

**Student 2017-18 NYS ELA and Math results, Level 1-2 by content area**

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Performance Level</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level 2</td>
<td></td>
<td></td>
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<tr>
<td>Math</td>
<td>35</td>
<td>168</td>
<td></td>
</tr>
<tr>
<td>ELA</td>
<td>56</td>
<td>132</td>
<td></td>
</tr>
</tbody>
</table>

Table shows the following:

- 203 students did not meet standards. And 35 of the 203 met or partially met some of the standards.
- 188 did not meet the state standards. And of the 188, 56 partially met some the standards.

**Action steps 2**

- 37 percent of 2018 level 1 ELA students and 38 percent of 2018 level 1 ELA students performed at level 2 or better at least once during the last three administration of NYS tests. Compared to these students, the ones that received level 1 in each of the last three administrations of the NYS math and ELA test ill received more intensive interventions that target the students’ skill deficit.
- If they do not achieve the desired level of progress every 6-8 Weeks, recommendations will be made for a comprehensive evaluation trying at utmost to avoid recommending eligibility for special educations services.

Math data from the 2017-18 New York State assessments showed no significant change in student performance in math. The performance of students remained constant at 7 percent.

Compared to ELA overall performance, math does not fare well. The trend for level 1s and level 3s & 4s is moving upward and in the wrong direction. Level 2s on the other hand trend downward and in the right direction.
The underlying weakness in our math instructional programs that led to the perverse performance results summarized above were observed during the 2016-18 school years. For example, it was noted that, “Across grades students struggle with tasks in expressions and equations and geometry in grade 6; the number system and ratios and proportional relationships in grade 7; statistics and probability, expressions and equations, and functions in grade 8.

The following initiatives will be adopted for the school to decrease the overall levels 1 and 2, while increasing the percent of students at level 3 and 4.

- **Writing/Reading skills block** (Grade 7 & 8 2xweek);
- **Professional development** – all staff will experience differentiated critical thinking PD learning cycle provided by Consultant Support in math (NTN) and ELA (MSQI), QTEL, Common planning, Election Day PD offered by the BFSC, Showcase schools and school. Teachers are placed in a Cohort and each learning cycle will consist of 3-5 series or monthly sessions;
- Professional Learning block 1xweek built into each teacher schedule for collaborative planning and looking student work;
- **Progress monitoring** – Reading skills and ELA Skills assessment and classroom assessment such as Student work and teacher feedback; research block created for librarian to show students how to conduct research and how to use research data to write persuasive pieces.
- **Other assessments** are used to provide reliability measures (1. Baseline provided by periodic assessment (ELA, Math, Science, Social Studies (2. Fall and Spring Benchmark provided by Periodic Assessment (3. End of year assessment provided by Periodic Assessment. 4) MSQI DRP and iReady).

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.

**Instructional Goals**

- By June 2019, with support, content teams and RTI providers will use student data to revise curriculum maps and lesson plans, ensure rigorous tasks and learning opportunities are CCLS aligned, foster discourse, critical thinking and differentiate instruction to respond to a variety of ways to learn. This is projected to result in a 20 percent decrease in level 1 and a a 15 percent increase in level 3 and 4 in ELA and Math.
**Part 3a – Action Plan**

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff vertically differentiated by content area</td>
<td>September 2018-May 2019</td>
<td>Assistant Principal, ELA/Math Coach</td>
</tr>
<tr>
<td></td>
<td>October 2018-January 2019</td>
<td></td>
</tr>
<tr>
<td></td>
<td>September 2018-May 2019</td>
<td></td>
</tr>
</tbody>
</table>

During Implementation teachers will include performance-based tasks in core content areas; close reading of texts, attention to academic vocabulary, convention and organization.

Within the classrooms teachers will pose open ended scaffold questions that build on and use students’ responses to questions, and challenge students to justify their reasoning as well as the reasoning of others.

All students, even those who do not volunteer, will have sufficient time to think and rationalize their thinking to responses. Teachers will step out of the central mediating role and allow the learner to control the discussions.

Parents engagement will include the following activities: to support parents’ understanding of, and participation instructional initiatives; parent literacy development as needed (with SEBN, our partner, we will be providing basic education, GED, ESL, and computer classes); support from increased parent participation on the school leadership team; and increase familiarity with programs in literacy (Expeditionary Learning grades 6-8) Mathematics (Go Math 6-8; Social Studies (Passport to Social Studies) and science (NYS Science Grade 6-8 by Glencoe Science).

Teachers will utilize Universal Design for Learning strategies and techniques that incorporate technology to present content in various ways as well as to offer more options and alternatives so that all students can master the content.

Classroom libraries will be established in all classrooms including special needs and ELL. The new student program will have a second literacy block for writing. The block will be 45 minutes once a week, ELA skills period.
Teachers will provide instructional strategies that promote student centered instruction, including engagement in high quality discussions: student initiating and formulating questions, students responding to peer inquiries and promoting sufficient wait time for student responses.

| All staff vertically differentiated by content area | September 2018-May 2019 | Assistant Principal ELA/Math Coach, District Support Staff |

**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.

Our parent coordinator will provide monthly parent meetings with topics including but not limited to instruction, promotion, academic/behavioral expectations, school base support programs. This is in addition to the four parent/teacher conferences designated for the 2018-2019 school year and our Tuesday afternoon parent meetings. Our guidance counselor will also provide high school articulation information sessions to our 8th grade families. Guidance counselors, social worker and parent coordinator will also collaborate Kimberly Azuma from the Department of Health to provide mental health and self-care workshops with the hopes of it providing support to families at home.

**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.

Go-Math materials, Expeditionary learning, Computer technology, EngradePro, Professional Development (Mondays 80 minutes; Tuesdays 35 minutes plus 40 additional minutes every other Tuesday; Math and ELA articulation teams will lead sessions

**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><strong>X</strong></td>
<td></td>
<td>Title I</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>1003(a)</td>
<td></td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School</td>
<td>Other</td>
</tr>
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<td></td>
<td>Achievement</td>
<td></td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

After each administration data on student performance will be disaggregated by sub-group and grade and analyzed and patterns. The findings will be used for modifying curriculum maps, units and daily lesson plans. In addition, students’ academic goals will be recalibrated to reflect where students are. February 2019 Midpoint progress data from iReady (Math and ELA) and NYC Periodic Assessments (ELA and Math) will be diagnose additional learning and make strategic decision.

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

Benchmark Assessments (DRP, Fall Benchmark, Spring Benchmark); BOY, MOY, EOY ASSESSMENTS; Unit Assessments)
Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 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>
<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>
<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>
<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>
<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>
<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.
   - Guidance and counseling services including additional supports provided by school psychologist, social worker, Dean and newly formed PBIS team are available school-wide to students individually or in a group on demand and on an ongoing basis.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
   - During the additional weekly parent engagement block provided by the school district and quarterly parents teacher conferences school leaders and teachers communicate the expectations of the school community regarding high quality curriculum and instruction in a supportive and effective learning that enables the participating children to meet the state’s student academic achievement standards towards college and career readiness.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

There is a need to continue maintaining a culture of and positive attitudes that supports the academic and personal growth of students and adults.

Strengths

- Guidance and counseling services including additional supports provided by school psychologist, social worker, Dean and newly formed PBIS team are available school-wide to students individually or in a group on demand and on an ongoing basis.
- During the additional weekly parent engagement block provided by the school district and quarterly parents teacher conferences school leaders and teachers communicate the expectations of the school community regarding high quality curriculum and instruction in a supportive and effective learning that enables the participating children to meet the state’s student academic achievement standards towards college and career readiness.
Areas for improvement

- All staff must better utilize common planning time and professional learning communities for data analysis, analysis of student work, sharing of best practices and strategies, discussion of the eight Danielson’s competencies, alignment of lesson planning, and collaboration with ENL and SWD teachers to come up with multiple entry points for all students to meet their academic and personal goals

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.

