2018-19
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

DBN: (i.e. 01M001): 07X296
School Name: SOUTH BRONX ACADEMY FOR APPLIED MEDIA
Principal: ROSHONE AULT
School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: South Bronx Academy for Applied Media

School Number (DBN): 07X296

BEDS Code: 320700010296

Grades Served: 6-8

School Address: 778 Forest Avenue Bronx, NY 10456

Phone Number: 718-401-0059

Fax: 718-401-0577

School Contact Person: Marie Baez-Pantoja

Email Address: mbaez@schools.nyc.gov

Principal: Roshone Ault Lee

UFT Chapter Leader: James Council

Parents’ Association President: Carmen Figueroa

SLT Chairperson: Jamie Castillo-King

Title I Parent Representative (or Parent Advisory Council Chairperson): Valerie Ramos

Student Representative(s): NA

CBO Representative: NA

District Information

Geographical District: 07

Superintendent: Rafael Alvarez

Superintendent’s Office Address: 501 Courtlandt Avenue Bronx, NY 10451

Superintendent’s Email Address: ralvare4@schools.nyc.gov

Phone Number: 718-742-6500

Fax: 718-742-6548

Field Support Center (FSC)
## 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>Roshone Ault Lee</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>James Council</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Carmen Figueroa</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Zinnia Castellano</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Valerie Ramos</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Mulu Amlesom</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Diana Rivera</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Ana Berroa</td>
<td>Member/Parent</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>-----------------------</td>
<td>--------------------------------------------</td>
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</tr>
<tr>
<td>Clarabelle Navarro</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Jamie Castillo-King</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Heather Green</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Sharon Krellenstein</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>James Council</td>
<td>Member/UFT Chapter Leader</td>
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<td>NA</td>
<td>Member/NA</td>
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<td>NA</td>
<td>Member/NA</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.

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

**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.
Section 4: SCEP Overview

1. What is your school’s mission statement?

The South Bronx Academy for Applied Media (SBAAM) is committed to providing a quality education in a small, safe, disciplined and caring environment where scholars and adults are meaningfully engaged in learning. Our entire learning community promotes logical and creative thinking and caters to all developmental levels. The curriculum design and instructional practices help scholars to connect academic learning to applied learning in the real world. Upon graduation, scholars will be academically prepared to make informed decisions about their roles in our changing society, and they will be equipped to meet the challenges of higher education, careers and life.

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.

The South Bronx Academy for Applied Media (SBAAM) serves 250 scholars in grades 6-8. 63.4% of scholars are Hispanic or Latino and 33.6% of scholars are Black or African American. 82% of scholars receive free or reduced lunch.

Our collaborative partners include Partnership with Children, Good Shepherd Services, St. Barnabas Hospital, Teachers College Columbia University, Syracuse University, City University of New York (CUNY), Big Brothers Big Sisters of New York City, Multicultural Music Group, Teachers and Writers Collaborative, Young Artist Development Program, Broadway Junior and Lincoln Center Education.

We are proud to be a part of the following initiatives: Middle School Quality Initiative (MSQI), Learning Partners Program and Extended Learning Time (ELT). Our strengths lie in our strategic collaborations. Our Summer in the City, formerly known as Summer Quest initiative has addressed summer learning loss and has provided a stimulating academic and social environment for scholars on all grade levels. Similarly, we have witnessed an elevated appreciation for reading and discussing books since we have implemented strategic reading within ELA classes in every grade as a part of the Middle School Quality Initiative and newly implemented last year, strategic math. Furthermore, we have experienced the favorable results with our Extended Learning Time program in partnership with Good Shepherd Services. Based on staff feedback, the former grade 6 scholars have entered the 7th grade with excellent study habits and an increased level of maturity and responsibility. Finally, as a participating school in Arts in the Middle and our partnership with Lincoln Center Education, we are able to enhance arts experiences for scholars, families and staff.

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

30% of scholar population have special needs and they require services such as SETSS, Speech and Language and Counseling.

13% of scholar population are Limited English Proficient

10% of scholar population take the Common Core Algebra and Living Environment Regents Exams

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.

While we have made gains in our levels of proficiency in English Language Arts and Mathematics, this still remains one of our biggest challenges. Our 2018 NYS ELA and Math exam results indicate that we successfully increased scholar proficiency in both subject areas. As we noticed a slight increase in our scholars who attained a level one, as a school community we need to improve on synthesizing scholar data and devising next steps to address deficit skills. We firmly believe that more focus in this area will yield higher levels of scholar proficiency and an increased number of scholars who will meet and exceed grade level standards.
Strengths: (1) Collaborative Teachers; (2) Effective School Leadership; (3) Trust

Areas of focus: (1) Rigorous Instruction; (2) Strong Family & Community Ties
### School Demographics and Accountability Snapshot for 07X296

**School Configuration (2018-19)**
- Grade Configuration: 06,07,08
- Total Enrollment (2017-18): 253
- 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): 46
- # SETSS (ELA): 35
- # Integrated Collaborative Teaching (ELA): 33
- # Special Classes (Math): 45
- # Integrated Collaborative Teaching (Math): 31
- Types and Number of Special Classes: N/A

**Student Performance for Elementary and Middle Schools (2017-18)**
- ELA Performance at levels 3 & 4: 25.0%
- Mathematics Performance at levels 3 & 4: 11.8%

**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
- Regents Diploma w/ Advanced Designation: N/A
- % ELA/Math Aspirational Performance Measures (2015-16): N/A

**Overall NYSED Accountability Status (2018-19)**
- Reward: No
- In Good Standing: No
- Local Assistance Plan: No
- Focus District: Yes
- Focus School Identified by a Focus District: No
- Priority School: Yes
- Focus Subgroups: N/A

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

**Elementary/Middle School**
- Met Adequate Yearly Progress (AYP) in ELA (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: No
  - Economically Disadvantaged: NO
- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: NO
  - White: N/A
  - Students with Disabilities: NO
  - Economically Disadvantaged: NO
- Met Adequate Yearly Progress (AYP) in Science (2017-18):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: YES
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: YES

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

2018-19 SCEP-P
**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>[ ]</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>[ ]</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.

Upon review of the 2018 June Instructional Report and NYC Survey, we identified the following:

**Strengths**

- The implementation of RACE (Restate, Answer, Cite evidence and Explain evidence) led to scholar success in writing to sources.
- Integration of Common Core Shifts in ELA and Mathematics
- 5% increase in scholar proficiency on NYS ELA Exam compared to previous school year
- 4% increase in scholar proficiency on NYS Math Exam compared to previous school year

**Priority Needs**

- Professional learning for teacher teams on planning effective lessons
- Professional learning for teachers teams on the use of formative assessment practices
- **Professional learning for teachers focused on differentiated instruction, Specially Designed Instruction and UDL**

**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.

**By June 2019, teacher teams will disaggregate and use data to structure lessons to meet the differentiated needs of scholars including ELLs and SWDs, as measured by a 10% growth on state assessments.**
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) 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>All teachers with an emphasis of Special Education teachers</td>
<td>September 2018 - June 2019</td>
<td>Administrators, ELA Coach and Consultant, Math Coach and Consultant</td>
</tr>
<tr>
<td>All teachers with an emphasis of Special Education teachers</td>
<td>September 2018 - June 2019</td>
<td>Administrators ELA Coach and Consultant, Math Coach and Consultant</td>
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</tbody>
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### Professional Learning Opportunities

Quarterly professional learning opportunities for teacher teams focused on the implementation of the Data Wise process and the instructional core.