- By June 2019, social emotional support will be an integral part of the school’s educational programs as evidenced in teachers' use of classroom practices gained from DOH Mental Health training in Social Emotional Learning (SEL), ways to de-escalate students in crisis, stress busters for teachers, progressive discipline techniques, and viewing students' through their trauma to elevate the educational experience of all students including those in persistent crisis.
### Part 3a – Action Plan

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

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

**Target Group(s)**

- 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).

**Timeline**

- **Who will be targeted?**
- **What is the start and end date?**
- **Key Personnel**

<table>
<thead>
<tr>
<th>Activities/Strategies</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>The administrative team will consistently convey the importance of school environment as a key factor in optimizing learning. All decisions regarding utilization of the building will be guided by the policy for improving school tone.</td>
<td>Supervisors, Counselors, Dean, SSA Level III, Parent Coordinator, PBIS Team Leader</td>
<td>September 2018-June 2019</td>
<td>Principal, Assistant Principals</td>
</tr>
<tr>
<td>Student movement will be minimized by programming classes in contiguous spaces (quads) and by more consistent presence of adults in hallways and public areas.</td>
<td>Dean, School Aides, School Safety Agents, All pedagogues</td>
<td>September 2018-June 2019</td>
<td>Assistant Principals, Dean, DOH Consultants</td>
</tr>
<tr>
<td>Classes will be organized to reduce student movement throughout the building and to increase the connection between responsible adults and children.</td>
<td>All staff</td>
<td>September 2018-June 2019</td>
<td>Assistant Principals, Counselors/Social worker</td>
</tr>
<tr>
<td>Data from OORS and SSA management control systems will provide mid-year data of discipline code and school climate violations. These data will be compared to projections and strategic school climate decisions will be made.</td>
<td>All staff</td>
<td>September 2018-June 2019</td>
<td>Assistant Principals, Dean</td>
</tr>
<tr>
<td>In each quad, a lead teacher will be designated to serve as the liaison between faculty and the appropriate assistant principal.</td>
<td>All staff</td>
<td>September 2018-June 2019</td>
<td>Assistant Principals, Dean</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.

Our parent coordinator will provide monthly parent meetings with topics including but not limited to instruction, promotion, academic/behavioral expectations, school base support programs. This is in addition to the four parent/teacher conferences designated for the 2018-2019 school year and our Tuesday afternoon parent meetings. Our guidance counselor will also provide high school articulation information sessions to our 8th grade families. Guidance counselors, social worker and parent coordinator will also collaborate Kimberly Azano from the Department of Health to provide mental health and self-care workshops with the hopes of it providing support to families at home.

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.

Go-Math materials, Expeditionary learning, Computer technology, Engrade, Professional Development (Mondays 80 minutes; Tuesdays 35 minutes plus 40 additional minutes every other Tuesday; 45 minute block built into teacher programs; Supervisors and PICs will lead sessions.

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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</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.

After each administration data on student performance will be disaggregated by sub-group and grade and analyzed for trends and patterns. The findings will be used for modifying policies and procedures, professional development priorities and surveying student and parent level of satisfaction with experience at school. In addition, students’ academic goals will be re-calibrated to reflect where they are. Parent satisfaction level of over 75 percent culled from customer surveys will be a benchmark that programs are having an impact on students’ educational experience.

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

Attendance sheets, parent surveys and parent feedback sheets; EL; Go Math Unit assessments;

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. (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>Tenet 4 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</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>
<td>X</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>
<td>X</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>
<td>X</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>
<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.
   - Teachers are engaged in teacher team meetings.
   - Teachers use protocols that allow them to plan for student need.
   - Each teacher has a common planning block built into their teacher program for weekly meetings to discuss (1) students’ work including their strengths and weaknesses (2) to write quality IEPs and goal setting (3) to modify their curriculum maps and instructional plans to meet the needs of high achievers and struggling students.
   - According to our PPO report ELA team meetings reflect the use of student work to inform instruction. This is what the school refers to as a ‘Data Action Plan’ that outlines the standards addressed, the analysis of why students did not learn the standard(s), identifies students for small group instruction, as well as the instructional plan that will address gaps in learning and areas for improvement
   - Availability of resources and materials for producing curriculum maps and lesson plans
   - Accessibility to photocopier for instructional materials
   - Assigning of coverage results in lost planning time and lost opportunities for common planning.

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.

There is a need to consolidate and sustain staff engagement in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on student learning.

Strengths
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.

- By June 2019, all teachers will develop a culture of critical thinking in their classroom as evidenced in work products from working in teams to revise curriculum maps, lesson plans, alignment to the CCLS, and use of rigorous tasks toward students' mastery of those standards.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s) 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>
</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | All content area teachers             | Ongoing – September 2018-June 2019      | • Principal  
• Supervisors  
• Peer Collaborative Teachers  
• Mentors and coaches |
| Teachers in all grade will incorporate instructional practices and strategies into daily lesson plans to promote high levels of student engagement and inquiry, as evidenced in, curriculum maps and lesson plans. | All content area teachers             | Ongoing – September 2018-June 2019      | • Principal  
• Supervisors  
• Peer Collaborative Teachers  
• Mentors and coaches |
| Review the protocols and agendas of teacher teams beforehand to ensure that the work goes beyond the meetings. | All content area teachers             | Ongoing – September 2018-June 2019      | • Principal  
• Supervisors  
• Peer Collaborative Teachers  
• Mentors and coaches |
| Teachers will provide school leaders with notes to support school leaders in determining what has been done to meet student needs. | All content area teachers             | Ongoing – September 2018-June 2019      | • Supervisors  
• Peer Collaborative Teachers  
• Mentors and coaches |
| Information culled during observation cycles will be used to provide teachers with actionable feedback to support student learning. | All content area teachers             | Ongoing – September 2018-June 2019      | • Principal  
• Supervisors |

### 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.
Our parent coordinator will provide monthly parent meetings with topics including but not limited to instruction, promotion, academic/behavioral expectations, school base support programs. This is in addition to the four parent/teacher conferences designated for the 2018-2019 school year and our Tuesday afternoon parent meetings. Our guidance counselor will also provide high school articulation information sessions to our 8th grade families. Guidance counselors, social worker and parent coordinator will also collaborate Kimberly Azuma from the Department of Health to provide mental health and self-care workshops with the hopes of it providing support to families at home.

Lastly, our after-school service providers, SEBNC, will also collaborate with teachers and other school staff to provide educational workshops and outreach to parents in areas identified as in need throughout the year.

**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.

After each administration, the 4-member data team will dis-aggregate student performance by sub-group and grade and analyzed for patterns and trends. The findings will be used for modifying curriculum maps, units and daily lesson plans. And for public consumption during school leadership team and middle school council meetings. In addition, students’ academic goals will be re-calibrated to reflect where they are. These activities will be conducted during per sessions hours. data analyst was provided state of the art data analysis software to process and summarize data - top/bottom third performers by sub-group and content area.

**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>Title I</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>Title I 1003(a)</td>
<td></td>
<td></td>
<td></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.

APB training, monitoring and support will be tracked. A growth mindset survey will be administered during the fall and spring to assess percent of students who experience a positive change in growth mindset. Adjustments will be made based on the level of observed positive change during the period between fall and spring. Data that will be used to conduct these activities are Eskola APB protocols, OORS report by student and by infraction and guidance social emotional learning team anecdotal.

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

PBIS Team’s periodic Climate Surveys of climate.

**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>
</tr>
</thead>
<tbody>
<tr>
<td>Tenet 2 Statement of Practice</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>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>
</tr>
<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</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>
</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>
</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

- Leadership team implemented responsibilities with fidelity. For example, they have maintained consistency by ensuring weekly ELA PLC take place on time as evidenced in attendance sheets and agendas.
- MOTP data in Advance reveal teachers are offered support after each observation. This indicates the team recognizes the important relationship between timely feedback and improved teacher practice. Other MOTP data showed that all end year conference was conducted on schedule.
- Non-classroom personnel resources such as aides and family workers are effectively scheduled and utilized. This was evident in task such as updating bulletin boards, upgrading the décor of public areas including classrooms they were observed completing when they are not actively supervising students during passing.
- Team members could always be counted on to share their insights about the school’s administrative effectiveness and seek better procedures. Some of the procedures were in record keeping and staff attendance including attendance to Mondays and Tuesdays PD sessions.
- Team members often took appropriate measures to ensure the physical areas are free of clutter and unused materials ensuring environments are kept neat and orderly. This is evident in how school aides and other staff
are deployed to maintain the cleanliness and tidiness of bulletin boards’ presentations and maintenance of posted students’ work.

- **Areas for improvement**
- Our challenge is to organize to get the school back to 1) “School in good standing”, 2) become proficient on School Quality Indicators 1.1 and 1.2 and 3) improve our school environment.
- Strengthen administrative efficiency through 1) effective use of Advance to document, track, and communicate information on measures of teacher practice 2) build equity through the allocation of resources to meet the needs of all students; 3) employ data wise meeting protocols in all educational team meetings; 4) Walkie talkie communications to foster real time reporting.

### Part 2 – Annual Goal

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

- By June 2019, administrative efficiency and productivity will increase by 30 percent as evidenced in number of weeks to complete observations cycles. And turnaround time to conduct observations, provide feedback and enter results on Advance.
## Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s) 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>
</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | All Staff | September 2018 | Principal and Supervisors |
| Make certain that staff and students have a clear understanding of their roles and responsibilities. | All Staff | September 2018 | Principal and Supervisors |
| Effectively motivate staff to give effort necessary to attain school improvement and students’ achievement goals. | All Staff | Ongoing until June 2019 | Principal and Supervisors |
| Re-institute school Articulation Teams which will submit to school leaders, ideas for changes in content, skills and assessment they would like for their content and grade level.; | Content area and grade level teachers | October 2018 - June 2019 | Principal  
Supervisors  
Peer collaborative Teachers  
Mentors and Coaches |
| Cabinet considers organization issues, namely, pupil placement and deciding what additional information will be provided to teacher for struggling students. | All classroom pedagogues | Ongoing September 2018 - June 2019 | Principal  
Supervisors  
Counselors  
Dean  
Social Worker |

### 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.

Our parent coordinator will provide monthly parent meetings with topics including but not limited to instruction, promotion, academic/behavioral expectations, school base support programs. This is in addition to the four
parent/teacher conferences designated for the 2018-2019 school year and our Tuesday afternoon parent meetings. Our guidance counselor will also provide high school articulation information sessions to our 8th grade families.

Guidance counselors, social worker and parent coordinator will also collaborate Kimberly Azumo from the Department of Health to provide mental health and self-care workshops with the hopes of it providing support to families at home. Lastly, our after-school service providers, SEBN, will also collaborate with teachers and other school staff to provide educational workshops and outreach to parents in areas identified as in need throughout the year.

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.

After each administration data on student performance will be disaggregated by sub-group and grade and analyzed and patterns. The findings will be used for modifying curriculum maps, units and daily lesson plans. In addition, students’ academic goals will be recalibrated to reflect where they are.

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>
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</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>X</td>
<td>Title I 1003(a)</td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

Number of incidents, suspensions; number of students including (SPED and ELLs performing at proficiency rating 3;

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

Curriculum unit assessments; OORS reports on behavioral incidents and suspensions

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**

<table>
<thead>
<tr>
<th>Tenet 6 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<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.
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**

- Food Pantry opened on Friday, January 16, 2015 with a grant from the New York City Food Bank. We began with the intentions of servicing I.S 229 families who are in Temporary Housing.
- We now service families (seniors, adults and children) from all three schools on the X229 campus. To date over 160 children, 127 adults and 3 seniors were fed.
- Collaborate with American Composers’ Orchestra to create the “Percussion Ensemble” for incorporations drumming, rhythmic composition and notation, chorus, song writing and sight reading. These classes have a high population of English Language Learners and former ELLs.
- IS 229 has a thriving drama program, and is the only middle school in the Bronx that is a member of the Thespian Society.
- Wingspan Arts is also partnering with IS 229 to engage all sixth-grade classes in a multidisciplinary Arts Program on site with a teaching artist.
• Partners with Southeast Bronx Neighborhood Centers to provide students after school programming in academics, recreation and development of etiquette and career skills.
• Partnership with the Thurgood Marshall Mock Trial program. Students gain exposure and participation in mock trials.
• The EngradePro electronic program is used school-wide to effectively monitor student progress, track student data, and increase parent communication through e-mails, class newsletters and websites.
• Partnership with Dept of Mental Health and Hygiene provide social emotional support resources and training to staff and parents

Areas for improvement

• Involve parent volunteers in literacy activities in the library
• Provide workshops for parents on topics related to academic programs, such as homework and study skills, CCLS, instructional programs and report cards
• Improve communication with families through use of letters, newsletters and smart device platforms in English, French, Spanish and Haitian Creole.

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.

• By June 2019, to increase parental involvement, all teachers will provide ongoing professional development for families on the new core curriculum and CCLS aligned exams during “Common Core Information Sessions”, as evidenced in, attendance sheets, parent surveys and parent feedback sheets.
• By June 2019, the NYC school survey will show an increase from 90 % to 95% in parent communication as evidence in the 2018-2019 NYC school survey.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s) 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>
</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | • Parents/caregivers  
• Students | September 2019 | • Principal  
• Parent Coordinator  
• Guidance staff  
• Family paras  
• Supervisors  
Social worker |

At the beginning of the school year, the school orientation meeting will be conducted in English, Spanish and French. Parents will be given information about school programs and policies, opportunities for active involvement and resources for community support.

For non-English speaking parents every effort will be made to find a translator on staff when needed. If a translator is not available from staff, school and DOE resources would be utilized.

Family outreach will be conducted utilizing school and district parent advocate resources.

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### 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.

Our after-school service providers, SEBNC, will also collaborate with teachers and other school staff to provide educational workshops and outreach to parents in areas identified as in need throughout the year.

**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.

Go-Math materials, Expeditionary learning, Computer technology, Engrade, Professional Development (Mondays 80 minutes; Tuesdays 35 minutes plus 40 additional minutes every other Tuesday; math and ELA articulation teams will lead sessions.

**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>
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</tr>
<tr>
<td>X</td>
<td>Title I 1003(a)</td>
<td></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.

After each administration data on student performance will be disaggregated by sub-group and grade and analyzed and patterns. The findings will be used for modifying curriculum maps, units and daily lesson plans. In addition, students’ academic goals will be re calibrated to reflect where students are. February 2019 Midpoint progress data from IReady (Math and ELA) and NYC Periodic Assessments (ELA and Math) will be diagnose additional learning and make strategic decision.

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

Periodic Assessments such as Basline Assessments, Midline Assessments, Endline Assessments,and Teacher generated Assessments.