### Inquiry Cycles

Implementation of quarterly inquiry cycles where teacher teams track the identify standard, determine deficit skills and shifts in teacher practice to address scholar deficits.

Teacher teams will identify one common core standard in ELA and math and track the performance of this standard throughout the school year.

### Teacher Data Conversations & Scholar Led Conferences

Triangulate scholar data conferences, teacher data conversations and professional learning opportunities to determine improvement in scholar performance of specified standard.

### 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.

During our September Family Meeting, families will be informed of the curriculum for all content areas by administration and teaching staff. All families will receive login access to their child’s Pupil Path accounts where they will be able to review scholar grades and teacher comments on a regular basis. Each quarter, teachers will update Pupil Path to reflect current scholar data.

In collaboration with our Instructional Leadership Team, our Parent Coordinator will organize content specific workshops for our families (October, January and March). In addition to fall and spring Parent Teacher Conferences, families will be invited to quarterly scholar led conferences where scholars have an opportunity to reflect on their work habits, analysis their assessments and set goals for improvement.

**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.

- MSQ Literacy coach
- ELA and Math Consultants; Content Area Teachers
- Common Planning Periods will be designated for content area teams
- Schedule adjustments will accommodate teachers during Critical Friends cycles of learning

**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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<td></td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

By February 2019, 100% of teachers will use data to modify lessons to meet the needs of various learners as measured by a 5% growth of scholar performance on interim assessments.

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

- Periodic assessment

**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

### Part 1a. Alignment to DTSDE Statements of Practice

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

Upon review of the 2018 NYC School Survey, we identified the following:

**Strengths**

- More than half of scholars say that teachers give them specific suggestions about how they can improve their work (69%); that teachers explain things a different way if they don’t understand something (66%).
- We have a variety of staff members to address the social emotional needs of scholars (i.e. Single Shepherd, Counseling, Social Workers, related services, Partnership with Children).
- Scholar’s engaged in scholar led conferences to reflect on their learning.

**Priority Needs**

- To increase school wide attendance.
- To promote the supports available within the school between staff and scholars.
- Set clear guidelines as to behavior expectations in school and hold all stakeholders accountable.
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, scholars have served as active collaborators in their learning in order to ensure experiences of equity, and socio-emotional well being as measured by a 3% increase in overall school wide attendance.
### Part 3a – Action Plan

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

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

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anti-bullying campaign to raise awareness of bullying (rallies, support groups, incentive programs, intervention as needed).</td>
<td>Scholars including ENL and SWD</td>
<td>Sept. 2018 - June 2019</td>
<td>Scholar Government Association (SGA) SEL Team Teachers Administration</td>
</tr>
<tr>
<td>SEL team to push into Executive Skills classes to communicate and facilitate communication among stakeholders within the school.</td>
<td>Scholars including ENL and SWD</td>
<td>Sept. 2018 - June 2019</td>
<td>SEL Team Teachers Administration</td>
</tr>
<tr>
<td>Strategically assigned Single Shepherd counselors to support the socio-emotional needs of the scholars.</td>
<td>Scholars including ENL and SWD</td>
<td>September 2018 – June 2019</td>
<td>Single Shepherd Counselors Administration</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

Scholars will receive an Executive Skills workbook and planner in which they will bring home to share with families regarding their organizational skills, class assignments, and other important school information.

Throughout the school year, all families will receive letters and other various forms of correspondence informing them about school-wide scholar facilitated events.
Parent Coordinator will contact families on a regular basis to encourage scholar and family participation in school-wide activities.

**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.

- Funding for incentives and celebrations for scholars and parents/guardians
- Per session for teachers and social workers/guidance counselors to facilitate workshops for families

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

**Part 5 – Progress Monitoring**

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

*Mid-point benchmarks: November 2018, February 2019, and April 2019*

By February 2019, there will be at least a 1% increase in overall school wide attendance in comparison to the previous school year.

Internal surveys will be distributed during the above benchmark dates to gauge scholar feelings of equity and social responsiveness from staff.

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

Internal surveys

**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

<table>
<thead>
<tr>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
</tr>
</tbody>
</table>

Part 1a. Alignment to DTSDE Statements of Practice

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.

<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>[ ]</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>[ ]</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.
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.

Upon review of the 2018 NYC Survey and June Instructional Report, we identified the following:

Strengths

According to the 2018 NYC Survey and June Instructional Report:

- As reflected on the NYC Survey, Common Core Shift in Math was 7% above the District Average and 7% above the City Average.
- There was growth between 2016-2017 school year and 2017-2018 school year in the NYS Math Common Core Assessment (e.g. 6th grade standards 6.EE.6 and 6.EE.7 there was a 32% and 30% growth, respectively; 7th grade standards 7.EE.4a and 7.RP.1 there was a 28% and 22% growth, respectively; 8th grade standards 8.F.1 and 8.G.2, there was a 43% and 29% growth, respectively).
- There was growth between 2016-2017 school year and 2017-2018 school year in the NYS ELA Common Core Assessment (e.g. 6th grade standard RL 6.6 there was a 10% growth; 7th grade standard RL 7.2 there was a 3% growth; 8th grade standard RI 8.6 there was a 20% growth).
- As per 2017 to 2018 NYC School Quality Guide, the Framework Element Scores Survey reflected there is a 0.78 point growth from 2017 to 2018, and the NYC Survey Element Scored reflected there is a 1.56 point growth from 2017 to 2018.
- As per the NYC School Survey Measures, we are 8% above the District average and 6% above the City average with the Quality of Professional Development. In Peer Collaboration, we are 5% above the District average.
and 2% above the City average. In Cultural Awareness and Inclusive Classroom Instruction, we are 2% above the district average and 2% above the city average.

- 100% teachers say they talk with one another about instruction.

Priority Needs

- Special Education teachers need to attend Common Planning and DART meetings consistently.
- To provide professional learning opportunities for ICT teachers and paraprofessionals.
- All teacher teams must engage in inquiry cycles as per calendar scheduling with an emphasis on assessment.

**Part 2 – Annual Goal**

[Highlight box]

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, 100% of teacher teams will engage in Critical Friends Cycles focused on improving their assessment practice as evidenced by increase ratings on 3d of the Danielson Framework for Teaching and a growth of 10% on state assessments.**
**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>
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</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). |

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<th>Target Group(s) Who will be targeted?</th>
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<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>All Special Education and ICT Teachers</td>
<td>Sept. 2018 to June 2019</td>
<td>Programmer, Administrators, Special Education Coordinator, Content Area Coaches, Consultants</td>
</tr>
</tbody>
</table>

**Programming Special Education and ICT Teachers to concentrate on specific content areas.**

All special education teachers meet once per week to engage in strategic planning workshop.