**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 <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Over 60 percent of students are identified for AIS based on their scores on the state standardized tests. Although the intensity of the services will vary, based on individual needs of students; all grade 6-8 students performing at level 1 and 2 will be served.</td>
<td>AIS classes, tutoring will be offered: strategies will include opportunities for students to revise writing for improvement, daily writing with clear, consistent expectations for acceptable writing in every content area.</td>
<td>Based on teacher recommendation, tutoring group ratios will vary from 1:15 to 1:5</td>
<td>During and after school</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Over 55 percent of students are identified for AIS based on their scores on the state standardized tests. Although the intensity of the services will vary, based on individual needs of students; all grade 6-8 students performing at level 1 and 2 will be served. AIS math will stress literacy skills such as information and understanding and critical analysis. In addition, focus will in areas students are most weak. These</td>
<td>AIS classes will include short and long term investigations. Students will also center on specific tasks such as learning how to observe, listen, and respond in mathematics. Across grades 6-8 students be given performance based assessments and standardized evaluations.</td>
<td>Based on teacher recommendation, tutoring group ratios will vary from 1:15 to 1:5</td>
<td>During and after school</td>
</tr>
<tr>
<td></td>
<td>areas are reasoning, modeling, ratio and proportion.</td>
<td>Students who score 65 or below on units tests.</td>
<td>Students will be offered more laboratory experiences, peer tutoring by high achieving colleagues, after school tutoring and additional performance tasks that require the use of the scientific method.</td>
<td>Based on teacher recommendation, tutoring group ratios will vary from 1:15 to 1:5</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>Report card grade and teacher evaluation. A student's report card grade below 65 percent automatically receives AIS services.</td>
<td>Teachers will use social studies materials for reading assignment; conduct classroom discussion of materials being studied; pay close attention to vocabulary; and daily writing with clear, consistent expectations for acceptable writing.</td>
<td>Based on teacher recommendation, tutoring group ratios will vary from 1:15 to 1:5</td>
<td></td>
</tr>
<tr>
<td>At-risk services</td>
<td>At risk services go to students who are overaged, poor attendance, high incidence of cutting and in violation of school rules and failing major subjects</td>
<td>Counselors will provide continuous feedback to parents via phone calls; letters, conduct sheets and emails; provide small group counseling 1:5; provide tutoring 1:1 – 1:5; provide resources to parents; interface with external agencies on behalf of students and parents – health clinics and other organizations; involve school based</td>
<td>Data driven approach</td>
<td></td>
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</tbody>
</table>

2018-19 SCEP-FL

38
| support team when needed. |  |  |
### 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)**

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>We currently have 11 students in Temporary Housing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>We currently have 11 students in Temporary Housing.</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
<tr>
<td>Once information is received from social services, department of health, family member, attendance teacher etc. information is immediately placed in the system. English and Spanish McKinney-Vento posters are placed in the main office and school main lobby, 2nd floor. And our Parent Coordinator and family Worker Manage data entry and communication with parents. Students identified are referred to school counselor. Family para's also work with the students for attendance outreach/assistance. Students and their families are automatically accepted to participate in the “Food Pantry” which began with the intentions of servicing IS 229 families who are in Temporary Housing. The Pantry services 160 children, 127 adults and 3 seniors. We also provide STH students, school uniforms at no cost, backpacks, toiletries including shampoo, detergent, sanitary pads for girls. And also, socks. Students in Temporary Housing also participate in after school programs operated by the Southeast Bronx Neighborhood Centers (SEBN C). SEBN C provide students programs in academics, recreation, recreation and development of etiquette and career skills.</td>
<td></td>
</tr>
</tbody>
</table>

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

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

Part 1: Title I Status

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

- Through daily interface with Office of Teacher Recruitment and Quality the school will place a majority of certified staff. Beginning in May 2018 and continuing throughout the summer, the school principal and designees including PICs and other senior staff attended Office of Teacher Recruitment and Quality Job fairs conducted citywide and by borough. The school also advertised through word of mouth and professional networking with colleges to obtain the services of qualified candidates. To retain the candidates selected, school host a series of summer induction opportunities for candidates to do demonstration lessons, get to know the school, students and the community served. Candidates reported that these opportunities helped them.

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).

- As identified by staff, the following three topics are highest priority for professional development: 1) effective implementation and use of new program in literacy (expeditionary learning), math (Go-Math), social studies (scope and sequence) and science and art (New standards). In addition, all staff members will receive training in the following: developing student portfolios, creating rubrics for scoring student work, the writing process, implantation of the SPED continuum, interdisciplinary instruction in content areas and class and time management. Administrators will participate in all school-based PD activities such as supervision of instruction, launching instructional initiatives, data analysis and using data, time management and developing PLCs through action research groups, effective meeting strategies and support for parents and community members.

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.).

| N/A |

4b. **Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

School representatives such as school mentors, supervisors, coaches, and support staff,

Principal, Assistant Principals and Teachers responded to a self-evaluation survey based multiple constructs from the quality review and other accountability measures. The survey results are triangulated to identify staff perception of what the school is doing well and what the school needs to improve. The staff development committee consisting of content area teachers and supervisors met weekly in teams to identify best practices aligned to the Quality review Rubric and the DFfT. Results were compared with findings from the school’s most recent official SQR, marking period grades, Measures of Student Learning (MOSL), Low Inference Observations, and the 2018 PPO to isolate patterns of underlying strengths and weaknesses in our academic programs. For example, Math lessons were modified to assist students unable to compute fractions, decimals and whole numbers.

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

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

<p>| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount (Refer to Galaxy for) | Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan. |</p>
<table>
<thead>
<tr>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
<th>school allocation amounts</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>186,266.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12,366.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2,619,549.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

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

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

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

The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:
- Title I, Part A – Schoolwide Programs: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
• **Title I 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><strong>Parent and Family Engagement Policy</strong></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. I.S. 229, 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><strong>Support for Parents and Family Members of Title I Students</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I.S. 229 will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

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

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

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

- providing assistance to parents in understanding City, State and Federal standards and assessments; |
● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

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

The school’s Parent Involvement

### Parental Involvement and School Quality

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

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

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

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

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

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

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

● conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
● provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

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

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

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

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

---

### Encouraging School-Level Parental Involvement

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

● holding an annual Title I Parent Curriculum Conference;

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

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

● supporting or hosting Family Day events;

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

● encouraging more parents to become trained school volunteers;

● providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

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

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

---

### School-Parent Compact (SPC)
School-Parent Compact (SPC) Template

I.S. 229, 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.

<table>
<thead>
<tr>
<th>I. School Responsibilities: High Quality Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>I. School Responsibilities: Supporting Home-School Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support home-school relationships and improve communication by:</td>
</tr>
</tbody>
</table>

- 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 will all members of the school community;

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

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

II. Parent/Guardian Responsibilities

• monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

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

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

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

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

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

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

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

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

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

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

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

• participate in or request training offered by the school, district, central and/or State Education Department 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>
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</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td>conceptually consolidated (skip part E below)</td>
</tr>
<tr>
<td></td>
<td>NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

<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>

<p>| 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 |</p>
<table>
<thead>
<tr>
<th>Total # of teachers in this program: _____</th>
</tr>
</thead>
<tbody>
<tr>
<td># of certified ESL/Bilingual teachers: _____</td>
</tr>
<tr>
<td># of content area teachers: _____</td>
</tr>
</tbody>
</table>

| 2 |
| 1 |

<table>
<thead>
<tr>
<th>Describe the direct instruction supplemental program here and include the</th>
</tr>
</thead>
<tbody>
<tr>
<td>• rationale</td>
</tr>
<tr>
<td>• subgroups and grade levels of students to be served</td>
</tr>
<tr>
<td>• schedule and duration</td>
</tr>
<tr>
<td>• language of instruction</td>
</tr>
<tr>
<td>• # and types of certified teachers</td>
</tr>
<tr>
<td>• types of materials</td>
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<tr>
<th>Begin description here: _____</th>
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</table>

Our data showed that many of the 23 English Language Learners (ELLs) at the Expanding proficiency level have been on the same level for more than two (2) years. Data also showed that the areas of need were in the reading and writing modalities. An after-school program will enable these ELL students to attain the commanding proficiency level on the NYSESLAT by targeting reading comprehension, writing skills and vocabulary using English as New Language (ENL) methodology.