All ICT team teachers will engage in monthly professional development workshop in addition to weekly common planning and DART.

ICT teachers will meet weekly with content area coaches for curriculum planning.

**Series (3 workshops specific dates TBD) of professional development around critical friends cycles.**

All content area teachers will engage in at least 2 Critical Friends Cycles within their content area. Within CFCs, staff will engage in inter-visitations around best practices centered on assessment.

Critical Friends Cycles will focus on Danielson 3d, assessment.

Staff will engage in Danielson 3d, workshops a minimum of 3 times per year.
Throughout the school year, staff will engaged in periodic mock surveys to provide feedback about their perceptions on collaboration among teachers. In addition, departments will host “OPEN-TALK” forums for staff to share feedback with colleagues in regard to community collaboration.

New teachers are partnered with mentors, and engage in weekly mentoring meetings once per week. Mentoring sessions include, but not limited to, conferencing about their practices, curriculum development, and building content knowledge; in addition, once per week, they engage in inter-visititation into their mentor’s classrooms to observe best practices. These periods are scheduled into their programs.

All paraprofessionals will engage in a 2 hour, 10-parts series professional development workshops that will focus on building paraprofessional capacity in the classroom to support scholars’ learning. These workshops are given once a month.

Data meetings and common planning will be scheduled into teachers’ programs. During data meetings, teachers will review, evaluate, and analyze scholar data. Teachers analyze trends and patterns and share best practices to create and engage in data inquiry cycle.

During Common Planning, teachers will unpack learning standards, modify pacing calendar, plan lessons, and share best practices.

Committees will be created throughout the year that will provide opportunities for teachers’ participations. These committees will include, but are not limited to, Lincoln Center Collaboration (Broadway Jr.), Scholar Government, Poetry Cafe, Academic Parents Teacher Team, Technology Advisory Committee, PBIS, Field Day, Senior Activities, School Wide Performances, H.S., College and Career Fair, Harvest Festival.

3b – Parent and Family Engagement

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

During our September Family Meeting, families will be informed of the curriculum for all content areas by administration and teaching staff. All families will receive login access to their child’s Pupil Path accounts where they will be able to review scholar grades and teacher comments on a regular basis. Each quarter, teachers will update Pupil Path to reflect current scholar data.

In collaboration with our Instructional Leadership Team, our Parent Coordinator will organize content specific workshops for our families (November, January and March).
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.

Peer Instructional coaches, model teachers, ELA and Math Consultants, MSQI Literacy Coach, incorporation of common planning period in each teachers schedule, per diem will be used to cover teacher schedules for participation in lab classroom visits.

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

| X | Tax Levy | X | Title I SWP | X | Title I TA | || | P/F Set-aside | || | 21st Century | || | C4E |
| || Title I 1003(a) | || Title III | || PTA Funded | || SIG Grant | || School Achievement Funding | || Other |

Part 5 – Progress Monitoring

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

Mid-point benchmarks

By February 2019, 50% of teacher teams will engage in Critical Friends Cycles focused on improving their assessment practice as evidenced by increase ratings on 3d of the Danielson Framework for Teaching and as evidenced by a growth of 5% on interim scholar assessments.

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

Simulated NYC School Survey results.

Interim 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 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

Part 1a. Alignment to DTSDE Statements of Practice

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

Part 1b. Needs/Areas of Focus:

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

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

Strengths

- Across the school, teachers participate in structured teacher teams which address the instructional focus and the implementation of the Common Core Learning Standards. Teacher teams promote teacher leadership opportunities and voice within instructional decisions (Quality Review 4.2).
- Principal allocates resources in support of school goals that are aligned to and support school instructional goals (APPR).
- Principal forms strategic partnerships to improve the capacity of teachers and administration (APPR).
- Principal, Assistant Principals and staff members use various sources of data including Teacher Advance Evaluation data, student work products and student assessment data to create school wide goals (APPR).
- Principal established a structure for teacher teams and the promotion of shared teacher leadership (APPR).

Priority Needs

- Differentiated and targeted professional learning opportunities for teachers especially for domain 3 of the Danielson Framework.
Devise a more comprehensive system to track progress of teacher practices based on scholar data and feedback.

Observation of teaching practice indicates an uneven application of differentiation and instructional strategies to provide appropriately challenging and rigorous learning opportunities that promote high achievement (Quality Review 1.2).

The school's use of common assessments and checks for understanding to measure student progress towards goals across grades is inconsistent (Quality Review 2.2).

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, school leaders will facilitate four data conversation cycles to support teachers in analyzing scholar data and identifying instructional next steps as evidenced by a 10% growth on state assessments.
## Part 3a – Action Plan

### Activities/Strategies

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

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

<table>
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<th>Target Group(s)</th>
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<td>All teachers</td>
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<td>Principal Assistant Principals, Content Area Coaches, Content Area Consultants</td>
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</table>

#### Professional Learning Cycles

- Administrators will conduct a needs assessment in order to determine staff’s knowledge of collecting, analyzing and synthesizing data.
- Administrators will provide professional development focused on creating data driven instructional plans including data that supports domain 3.
- Administrators will provide ongoing professional learning on the Data Wise.

#### Learning Walk 5-Week Cycles

- Administrators will identify a cohort of 4 teachers per cycle.
- Administrators will collectively visit each teacher's classroom on a weekly basis.
- After each learning walk visit, administrators will provide teachers with written feedback which reflects strengths, areas for growth and next steps using the Danielson Framework for Teaching.

#### Teacher Data Conversations

- Administrators will schedule individual, departmental and school wide quarterly data conversations.
- Administrators will engage in reflective practices throughout the year.

#### Strategies to Increase Parental Involvement: Family Communication

- Families will have online access to monitor their child's academic and behavioral progress including their child's progress with scholar engagement strategies via Skedula (Pupil Path).
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.

- Families will have online access to monitor their child’s academic and behavioral progress including their child's progress with scholar engagement strategies via Skedula (Pupil Path).
- Families will receive a monthly calendar inviting them to APTT workshops to obtain information and gain knowledge on strategies to support scholar learning 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.

- New Teacher Center Resources - Two additional teacher mentors will be trained (District 7 Grant); Modified Schedule for mentors
- Peer Collaborative Teachers to facilitate Critical Friends Cycles - (Teacher Leadership Fund)
- National Training Network Math Consultants - Professional Development for Math Teachers (Priority School Funds)
- ReDesign - ELA Consultant - Professional Development for ELA and Social Studies Teachers (ELT Funds)
- Per session for instructional Leadership Team members

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

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Part 5 – Progress Monitoring

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

By February 2019, school leaders will engage teachers in two data conversations which results in a 5% increase in scholar performance on interim assessments.

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

- Interim Scholar Assessments

  Scholar Work Analysis Protocol Tool

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>Part 1a. Alignment to DTSDE Statements of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
</table>
| **Tenet 6 Statement of Practice**  
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. | |
| 6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement. | X |
| 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. |   |
| 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. | X |
| 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. | X |

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.
   - 88% of our families say that our school staff regularly communicates with them about how families can help their own child learn.
   - 94% of families say that they are greeted warmly when they call or visit the school.
   - 89% of families say that they are well informed by communications they receive from the school and the teachers work closely with them.