The targeted requisite reading and writing skills using ENL methodology will also supplement literacy instruction which will enable the ELL students to make gains on the State ELA and Math assessments. Additional instructional support will be provided through i-Ready and myON that are intervention programs already being implemented in the school. The ENL teacher will work closely with the targeted ELL students providing them with scaffolded and differentiated instruction to meet their needs.

The after-school ENL program will address 23 ELL students at the expanding proficiency in grades 6 to 8, on Wednesdays and Thursdays from 2:30 to 4:30 p.m. for a total of 4 hours a week. The program will be for a period of 23 weeks. Instruction will be provided by one (1) ENL certified teacher.

<table>
<thead>
<tr>
<th>Part C: Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>• rationale</td>
</tr>
<tr>
<td>• teachers to receive training</td>
</tr>
<tr>
<td>• schedule and duration</td>
</tr>
<tr>
<td>• topics to be covered</td>
</tr>
<tr>
<td>• name of provider</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Begin description here: _____</th>
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</table>

Presently content area teachers meet every week for two (2) hours to discuss instructional strategies. The ENL teacher will meet with them for over a ten (10) week period to discuss and
**Part C: Professional Development**

Implement effective ENL instructional strategies. The group will use “Teaching English Language Learners Across Content Areas” by Judie Haynes. In addition, they will analyze the ELL students’ ELA and math performance twice a month using “Looking Together at Student Work” by Tina Blythe, David Allen and Barbara Scheiffelin.

Additional instructional support will be provided through existing intervention programs, i-Ready and myON. English Language Learners participate in the school-wide ELA/Math & Science Academy after-school program which targets literacy skills, math skills and scientific inquiry skills. We also use two academic intervention programs such as i-Ready and MyOn. A certified ENL teacher will provide instructional support in the i-Ready and MyOn programs. During this time, the teacher will work closely with the students providing scaffolded and differentiated instruction to meet their required needs. Four content area teachers and the lead ENL teacher will meet for two-hour after school sessions once a week for 10 weeks to discuss and implement effective instructional strategies for ELLs. The group will use the text Teaching English Language Learners Across Content Areas by Judie Haynes which will be purchased with the Title III funds. Professional Learning Communities: ELA and math teachers will analyze ELA and math performance tasks twice a month using the text Looking Together at Student Work by Tina Blythe, David Allen and Barbara Scheiffelin.

As we align our instruction to the Common Core Standard for math, literacy and literacy in the content areas our professional development will focus on a) designing rigorous performance tasks, b) embedding literacy in the content areas and) strengthening students’ vocabulary. We intend to engage in the following professional development activities: 1) ENL Study Group: Four content area teachers and the lead ENL teacher will meet for two-hour after school sessions once a week for 10 weeks to discuss and implement effective instructional strategies for ELLs. The group will use the text Teaching English Language Learners Across Content Areas by Judie Haynes which will be purchased with $90 of the Title III funds. 2) Professional Learning Communities: ELA and math teachers will analyze ELA and math performance tasks twice a month using the text Looking Together at Student Work by Tina Blythe, David Allen and Barbara Scheiffelin. Twelve copies of the text will be purchased with $244.25 of the Title III funds.

**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: _____

Begin description here: Parent engagement has always been a challenge for us as a middle school, particularly when we focus on the engagement of our ELL parents. One way we intend to increase the level of engagement is by empowering ELL parents to take a more active role in their child’s education. The administration, staff, the Parent Coordinator, the Parent Association and our community partners will work collaboratively to provide workshops for ELL parents including: 1) Homework Help: Tips for ELL Parents 2) Common Core Shifts: What ELL
Part D: Parental Engagement Activities

Parents Need to Know
3) Family Literacy: Improving Stamina and Building Vocabulary
4) Real World Math: What Do I Already Know

These workshops will take place on Saturdays or after school for 2-3 hours. Staff members who speak the parent’s native language will be available to translate the information presented and to address parents’ concerns during each workshop. We have budgeted $75.75 to cover the cost of workshop materials and refreshment for parents.

Part E: Budget

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

Allocation Amount: $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
</table>
| Professional salaries (schools must account for fringe benefits) | Supervisor: 20 weeks x 4hrs x $52.44 = $4195.20  
Supervisor: 10 weeks x 2hrs x $52.44 = $1048.20  
ENL Teacher: 20 weeks x 4hrs x $52.00 = $4160.00 - 10 weeks x 2hrs x $52.00 = 1040  
Total $ 10,444.00 | One Supervisor and one ENL Teacher |
| Purchased services  
- High quality staff and curriculum development contracts. | PD Materials  
Teaching English Language Learners Across Content Areas by Judie Haynes & Debbie Zacarian - 5 Copies x $23.00 = $115.00;  
Looking Together at Student Work by Tina Blythe, David Allen & Barbara Scheifflin - 12 Copies x $22.00 = $379.00 | Professional Development Materials include strategies on how to teach English Language learners and looking at student work protocols. |
| Supplies and materials  
- Must be supplemental.  
- Additional curricula, instructional materials.  
- Must be clearly listed. | Finish Line for ELL’s 2.0  
Grade 6: 15 Student Copies X $16.45 = $246.75; Grade 7: 10 Student Copies x 16.45 = $164.50; Grade 8: 15 Students x $16.45 = $246.75; Teacher’s Guide Grade 6-8 3 copies x $59.35 = $178.05; Audio CDs Grade 6-8 3 copies x $13.75 = $41.25; Sub Total $877.30  
Vocabulary Links  
Grade 6: 15 students x 40 x $8.53; Grade 7: 10 Students | Supplies and Materials will include Finish Line, Teacher’s Guides and Audio CDs for grades 6-8. |
**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>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>x40 x $8.53; Grade 8: 15 Students x 40 x $8.53 = $341.20. Teacher's Guides Grade 6-8 3x$5.45 = $16.35 Practice Exercises in Basic English Grade 6: 15 Students 40 x $5.78; Grade 7: 10 Students 40 x $5.78; Grade 8: 15 Students 40 x $5.78 = $231.20. Teacher's Guides Grade:6-8 3 x $4.13 = $12.39 SubTotal $1478.44</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Educational Software (Object Code 199)</td>
<td>n/a</td>
<td></td>
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<tr>
<td></td>
<td>Travel</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>$75.75</td>
<td>Workshop for parents of Ells</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>$12,366</strong></td>
<td></td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Bronx</td>
<td>229</td>
</tr>
</tbody>
</table>

School Name: Expression Academy @ IS229

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Ezra Matthias</td>
<td>Mr. Simpson Alexis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Lissette Torres</td>
<td>Jamie Roure</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENL/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Lucy Osakwe</td>
<td>Ms. Lopez</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Elsa Martinez / ELA</td>
<td>Ms. Christine Fincher</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacqueline Grosvenor</td>
<td>Ms. Kristy Cruz</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
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</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
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</table>
D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>247</th>
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</thead>
<tbody>
<tr>
<td>Total number of ELLs</td>
<td>41</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>16.60%</td>
</tr>
</tbody>
</table>

Part II: ELL Demographics

A. ELL Programs

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

Check all that apply

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
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<tr>
<td>Total</td>
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This school offers (check all that apply):

- Transitional bilingual education program (TBE) Yes  No
- Dual language program (DL) Yes  No
- Freestanding ENL Yes  No

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<th>7</th>
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<th>10</th>
<th>11</th>
<th>12</th>
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<tr>
<td>TBE</td>
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Part III: Assessment Analysis