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.
   - Increase family engagement and participation in school wide events/activities.
   - Expand upon different ways for families to volunteer or participate in school wide events/activities.

Upon review of the 2018 NYC Survey we identified the following:

Strengths

- 88% of our families say that our school staff regularly communicates with them about how families can help their own child learn.
- 94% of families say that they are greeted warmly when they call or visit the school.
- 89% of families say that they are well informed by communications they receive from the school and the teachers work closely with them.

Priority Needs

- Increase family engagement and participation in school wide events/activities.
- Expand upon different ways for families to volunteer or participate in school wide events/activities.

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, families will engage in at least three school and local community events as evidenced by a 10% increase in attendance at various school wide events.
### Part 3a – Action Plan

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

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

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

#### Academic Parent Teacher Teams (APTT)
- Parents/Guardians will have an opportunity to collaborate with teachers to plan APTT workshops.
- Workshops will be scheduled at different times throughout the school year to accommodate all families.

| SBAAM Families | Sept. 2018 - June 2018 | Parent Coordinator, Teachers, Staff, Administrators |

#### Family Engagement Events

- **Curriculum Night:**
  - Teachers provide information on curriculum, scholar data, school wide practices, as well as a tutorial on how to navigate academic resources that will be infused within the curriculum.
  - These resources include but are not limited to the following: Pupil Path and Achieve 3000. Families will receive data on attendance, reading/Math levels and utilize data to set short and long term goals.

- **Parent Teacher Conferences:**
  - PTCs are held four times throughout the year and is heavily focused on scholar data.
  - Throughout the year, scholars select their best work to submit into their portfolio. The portfolio serves as a tool to guide conversations between teachers, parents/guardians and scholars. Teachers clearly communicate scholar progress and enlist parental support.

- **Family Engagement Day:**
  - Family outreach occurs on a daily and weekly basis to communicate scholar progress and needs.
  - There is an open door policy and /or by appointment to have one and one conversations with teachers and/or service providers.

- **Attendance Initiative:**
School staff are assigned to groups of scholars who are chronically absent.

In grade team meetings, teachers will monitor scholar attendance and notify parents/guardians accordingly.

**Family Communication**

- Parents/guardians will have constant communication with the classroom teacher. Teachers will relay meetings, workshops and family activities on an ongoing basis.
- Teachers will encourage parents to communicate via emails, phone and similar modes of contact.
- Prior to all family events, outreach attempts will include but are not limited to: Tuesday Times, flyers, family engagement Tuesdays and school messenger.
- Parent Association (PA) Executive Board will reach out to families to assist with communication to local organization to bring into the school community.

**Principal Chat & Chews**

- Principal will meet with parents/guardians for chat and chews to discuss the school and the progress we are making.
- The principal will also use this time to gather suggestions from families and ensure they feel like their voice is being heard. This will take place at least 3x a year.

**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.

- Good Shepherd Services
- Partnership with Children
- Brain Power Wellness
- Saint Barnabas Hospital

**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.

Monday Family Engagement, Title I Funds will be used for teacher per session to facilitate family workshops.

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

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

**Mid-point benchmarks:**

**By February 2019,** there will be a 5% increase of parent/guardian attendance for school wide and community events/activities.

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

Parental Feedback via workshop surveys

We will create short surveys in multiple languages to get family feedback to assist with community involvement. The Survey will be bi-Monthly and will help us to gauge which activities parents/guardians would like to participate in, what time they are available and any suggestions they have for the school.

**Part 5c.** In **February 2019,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 6: Expanded Learning Time (ELT) Program Description**

**Directions:** Expanded Learning Time activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environment, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, Math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

**Part 1 – ELT Program Goal(s)**

Describe the summative goal(s) of the ELT program for the 2018-19 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2019, 85% of scholars will report their satisfaction with their experience in the ELT program as evidenced by ExpandED surveys.

**Part 2 – ELT Program Type**

<table>
<thead>
<tr>
<th>Is the ELT program voluntary or compulsory?</th>
<th>Voluntary</th>
<th>Compulsory</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>

**Part 3 – ELT Program Description**

The ELT program will be offered to all students eligible for Academic Intervention Services (AIS), with the goal of serving a minimum of fifty percent of AIS-eligible students.

Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduce risk for retention or drop out, and increase the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
- Engage in outreach activities made to families.

Scholars will be provided a balance of academic, social, and emotional support to our students through strategic implementation of programs and activities during expanded day. Some program highlights include: 1) Aiming High program, in which scholars explore various careers, and gain in financial literacy education, and give back to the community by interning at elementary schools within District 7, 2) Man Up/Girl Talk program where male and female students are provided with an open space to engage in conversation around topics concerning their lives, and 3) ELA and Math academic intervention classes that provide students with leveled, targeted instruction to address their deficit skills. Other activities include drama, STEM, comic book club, chorus, chess, drumline, leadership, and a variety
of organized sports (i.e. flag football, baseball, basketball, etc.). Various family engagement opportunities will be scheduled throughout the year including school orientation, parent teacher conferences, annual concerts in the winter and spring, and end of year awards ceremony.

**Part 4 – ELT Program Implementation and Oversight**

**Part 4a.** Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

School Administrators, DOE Teachers and Paraprofessionals, Good Shepherd Services Site Director and Assistant Site Coordinators, Community Educators, Activity Specialists, Harvard Ed Tutors, Other CBOs (Young Artist Development Program, St. Barnabas, Joe's Music, Leadership Program)

In partnership with Good Shepherd Services (GSS), 07X296 will expand the learning day for 100% of 6th, 7th, and 8th grade scholars. Weekly ELT Leadership meetings and Monthly ELT staff planning meetings will be conducted to look at attendance trends as well as alignment between enrichment activities and school goals.

Evaluation of the program will be conducted via surveys of scholars and staff in the beginning, middle, and end of program.

**Part 4b.** Timeline for implementation and completion, including start and end dates.

**September 2018 - June 2019**

- Summer in the City Camp (Summer 2018)
- Saturday Preparatory Academy and Vacation Camps (2018 - 2019 School Year)

**Part 5 – ELT Budget and Resource Alignment**

**Part 5a.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

- DOE Teaching Staff
- DOE Administrator
- CBO Staff (GSS)
- Arts Expansion (LCE, YADP)
- Quarterly ELT Staff Common Planning Meetings

**Part 5b.** Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.
### Part 6 – ELT Progress Monitoring

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2019, at least 60% of scholars will report that they are satisfied with ELT program as evidenced by ExpandED surveys.

**Part 6b.** Indicate the instrument of measure that is used to assess progress.

ExpandED Survey

**Part 6c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 7: Academic Intervention Services (AIS)**

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Analysis of DRP results; State Exam scores</td>
<td>Strategic reading, Saturday Preparatory Academy</td>
<td>Small Group</td>
<td>During the school day; Saturdays</td>
</tr>
<tr>
<td>Mathematics</td>
<td>State Exam Scores</td>
<td>Saturday Preparatory Academy</td>
<td>Small Group</td>
<td>Saturdays</td>
</tr>
<tr>
<td>Science</td>
<td>Course Grade Results</td>
<td>Science Plus Exploratory Program</td>
<td>Small Group</td>
<td>Extended Day</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Course Grade Results</td>
<td>Global Scholars</td>
<td>Small Group</td>
<td>Extended Day</td>
</tr>
<tr>
<td>At-risk services <em>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</em></td>
<td>Family referrals; Scholar request Teacher referrals; Partnership with Children</td>
<td>One-to-one at risk counseling; small group sessions; tutoring</td>
<td>During the school day</td>
<td></td>
</tr>
</tbody>
</table>
Section 8: Support for Students in Temporary Housing (STH)

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

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

Part A: FOR TITLE I SCHOOLS

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

   8

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

   Guidance counselor will act as liaison for students living in temporary housing, and is responsible for tracking and providing interventions and support services (i.e. Assistance with uniform and school supplies, transportation, external support programs etc.).

   Partnership with Children and Good Shepherd Services, school CBO partnerships, will provide teachers with professional development opportunities related to social emotional learning and supporting the STH population.

   All STH scholars will receive an Adviser/Mentor and if needed, will be recommended for at-risk counseling with Partnership with Children and/or School Mentors.

   All STH scholars will be afforded opportunities to participate in Academic Intervention Services (as needed) provided throughout the year (i.e Saturday Preparatory Academy, AIS/Enrichment during Expanded Day, etc.)

Part B: FOR NON-TITLE I SCHOOLS

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

   NA

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

| NA |  |
Section 9: 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.

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).

Administrative staff meets with teachers at the beginning, middle and end of the school year to identify, monitor and revise professional goals as the starting point of the goal conversation. Teachers have an opportunity to identify professional development activities that they are interested in learning more about. In addition, administrative staff recommends professional development based on areas for improvement as evidenced by formal and informal observations.

Teachers meet with their content area teams on a weekly basis to plan curriculum and to also analyze scholar data. Administrators and coaches work with teachers during these allotted time periods. Furthermore, teacher mentors collaborate with first and second year teachers on a regular basis.

During each meeting, school staff presents scholar data to demonstrate the impact of professional learning on student achievement.

Part 3: TA Schools Only

3a. Use of Program Resources

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

NA
3b. TA Coordination with the Regular Program

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

| NA |

Part 4: SWP Schools Only

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

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

| NA |

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The Instructional Leadership and Assessment Team meets on a weekly basis to identify and discuss multiple and common assessment measures. The team devises a school wide assessment calendar and revisits it on a regularly to ensure that scholars are not over tested. The ILAT also factors in dates for teachers to score and analyze assessments within their content area teams. During common planning meetings, teacher teams collectively determine assessments to be administered to scholars.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Indicate in Column B section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$288,990.00</td>
<td>X</td>
<td>5a, 5b, 5c, 5d, 5e</td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td>$16,979</td>
<td>X</td>
<td>5a, 5b, 5c, 5d, 5e</td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>$47,625</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>---------</td>
<td>---------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$12,366.00</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$2,345,795.00</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

2. 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 10: Parent and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

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

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

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

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

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>[South Bronx Academy for Applied Media]</strong> will support parents and families of Title I scholars 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;

## Parental Involvement and School Quality

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

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

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

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

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

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

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

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

- provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act;

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

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

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

---

### Encouraging School-Level Parental Involvement

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

- holding an annual Title I Parent Curriculum Conference;

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

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

- supporting or hosting Family Day events;

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

- encouraging more parents to become trained school volunteers;

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

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

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

---

**School-Parent Compact (SPC)**

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

### I. School Responsibilities: High Quality Curriculum

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

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

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

Support home-school relationships and improve communication by:

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

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

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

Provide parents reasonable access to staff by:

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

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

Provide general support to parents by:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## III. Student Responsibilities

**Student Responsibilities:**

- attend school regularly and arrive on time;

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

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

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

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

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

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

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

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
</table>

This school is (check one):

- [ ] conceptually consolidated (skip part E below)
- [x] NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

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

- [x] Before school
- [x] After school
- [ ] Saturday academy

Total # of ELLs to be served: ___

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

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

Total # of teachers in this program: ___

# of certified ESL/Bilingual teachers: ___

# of content area teachers: ___
Title III will supplement the daily program by providing English Language Learners (ELLs) with the Day Preparatory Academy and the Rise and Grind Multicultural Club.

Day PREPARATORY ACADEMY
The Day Preparatory Academy will build the ELA and Math skills of approximately 30 ELLs, as well as prepare them for the NYS Math and ELA exams. Upon careful review of the 2017 NYS ELA and Math scores and the 2017 NYSESLAT scores, many ELLs require additional academic assistance. This program provides the opportunity for scholars to grow academically, particularly with respect to the development of the scholar’s skills in mathematics and ELA through English-language acquisition in all four modalities (speaking, listening, reading, and writing). It therefore aims to build English-language acquisition in order to facilitate access to learning in both core classes. Scholars will be engaged in a variety of activities, such as literature-based writing activities, opportunities to practice in authentic conversational situations and writing tasks, and opportunities to improve math skills with regard to word problems in an English speaking setting. The model of co-teaching employed will be that one teacher will preteach and the other will teach alternative information thereby taking advantage of the smaller ratio of 15:1 that will exist in two smaller student groups. When necessary scaffolded resources will be provided to further understanding.

The Prep Academy runs for 17 sessions from February through June and Title III funds will be used to fund 17 sessions. It will take place on select Tuesdays and Thursdays from 3:15 AM to 5:00 PM. An ESL-certified teacher will co-teach with an ELA teacher from 3:15 to 5:00 a.m. on Tuesdays and then co-teach with a Math content area teacher from 3:15 to 5:00 p.m. to instruct approximately 30 ELLs in grades six through eight in this program - 1 teacher X 3.5 hours x 17 sessions = 59.5 X $55.23 = $3,286.19 and 2 teachers x 1.75 hours x 17 sessions = 59.5 X $55.23 = $3,286.19 The language of instruction will be English and teachers will use the Kaplan and New York Coach Assessment Materials as the main curriculum for the Saturday Preparatory Academy. An administrator/supervisor will oversee the Saturday Preparatory Academy as there are no other programs in the school on Saturday. Title III funds will be used to pay for 10 of these sessions - 1 X 3.5 x 10 = 35 X $56.79 =$1,987.65 The instructional role of the supervisor will be to monitor classroom activities and ensure that the program runs smoothly.