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

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

   Students are assessed using a variety of diagnostic, formative, and summative data. In addition to the ELA exam and the NYSESLAT exam, students' literacy skills are assessed using running records. Additional data is collected from the BOY assessment in reading and writing assessments aligned with the CCLS. Ongoing data is collected in order to ensure that students are making progress. This data is collected from tasks in all content areas, BOY reading and writing assessments, additional administrations of running records, reading conferences, and teacher made assessments. All data is used to differentiate unit and lesson plans, create targeted intervention groups, and identify areas of study for our professional
learning communities. The three benchmark assessments administered throughout the year in ELA and Math, in addition to I-Ready in ELA and Math. The patterns across proficiency levels and grades show a clear deficiency in writing and reading. Students also perform weakest in the areas of gathering meaning from written material, vocabulary, grammar, and phonemic awareness. The strongest modalities in this population are listening and speaking. The deficiencies in reading and writing also hinder progress in Science, Social Studies, and Math and students must be provided with rigorous instruction that includes research-based ELL strategies such as differentiated instruction, scaffolded work, and vocabulary instruction. Students must also receive targeted intervention that will address the needs of specific subgroups such as long term ELLs, SIFE students, and students with disabilities. According to running record assessments, the majority of our current SIFE and LT ELL students are reading at a 2nd grade level or lower. Further analysis of classroom assessments proved that the SIFE and LT ELL students at all reading levels need more intensive work in the areas of vocabulary acquisition, phonemic awareness, and reading comprehension which will be provided through the literacy program, Sound Reading Solutions, literature circles and guided reading groups. Additionally, Science and Social Studies teachers will engage in professional study groups focused on reading non-fiction texts, writing evidence based essays, and teaching vocabulary. Literacy teachers will engage in study groups about close reading of rigorous texts with the end goal of improving reading comprehension and vocabulary acquisition. The implications of this data for the school's instruction are to apply all our resources to identify and minimize the academic areas where students struggle and reinforce the areas where students show strengths, so they might demonstrate gains in all academic areas and on all required standardized tests: the ELA, the State Math test and the NYSESLAT. Students’ specific needs will be continuously monitored through assessments and the data will be used to modify classroom instruction and intervention services. The assessment tools we use to assess literacy skills are the ELL Periodic Assessment, Fall and Spring, teacher-generated common core aligned assessments and a writing baseline. The ELL Periodic results indicate that most of our ELLs are reading two grades behind their peers. Most of our ELLs with special needs tested below 50% in each of the three categories--reading, vocabulary, and comprehension--assessed on the ELL Periodic Assessment. Based on this data, the ESL teacher knows what to target when providing instruction for ELL students and ELA teachers know what to target when providing small group instruction. This information will help inform the school's instructional plan by identifying large populations at the entering and low intermediate levels, which has resulted in assigning two certified ELA teachers to work collaboratively with our ESL teachers. It has provided us the opportunity to modify the curriculum in order to differentiate instruction to meet the needs of all ELLs. We have also assigned targeted pedagogues to attend professional learning cycles focused around curriculum and teaching ELLs.

2. What structures do you have in place to support this effort?

The 2017 ELA results revealed greater consistency with students’ performance on the 2017 NYSESLAT. More than 90% of the ELLs at the entering or low intermediate level are level 1s and more than 90% of the ELLs at the expanding level are Level 2s. Currently, none of the ELLs are level 3s or 4s, and only 4% are level 3s in math. Throughout the year, we will continue to use quantitative and qualitative data to determine the success of our ESL program. The quantitative data will include: the percent of ELLs meeting or exceeding the standards on the NYS ELA, Math and Science exams, the percent of ELLs meeting AYP. Our qualitative data will include: students' ELA portfolio, which includes a variety of writing samples, the teacher's evaluation of ELLs progress, feedback from ENL staff on the effectiveness of the ENL program, and feedback from ELLs and parents on the effectiveness of the ESL program. All ELL students take the ENL Baseline assessment towards the beginning of the year. Scores are used to identify language domains that require targeted instruction, so that ENL teachers can differentiate instruction.

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?

The ELL data analysis Tool is utilized to analyze data in order monitor progress, to assess and prioritize the needs of ELLs, and to assess progress toward meeting goals.

4. What structures do you have in place to address interventions once the summative data has been gathered?
The ENL team meets weekly to analyze summative data, determine the greatest instructional areas of need, and plan for targeted instruction. The ENL teachers then meet with core subject area teachers to discuss the results of the data and co-plan lessons that differentiates the content in a way that engages ELL students’ interest and develops their four language domains.

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.]

All ELL students receive strong core instruction (Tier I). When a student does not show sufficient progress, Tier II strategies are implemented by the teacher usually within the classroom in the form of differentiation or in weekly labs. Student progress is monitored and adjusted as needed by the student. If with Tier II intervention the student is still not making adequate progress, intensive targeted intervention is provided in small group settings during school, afterschool, and on Saturdays. Progress is continuously monitored and instruction is adjusted according to student progress. Students are identified for intervention because ELL data is collected on an ongoing basis. ELL data is analyzed and students are provided with different tiers of intervention services as needed. The school has a school wide interdisciplinary team that includes a teacher, administrator, guidance counselor, attendance worker, and counselors who analyze student needs based on teacher referrals and assessment data. The school also has grade level interdisciplinary teams that meet every week to plan instruction based on data gathered from the week’s classwork and assessments.

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].)

Data from the NYSSELAT, CC ELA, CC Math determines how ENL teachers structure their schedules to offer service complying with CR Part 154. Periodic iReady assessment shows students’ math and ELA growth. ENL teachers look at this data to identify specific areas of need so that those skill domains can be addressed during integrated or stand alone instruction.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

Findings from data analysis are shared via data drives in the beginning of the academic year. Each teacher receives an administrative spreadsheet detailing students scores on all NYS CC and school-wide assessments. Weekly common planning sessions are used to keep up to date with individual progress and grouping of students within a particular classroom.

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### Part IV: ELL Programming

#### Programming and Scheduling Information

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

   a. Freestanding ENL program.
      
      ENL classes are given using the integrated model for total of 180 minutes per week. Students are grouped heterogeneously and travel together in one class. The ENL provider has stand alone classes with students requiring more than 180 minutes per week.

   b. TBE program. *If applicable.*
      
      N/A

   c. DL program. *If applicable.*
      
      N/A

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

All entering and emerging ELL students receive 4 periods of integrated ENL service and 4 periods of stand alone service per week. Transitioning, Expanding, and Commanding level ELLs receive ENL instruction through integrated service only. Our ENL teachers co-plan and co-teach with ELA teachers to differentiate lessons that meet the needs of ELLs and help them acquire key language arts content. ELL students receive two periods of Spanish language instruction per week that can improve home language proficiency.

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.

Core content is delivered in English with native language translations/supports when applicable. Students are guided to write using Thinking Maps and visual anticipatory sets. Student led discussion in small group format is frequent. A large portion of content is introduced through exploration in the station format.

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

Students are given the Spanish LAB-R upon entry to the school following guidelines after Home Language Survey information. Throughout the year, teachers use home language supports to ensure that students can engage with content. "Word Glossaries" are provided to content area teachers to support ELLs with Tier 2 and 3 vocabulary words.