RISING MULTICULTURAL CLUB
The Rising Multicultural Club will build the English-language literacy skills of approximately 15 long terms ELLs through multicultural education. It will run for 20 sessions, starting in January and ending in May. It will take place on select Mondays and Wednesdays from 7 AM to 8 AM. An ESL-certified teacher will instruct approximately 15 ELLs in grades six through eight, who...
Part B: Direct Instruction Supplemental Program Information

scored Intermediate or Advanced on the 2017 NYSESLAT and have been in ENL for over 5 years - - 1 X 20 X $55.23 = $1,104.60. Scholars will read and analyze a variety of multicultural texts. The ENL teacher will use the "Stories to Celebrate" collection by Almar Flor Ada and F. Isabel Campoy as the main curriculum of the Multicultural Club. Additional resources will be used to supplement this curriculum, such as dictionaries, manipulatives (picture cards), and general instructional supplies (chart paper, markers, notebooks, pencils, construction paper, scissors, markers). The end product of this program is a pop-up book that each scholar will create to their own multicultural stories and/or poems and the literary elements traditionally used in many such texts. Scholars will participate in two instructional trips to cultural institutions, such as the Museum of African Art and the Multi-cultural resource center located at CUNY City College (which would take place during the school day), so that they further explore themes related to the curriculum of this program. These themes include race, immigration, cultural identity, and many more. Strategies will be utilized to encourage familiarity with idiomatic expressions, language that is appropriate to social situations, reinforcement of terms used in content area instruction, and active participation in the four strands of language acquisition (listening, speaking, reading and writing) with a focus on reading and writing.

Part C: Professional Development

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

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

Begin description here: ____

An ENL teacher will facilitate several Professional Development sessions for school staff, which are outlined below. These workshops are aligned to the Title III instructional program.

1. How to teach academic vocabulary to ELLs: This workshop will support all teachers, especially those who teach ELLs in the ELT Preparatory Academy and the Multicultural Club, where academic vocabulary is explicitly taught. It will take place on a select day in February 2019 from 3:00 to 4:00 pm. Administrative staff, classroom teachers, and related service providers are invited.

2. Test-taking strategies for ELLs: This workshop will especially support the teachers of the Title III Instructional Program (Day Preparatory Academy and Multicultural Club), where test-taking strategies are explicitly taught to scholars in order to prepare them for state exams. This workshop will take place on a select day in March 2019 from 3:00 to 4:00 pm. Administrative staff, classroom teachers and related service providers are invited.

3. ELLs and the Common Core Standards: This workshop will take place on a day in January 2019 from 3:00 to 4:00 pm. Administrative staff, classroom teachers, and related service providers are invited.
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: ______

Our goal is to increase parental involvement among parents/guardians of ELLs and equip them with strategies to help their children meet academic learning standards. We plan to achieve these goals by the following means:

- Translate communications to parents/guardians of our ELLs into their native language
- Have translators available during Title III parent/guardian workshops
- Provide support through “Homework Helper” kits in several languages

Parents/guardians of ELLs are also provided with opportunities to attend professional development sessions which are facilitated by the ESL Teacher. These workshops will focus on supporting the ELLs participating in the Title III program by extending test-taking skill development to their homes. Five to ten parents/guardians are expected to attend, and the ESL teacher will facilitate these Title III family workshops. They are as follows:
- How to foster English language development at home ((select day)February 2019 from 3:00 to 4:00 pm)
- ELLs and test-taking strategies ((select day) Tuesday 2019 from 3:00 to 4:00 pm)
- Immigration/Citizenship in New York City ((select day) Tuesday 2019 from 3:00 to 4:00 pm)

Parents will be notified through flyers distributed to the scholars to take home and the ENL teacher will make follow-up phone calls closer to the dates of the family workshops to confirm attendance and keep records of these activities.

Part E: Budget

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

<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)  | $9,830.32        | Day Preparatory Academy  
17 sessions x 3.5 hours x 1 ENL teacher @ $55.23 = $55.23 = $3,286.19  
17 sessions x 3.5 hours x 2 core content teachers @ $55.23 = $3,286.19  
10 sessions x 3.5 hours x 1 supervisor @$56.79 =$1,9876.50 |
| Per session       |                 |                                                                                                                  |
| Per diem          |                 |                                                                                                                  |
### Part E: Budget

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

<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>
| Purchased services                                          | NA              | Rising Multicultural Club 20 sessions x 1 hour x ENL teacher @ 55.23 = $1,104.60  
Parent Workshop 3 sessions x 1 hour x 1 ENL teacher @ $55.23 = $165.69 (Other staff at no cost to Title III) |
| Supplies and materials                                       | $2,532.70       | DAY PREP ACADEMY -Strategic Reading Guides (such as Strategies for Understanding Nonfiction and Responding to Literature for Grades 4-8) - $350  
RISING MULTICULTURAL CLUB  
• English/Spanish multicultural curriculum – Santillana’s Stories to Celebrate 6 sets @ $260.45 each = $1,562.70  
• TRIPS to cultural institutions, such as Metropolitan Museum of Art  
$20 admission fee x (18 scholars + 1 teacher) = $360  
BOTH PROGRAMS  
• Dictionaries $260 |
| Educational Software (Object Code 199)                      | NA              | NA |
| Travel                                                      | NA              | NA |
| Other                                                       | NA              | NA |
| **TOTAL**                                                   | $12,363.02      | NA |
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>7</td>
<td>Bronx</td>
<td>296</td>
</tr>
</tbody>
</table>

| School Name | South Bronx Academy of Applied Media |

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Roshone Ault Lee</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Andrea Lawrence</td>
</tr>
<tr>
<td>Coach</td>
<td>NA</td>
</tr>
<tr>
<td>Coach type here</td>
<td>type here</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Melissa Dubizh</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Jennifer Rivera</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Caitlin Henderson</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Yolanda Molina</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

| Number of certified ENL teachers currently teaching in the ENL program | 1 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | |
| Number of teachers who hold both content area/common branch and TESOL certification | |

| Number of certified bilingual teachers currently teaching in a bilingual program | |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7-12) | |
| Number of teachers who hold both a bilingual extension and TESOL certification | |

| Number of certified ENL teachers not currently teaching in the ENL program | |
| 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) | |
| Number of special education teachers with bilingual extensions | |

D. Student Demographics

| Total number of students in school (excluding pre-K) | 340 |
| Total number of ELLs | 40 |
| ELLs as share of total student population (%) | 11.76% |

2018-19 SCEP-P 60
Part II: ELL Demographics

A. ELL Programs

This school offers (check all that apply):

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

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

Check all that apply:

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

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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<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?
   
   At the South Bronx Academy for Applied Media, we use the Fountas and Pinnell system to assess the early literacy skills of our ELLs. Running records are conducted once in the fall and once in the spring to find out the scholars' reading levels. Thus far, the data has shown that the reading levels of our ELLs range from K to Z and about 70 percent of them read below grade level. This information informs the instructional plan of the ELA and ESL teachers as they teach to the scholars’ zone of proximal development (Vygotsky, 1978), as well as build classroom libraries with materials that are appropriate to the scholars’ levels.

2. What structures do you have in place to support this effort?
   
   Strategic Reading teachers administer assessments within their classrooms. Academic Intervention and related services providers also administer, analyze and synthesize scholar assessments.
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 success of our ELLs is quantitatively measured by various progress monitoring data, including the Fountas and Pinnell System which includes running records that are conducted in the fall and spring to monitor students’ reading levels, the Periodic Assessment Exam for ELLs, (also given in the fall and spring) and students’ NYSESLAT scores at the end of the school year. The overall goal is to have ELLs attain a proficient score of Commanding on the NYSESLAT and exit ENL the following year. Growth is also measured when ELLs move up a proficiency level, from Entering to Emerging, Emerging to Transitioning, and Transitioning to Expanding. In addition, success of our ELLs is assessed on a continual basis through individual writing portfolios that are kept and reviewed by the ENL teacher throughout the year.