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

A) SIFE students are identified based on four part criteria: entering the United States after second grade, interrupted formal schooling, low reading and math scores, and pre-literacy skills in the students' home language. Once students are identified as SIFE, they receive individualized instruction in foundational literacy skills to help them catch up with their peers. SIFE students are given many more visual cues. The classroom procedures for working on activities are projected onto the SmartBoard often with matching images for the class norms and product expected after small group work. They follow a specific classroom protocol where the only variable is the content. Many teachers have taken this approach due to the need for consistency and normalcy for children whose academic experiences have been inconsistent. Much of the differentiation comes from using native language buddy systems, visual representation of concepts (Thinking Maps), use of predictable signal phrases and cloze writing strategies for pertinent vocabulary. B) Spanish speaking newcomers take the LAB-R exam to assess their native language proficiency. Entering and emerging ELLs receive four periods of integrated services and four periods of stand alone instruction per week. During integrated ENL, students are grouped with bilingual and native speakers to facilitate collaboration and enriching discussion. During stand-alone ENL, entering and emerging students receive content and language instruction with native language support and scaffolds to help them reach a higher proficiency level. Newcomer allowing students to receive information in the form of visuals, native language and multiple entry points for comprehension of complex content, students are pre-taught much of the vocabulary required. The Language Experience Approach is used to have a shared text and improve general writing, keeping a shared class version of edits, revisions, and brainstormed topics. C. Developing ELLs are given less teacher led peer interaction, and more focused modeled material which allows for independence in production of written pieces that are more representative of student’s own thinking. However, the vocabulary used in instruction is often pre-identified for the concepts at hand. Some Thinking Maps may be pre populated with certain information, but not all. This allows for student to develop language used in discussion curriculum/relevant topics. D) Long term ELLs tend to have have advanced oral language skills, but underdeveloped skill in their reading and writing domains. Given this, ENL teachers differentiate their learning targets to address these areas of need and help students score well on the NYSESLAT exam. Many long term ELLs may also be students with disabilities, so appropriate scaffolds and UDL principles are implemented to allow...
students to engage with rigorous content. E) Former ELLs receive at least 90 minutes of integrated instruction in content area classes. ENL teachers differentiate to ensure that former ELLs understand the content that their subject area teacher delivers, ensuring that former ELLs can function independently and achieve in their classes in subsequent grade levels and beyond. Providing the same information through a variety of ways, providing alternative media for expression, allowing students to compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, visual art, sculpture, or video are all methods of getting students to engage with the concepts specific to the curriculum. Giving more than one channel to show their language acquisition helps students surpass the limits placed on standardized assessments as sole evidence regarding acquisition of language and conceptual skills. The data provided by benchmark assessments, iReady, AND MYON, show the reading level of individual students. With this data, teachers choose appropriate texts to integrate into their curriculum, and adjust student working groups to facilitate better cooperation amongst peers.

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?
ELL-SWDs are placed in the least restrictive environment as per each child’s specific needs. A child’s services are tailored to address his/her specific strengths and areas of need. For example, a child may receive push in or pull out services as per his/her specific needs. A child may be provided with a self-contained setting for part of the school day and a mainstream setting for another subject. These decisions are made collaboratively with the teachers, parent, district representative, school psychologist, and related service providers. Teachers meet on a weekly basis to discuss students’ needs and progress and any programmatic changes that might be needed to address students’ needs. If students struggle in their current program/setting, a team of the student’s teachers discuss and implement intervention strategies before the IEP referral process begins.

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?
All ELLs are have been programmed to have Reading Skills and Math Skills as additional academic intervention in English and Math core areas, respectively. They receive these programs in English, however Math Skills program is supported by native language scaffolds and translations where applicable. ENL teachers push into Math and ELA classes and support the acquisition of content by teaching language objectives that help ELLs comprehend.

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.
Last year, we began using an online reading and writing program called “ThinkCerca” with our ELL classes. This program is meant to develop and assess ELLs ability to read and analyze a text, then write an argumentative essay. Over the summer, several members of the ENL department attended professional development workshops to learn how to better integrate ThinkCerca into the curriculum. Some improvements we would like to make in implementing ThinkCerca involve creating collaborative student working groups, selecting grade appropriate texts that complement existing curriculum materials, and using I-READY as a form of authentic assessment.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
Students who utilized MYON last year earned better scores on their ELA exams, as such, we have expanded our the number of classes utilizing the program. This year, the ENL department has committed to more common planning hours, and a shared curriculum has been developed so that students of different grade levels and proficiency levels can engage with common themes and essential questions.

10. If you had a bilingual program, what was the reason you closed it?
The Transitional Bilingual Education program was phased out after parent selection forms enumerated we no longer had sufficient amount of parents preferring bilingual instruction to keep the class/bridge class open.
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 provided with intervention programs after school that target the needs of specific groups such as Math and ELA test taking skills and Science tutoring. The After School and supplemental services offered to students are as follows: after school math intervention program is provided twice a week, literacy labs are provided twice a week, the After School Book Club is held twice a week, and Saturday Academy occurs once a week. ELLs are encouraged to join extracurricular clubs such as the the Drama Club, and the Percussion Class which is run by the ELL staff. Students are also invited to attend programs through our community based organization, South East Bronx Neighborhood Center. Saturday metro cards are provided to students to ensure students can travel to and from programs. Parent outreach is done by the parent coordinator and teachers to ensure that families are aware of intervention opportunities. Outreach is done over the phone, electronically via Engrade, and through back-packed flyers. All outreach is done in both English and Spanish. If a parent speaks a language other than Spanish, translators are used to make phone calls in the home language.

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.

Computers were procured through Donors Choose. These computers are used to help with Think Cerca, the writing program for ELLs. MyOn is an online reading program utilized by ELLs that has books in English and Spanish. I-Ready is used as a means 10 of skills development in ELA. Google Slides is a program used for presentations. Independent reading books are an essential component of the program for ELLs. Students are assessed throughout the year. As they advance in reading levels, they will need additional independent reading books. Students’ levels range from level D to Z and each student needs a large volume of texts on his/her level in order to gain the skills and knowledge necessary to advance to the next reading level. A greater number and variety of non-fiction texts for all subject areas are needed as students work towards meeting the common core standards. Technology based applications such as Sound Reading Solutions, Rosetta Stone and Khan Academy are also an essential component of the instructional program. Ipad applications enhance student learning by providing hands on visuals, individualized interventions, and scaffolded supports such as translated dictionaries. Other intervention materials such as RIGOR, Rewards, English 3D, and Go Math support student learning. Students in the ENL program receive support through vocabulary instruction, translated texts, and translated exams as needed. Some students use handheld translators/dictionaries or other technology devices to connect their separate linguistic competencies. Independent reading is emphasized in ELA classes, and ELLs have access to native language texts in the school library and MYON, which also assesses student’s comprehension.

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

Students in the ENL program receive native language support through vocabulary instruction, translated texts, and translated exams as needed. Some students use handheld translators/dictionaries or other technology devices to connect their separate linguistic competencies. Independent reading is emphasized in ELA classes, and ELLs have access to native language texts in the school library and MYON, which also assesses student’s comprehension. All intervention programs are aligned to the CCLS grade level standards. When ELL students read below grade level the school purchases texts appropriate for the students’ ages and instructional levels with the end goal of the students reading at or above grade level. Some Emerging ELLs utilize headphones so they can hear the text read to them, since their listening skills are more advanced than the decoding.

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

Independent reading books are an essential component of the program for ELLs. Students are assessed throughout the year and as they advance in reading levels they need additional independent reading books. Students’ levels range from level D to Z and each student needs a large volume of texts on his/her level in order to gain the skills and knowledge necessary to advance to the next reading level. A greater number and variety of non-fiction texts for all subject areas are needed as students work towards meeting the common core standards. Technology based applications such as Sound Reading Solutions, Rosetta Stone and Khan Academy are also an essential component of the instructional program. Ipad applications enhance student learning by providing hands on visuals, individualized interventions, and scaffolded supports such as translated dictionaries. Other intervention materials such as RIGOR, Rewards, English 3D, and Do the Math support student learning. IS 229 is a co-located
building. A student teacher at the co-located school is working towards an ENL certification. She assisted with the ENL teacher at IS 229.

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?

IS 229 is a co-located building. A student teacher at the co-located school is working towards an ENL certification. In the 2016-2017 school year, she satisfied her student teaching hours by assisting the ENL teacher at IS 229. This year, both schools share a library and librarian so that all ELLs have access to literature and technology.