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

   Content area teams including the ENL teacher meet weekly to analyze and synthesize scholar data. Within DART (Data Action Research Team) meetings, teachers use data to determine scholar deficit skills. Teachers then devise an action plan to address how to help scholars improve in a specific area. Information regarding each scholar is also updated onto our school wide tracker so that all teachers who teach specific scholars have access.

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.]

   Based on NYSESLAT and ELA data the foundation of RtI for ELLs is Tier 1, expanding students’ existing competencies to support literacy learning and content knowledge. Core instruction focuses on language and literacy development especially to support reading and writing competencies. The ENL teacher employs strategies such as building on background knowledge and frontloading vocabulary which promotes written language development during the instructional core. Intensive, targeted intervention, Tiers 2 and 3, are informed by progress monitoring data, including the Fountas and Pinnell System to assess early literacy skills, the Periodic Assessment Exam for ELLs given in the fall and spring, the NYC Performance Assessment in ELA and other assessments designed and administered by the ENL teacher.

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].)

   NYSITELL data continue to reveal that the majority of scholars are Entering ELLs although some have scored in the Emerging and Transitioning range as they were studying English in their native countries. The most difficult aspect of English for them is within the Reading and Writing modalities.

   Spring 2016 NYSESLAT data showed that the almost half of all ELLs this year are Expanding scholars (48%). Almost all of these scholars did not reach the Commanding level because of the Reading and/or Writing modalities, whereas all of them were proficient in the Speaking modality and to a slightly less degree the Listening modality. All 5 of the Transitioning students also struggled in the Reading and Writing modalities. Emerging scholars only scored proficient on the Speaking modalities. The breakdown by grade reveals that 50% of the 8th grade scholars this year reached the Expanding level of proficiency and the rest are split equally between Transitioning and Entering levels. The 7th grade is comprised of almost all Expanding scholars and the 6th grade is split equally between Expanding, Transitioning and Entering scholars.

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

   The School Wide Assessment Team enters the data into a school wide tracker which is accessible to all stakeholders in the school community. Scholar data is discussed during weekly DART (Data Action Research Team) meetings.

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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.
      The ENL program at South Bronx Academy of Applied Media is a program that includes integrated and stand alone components. As mandated in the New York State CR Part 154.2, Entering ELLs are provided with 360 minutes of instruction every week consisting of 180 minutes of integrated ENL and 180 minutes of stand-alone ENL. Emerging ELLs are also provided with 360 minutes of instruction every week, but with 225 minutes of integrated ENL and 135 minutes of stand-alone ENL. Transitioning ELLs are provided with 180 minutes of instruction divided equally into 90 minutes of integrated ENL and 90 minutes of stand-alone ENL. Expanding ELLs are provided with 180 minutes per week of integrated ENL instruction. Finally, Commanding ELLs are provided with 90 minutes per week of integrated ENL instruction.

      Scholars are placed in a group based on their most recent NYSITELL or NYSESLAT scores. The integrated component allows the ENL teacher to push in to one of the content areas and address scholars’ different learning styles by differentiating instruction. Within the Integrated component of ENL, students are grouped heterogeneously in content-area classes and co-taught by an ENL teacher and a content-area teacher. During these periods English skills are built through content-area instruction focusing on the implementation of ENL strategies that enable ELLs to access the core curriculum more successfully. The stand-alone component is comprised of 3-16 scholars in no more than 2 contiguous grades. The ENL teacher works on the basic linguistic building blocks of the English language and introduces ESL strategies and methods that the scholars can use back in the content classroom to access the Core curriculum more effectively.

   b. TBE program. If applicable.
      Paste response to questions here: NA

   c. DL program. If applicable.
      Paste response to questions here: NA

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

      As mandated in the New York State CR Part 154.2, Entering ELLs are provided with 360 minutes of instruction every week consisting of 180 minutes of integrated ENL and 180 minutes of stand-alone ENL. Emerging ELLs are also provided with 360 minutes of instruction every week, but with 225 minutes of integrated ENL and 135 minutes of stand-alone ENL. Transitioning ELLs are provided with 180 minutes of instruction divided equally into 90 minutes of integrated ENL and 90 minutes of stand-alone ENL. Expanding ELLs are provided with 180 minutes per week of integrated ENL instruction. Finally, Commanding ELLs are provided with 90 minutes per week of integrated ENL instruction.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

   In their content areas, ELLs receive instruction in English that is aligned to the New York State and Common Core learning standards. The majority of the content teachers are versed in the effective ESL methodologies and work together with the ENL teacher to make content comprehensible and enrich language development. Especially within the integrated component of ENL, they present a plethora of lessons and activities that encourage communication in the classroom, as well as the use of academic vernacular. Additionally, lessons are modeled, contextualized, and scaffolded to maximize learning. The common instructional practices that content area teachers and the ENL teacher use with ELLs include but are not limited to:
• Whole language approach: Language is used in natural ways for a specific purpose in an activity that fosters social interactions. Instruction closely integrates speaking, listening, reading and writing.
• Cooperative learning activities: Scholars work together in small groups on a time limited task. Scholars negotiate and exchange knowledge and experiences while making connections with content and language.
• Cognitive Academic Language Learning Approach (CALLA)
• Total Physical Response (TPR)
• Scaffolding
• Visuals
• Graphic organizers
• Collaborative learning
• Modeling
• Read alouds
• Pair share
• Independent reading/writing in journals
• Skills and guided practice

In order to challenge students to use higher order thinking skills, there are many open-ended questioning techniques, accountable-talk, and non-fiction reading and writing. Implementing such practices allows for the development of both basic and inter-personal communication skills (BICS) and cognitive academic language proficiency (CALP) in our ELLs.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
   The Spanish LAB gives initial information about a student’s literacy level in their home language of Spanish.