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

New students are invited to an open house at the beginning of the school year where they are able to learn about the school’s instructional program, academic opportunities, and extracurricular programs. When students are enrolled later in the year the 11 parent coordinator meets with families and provides them with information about the school. Additionally teachers reach out to new families to welcome them to the school. In order for parents to understand all three program choices, they are invited to meet with the ELL Staff within a week of their children’s admission to learn about the school programs and facilities it offers its students. This process is ongoing throughout the year. new ELLs are paired with a Native Language buddy to help them acclimate to the school. The ENL teachers, Samuel Redwood and Lucy Osakwe, meet with families within 10 days of admission to discuss the ELL program choices. Apart from being shown the video and meeting personally with the staff during the first 10 days at the school, the parents are also invited to two ELL Informational Parent Conferences. In these conferences, they have an opportunity to view the video as a group and discuss its content and the TBE and ENL programs with each other as well as with the Assistant Principal, the school’s Parent Coordinator, and the ELL teacher. The parent coordinator, teachers, and assistant principal collaborate to reach out to parents and inform them of the meetings via email, phone, and written notices. At the meeting families are also shown a NYC Department of Education video explaining in detail the choices of program their children have as ELLs in a New York City school. This video is shown in a variety of languages, including Spanish. The families complete the program selection forms during the 1:1 meetings or during the group meetings and the child is placed in the appropriate program. Outreach is done by the parent coordinator and the teachers. This year we also hosted an informational meeting with the International Rescue Committee regarding their summer camp program for students whose families immigrated to the United States. Parent outreach was done by email and phone.

17. What language electives are offered to ELLs?

Spanish (2 periods per week -90 minutes). We have a licensed Spanish teacher, Ms. MacInDoe.

18. For schools with dual language programs:

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

N/A

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?
In order to meet the ELL PD requirement, teachers receive ELL-specific PD that is relevant or aligned to other PD initiatives in the school or district (e.g., best practices on how to support and sustain ELLs’ social and emotional development needs, including creating a safe and supportive environment that is conducive to learning). Agendas and attendance and Records are kept for professional development activities.

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.

Once ELL status has been determined, an entitlement letter of ELL status notification is sent to the parent. Annual and individual meetings are scheduled to discuss language development needs in all content areas with the Language Proficiency Team. Provisions for interpretation and translation is provided on an as-needed basis.

## 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?

In an effort to increase our ELL parent involvement, staff members who speak the parent's native language encourage parents to participate in as many activities as possible. The activities include the Parent Association (PA) and School Leadership Team (SLT) meetings, orientations, Saturday workshops, High School application process, and After School trips and activities. Parents are notified in person, over the phone, or in writing. The notices about these activities are translated into the parents' native language or oral interpretation is provided. Tuesdays are allocated for Parent Engagement. Teachers are encouraged to reach out to parents through phone calls, Engrade, letters, and text messages. When the drama and percussion classes hold performances, parents of ELLs are encouraged to attend.

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

In the beginning of the school year, the ENL department sends letters to families with students’ most current NYSESLAT score and their continued entitlement for ENL service. The department hosts two ENL family nights where parents are encouraged to meet with staff and discuss student progress and goals. We utilize Engrade and Class Dojo to track grades, attendance and behavior, and access to this data is provided to parents in the beginning of the year.

## 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, Ezra Matthias, 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>Dr. Ezra Matthias</td>
<td>Principal</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>MR. SIMPSON ALEXIS</td>
<td>Assistant Principal</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>Ms. Chirstine Fincher</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>Ms. Lucy Osakwe</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>6/28/17</td>
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<tr>
<td>Ms. Lopez</td>
<td>Parent</td>
<td></td>
<td>6/28/17</td>
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<tr>
<td>Ms. Angel Brown</td>
<td>Teacher/Subject Area</td>
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<td>6/28/17</td>
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<tr>
<td>Ms. Elsa Martinez</td>
<td>Teacher/Subject Area</td>
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<td>6/28/17</td>
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<tr>
<td>Mr. Hugh Fletcher</td>
<td>Coach</td>
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<tr>
<td>Ms. Lissette Torres</td>
<td>Coach</td>
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<td>6/28/17</td>
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<tr>
<td>Ms. Jamie Roure</td>
<td>School Counselor</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>Ms. Leticia Rodriguez-Rosario</td>
<td>Superintendent</td>
<td></td>
<td>11/19/15</td>
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<tr>
<td>Ms. Kristy Cruz</td>
<td>Field Support Center Staff Member Kristy Cruz</td>
<td>Kristy Cruz</td>
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</tr>
<tr>
<td>Jacqueline Grosvenor</td>
<td>Other Related Service</td>
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<td>6/28/17</td>
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<tr>
<td>Other</td>
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<td>Other</td>
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</tbody>
</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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<tbody>
<tr>
<td>(*Primary)</td>
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* 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.

   Based on the Home Language Identification Survey, a record of adult preferred languages for written translation and oral interpretation are maintained in ATS: Spanish is the main language; Arabic, French, and Other - 2%. Copies of said information are shared with our Guidance Counselor, Parent Coordinator, Community Coordinator, and others.

   All written correspondence between the school and students’ families is provided in the language of their choice, which most often is in their native language. As a result, we use the NYCDOE’s internal translation unit to provide translations of all school correspondence as needed for:

   a. Announcing important meeting dates (Open School Night, SLT meetings, Family Association meetings, etc.)
b. Special events (Thanksgiving Feast, International Festival)

c. Letters of concern about students’ academic performance and behavior

d. Letters of congratulations praising student performance and behavior

e. Welcome packets for families explaining school rules, mission, necessary supplies, permission slips, and FAQs about school policy, which they receive upon admitting their child to our school.

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

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish (46 ELLS)</td>
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<tr>
<td>Arabic (2)</td>
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<tr>
<td>French (2)</td>
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<tr>
<td>Other (2)</td>
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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.

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>a. Announcements for important meeting dates (Open School Night, SLT meetings, Parent Association meetings, etc.)</td>
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<tr>
<td>b. Special events (Thanksgiving Feast, student performances and parent teacher conferences)</td>
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<tr>
<td>c. Letters of concern about students’ academic performance and behavior</td>
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<tr>
<td>d. Letters of congratulations praising student performance and behavior</td>
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<tr>
<td>e. Welcome packets for families explaining school rules, mission, necessary supplies, permission slips,</td>
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<tr>
<td>f. FAQs about school policy, which they receive upon admitting their child to our school</td>
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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>
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<tbody>
<tr>
<td>We hold monthly PA meetings, as well as monthly SLT meetings. We additionally hold regular Parent Workshops. Additionally, our Parent Coordinator makes daily outreach to families in regards to communication about school events, individual student issues, etc. Our guidance counselors regularly reach out to families in regards to individual students' academic progress towards graduation. Our Dean and Social worker additionally make calls to families and meet face-to-face.</td>
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</tbody>
</table>
Teachers are expected to maintain regular communication with families regarding students' progress. Our Community Assistant and Attendance Teacher make daily phone calls in regards to absence.

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

Part C: Training Staff on Policies and Procedure

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

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.)

Chancellor’s Regulation A-663 is a directive on the responsibility that our school system is committed to for the opportunity of equal access to all rights, opportunity, information, and participation of LEP parents in our school. A parent will never be denied access to opportunities afforded their families, or to children enrolled at our school. As a result of these regulations, we have developed systems that will meet the needs of parents of ELLs who speak the predominant second language, Spanish.

Additionally, Item B of Section VII in the Chancellor's Regulations relates to the conspicuous posting of DOE covered languages for translation. This appears upon entry to the school near the Security Desk. The school’s safety plan provides that parents who need to communicate with the school, does so in their home language. This is determined via the Parents Preferred Language Form, which is available as part of the Family Resources through the Office of ELLs.

All school based and consultant agencies will be utilized to this end, including community based organizations that will be instrumental in meeting the language needs of our parents.

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?

Surveys will be given and feedback solicited during monthly PA meetings regarding the quality and availability of interpretation services and of key documents translated into home languages.