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

In order to differentiate instruction for ELLs, the South Bronx Academy for Applied Media has several programs in place that provide supplementary support for the different ELL subgroups:
• Scholars with interrupted formal education (SIFE) and ELLs as identified as having special needs receive additional instructional time before school in the Scholar Sunrise Program, as well as targeted instruction in their Strategic Reading Class using the Wilson “Just Words” program.
• Newcomers (ELLs who have been in US schools less than 3 years) receive intensive targeted instruction in the 4 modalities, reading, writing, speaking and listening, in small group settings. This targeted instruction insures that ELLs quickly achieve the state-designated grade-level of English language proficiency. In order to acclimate these scholars to US culture, they are also invited to take part in the Multicultural Club, a Title-III funded program that teaches ELLs about the many different cultures and customs typical of the US.
• ELLs receiving service 4 to 6 years who are in danger of becoming long term ELLs receive appropriate RtI Tier 1 intervention and if necessary, (for those ELLs who are not showing sufficient progress on the skills and/or competencies measured), RtI Tier 2, intensive, targeted intervention.
• Almost 25% of our ELLs are long-term ELLs (ELLs who have completed 7 or more years of ENL instruction). Our goal for them is to attain English language proficiency by the end of the school year. These ELLs have agility with social interactional English while lacking the advanced linguistic knowledge and skills required by complex secondary coursework. The English language development program “English 3D” is used with this subgroup in order to maximize students’ verbal and written engagement and is designed to ensure proficiency in academic vocabulary, speaking, listening and writing. Instruction overall is driven by the students’ NYSESLAT scores which indicate individual strengths and weaknesses according to the 4 aforementioned modalities. To accomplish this, the ENL teacher uses NYSESLAT test prep curriculum throughout the year to
prepare these scholars for the NYSESLAT exam in the spring of 2016.
• When ELLs reach Commanding levels of proficiency on the NYSESLAT, they continue to receive 90 minutes of integrated ENL instruction. They also receive ENL mandated NYS testing modifications for these two additional years. These testing accommodations include time extension, a separate location, bilingual dictionaries and glossaries, simultaneous use of English and alternative language state test editions, oral translation for lower-incidence languages, and written responses in the native language. Individual support plans are also created in conjunction with content area teachers as needed to assist in ELA, Math and other content areas.

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?
In addition to yearly IEP meetings, all teachers of ELL-SWDs including the ENL teacher, content area teachers, other related service providers and the guidance counselor frequently meet to discuss the progress and challenges that each ELL-SWD scholar is experiencing and reflect on their IEP mandates to ensure the scholar is receiving all appropriate services, be it bilingual instruction or ESL instruction. Teachers of ELL-SWDs also use a variety of instructional strategies to facilitate access to academic content area and accelerate English language development. Among these strategies are:

• Small group instruction
• Modify and adapt grade level text
• RTI tier 1 high quality instruction
• SMART board use of Technology
• Graphic organizers
• Audio visual aids
• Visual aids

7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
As almost 50% of our ELLs are also SWDs, the South Bronx Academy for Applied Media, uses curricular, instructional and scheduling flexibility to enable them to achieve their IEP goals and at the same time attain English proficiency within the least restrictive environment. Some of these include, but are not limited to:

• ENL classes that are grouped by proficiency to create small group instruction
• SETSS – Indirect Services with General Education Teachers
• ELL services – Push in ENL instruction in SETSS and stand-alone ENL
• Grade level meetings that involve both General Education and Special Education
• Regular collaboration between the ENL teacher and the IEP Team
• Additional instructional time before school in the Scholar Sunrise Program, the Saturday Preparatory Academy and the Extended Day
• Targeted instruction in decoding and reading comprehension skills in Strategic Reading Class using the Wilson “Just Words” program

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.
Targeted intervention programs have been implemented at the South Bronx Academy for Applied Media for ELLs in English language development, Math and ELA. Within these programs, use of the native language is encouraged for clarification and
the use of bilingual glossaries and dictionaries is encouraged. These programs include the Saturday Academy, part of the school’s instructional Title III Program, the Achieve 3,000 academic expansion program, the 6th, 7th and 8th grade extended instruction (part of the Middle School Quality Initiative), the Wilson “Just Words” program and the English language development program “English 3D.” These programs are outlined below:

Saturday Academy
Purpose: Develop ELA and Math skills, as well as prepare scholars for the NYS Math and ELA exams.
Target population: Scholars, including ELLs, in grades 6 through 8 who scored less than 2 on the 2015 NYS ELA and Math exams.
Language of instruction: English
Program duration: December 2015 through April 2016, once a week

Achieve 3000
Purpose: Promote non-fiction literacy decisions and lexile growth using online differentiated literacy solutions.
Target: Scholars including ELLs and SWDs who have been identified as needing Academic Intervention Services
Language of Instruction: English
Program duration: September 2015 through June 2016

6th, 7th and 8th grade Extended Day Program
Purpose: Additional academic intervention in Math and ELA including encouraging reading through small group book discussion groups, designating time and supervision for homework and exposing scholars to enrichment after school activities.
Language of Instruction: English
Program duration: September 2015 through June 2016

Wilson “Just Words” Program
Purpose: Augment reading through decoding and teach English spelling through a multisensory structured language program thereby raising scholars’ reading levels, maximize English language development, and prepare scholars for the NYS ELA exams.
Target population: Scholars, including ELLs and SWDs, in grades 6 through 8 who scored below 50 on their initial Fountas and Pinnell reading records conducted in the Fall of 2015.
Language of instruction: English
Program duration: September 2015 through June 2016, 6 periods per week
Materials: Just Words Student Kit

English 3D Language Development Program.
Purpose: Maximize students’ verbal and written engagement and ensure proficiency in academic vocabulary, speaking, listening and writing as well as prepare scholars for the NYSESLAT exam.
Language of Instruction: English
Target population: Long-term ELLs in grades 6 through 8 who have been receiving ENL instruction 7 years or more.
Program duration: September 2015 through June 2016, 4 -6 periods per week
Materials: English 3D book and student workbook

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
For the upcoming school year, since almost 50% of our ELLs are also SWDs, we would like our staff to be knowledgeable about ESL-SWDs teaching strategies. As such, we will provide them opportunities to attend professional development focused on this topic. Also, we are considering offering foreign language electives; French and/or Spanish as a second language and Spanish for native Spanish speakers which would focus on reading and writing to support home language literacy. Paste response to question here:
10. If you had a bilingual program, what was the reason you closed it?

At this time, we are not planning to discontinue any programs or services for ELLs. We feel that our current programs benefit our students, and will continue to re-evaluate their effectiveness on a year to year basis at the end of the school-year.

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

- After school activities include but are not limited to Dance, Band, Chorus, Flag Football, Basketball and Computers. In particular, ELLs are encouraged to take part in the Multicultural Club, a Title-III funded program that teaches ELLs about the many different cultures and customs typical of the US.
- The extended day through the Middle School Quality Initiative supports all scholars, including ELLs.
- The Middle School Arts Initiative allows scholars, including ELLs, to explore the connection between the arts and the common core curriculum.

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.

- The Wilson “Just Words” program, used to support ELLs in grades 6 through 8 who scored below 50 on their initial Fountas and Pinnell reading records conducted in the Fall of 2015
- The English 3D Language Development Program, used with long-term ELLs, to develop academic vocabulary in reading, writing and speaking that is required for ELA, Social Studies and Science.

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

Home language support is provided in the ENL program. The ENL teacher sometimes uses Spanish, a dominant language among ELLs, to clarify points and scholars are encouraged to use their home language for specific purposes, such as clarification or questioning. ELLs are also provided with materials in their native language in the ENL classroom, and have access to bilingual dictionaries and glossaries in the ENL classroom and content-area classrooms as well.

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

The South Bronx Academy for Applied Media uses grade-leveled materials that are appropriate to our scholars' age and grade. Within the integrated component of ENL, the ENL teacher collaborates with the content area teacher in choosing resources that correspond to ELLs' ages and grade levels and once a week the ENL teacher meets in Grade Team Meetings with the content area teachers from each grade to ensure that resources are appropriately chosen. In addition, all teachers of ELL-SWDs including other related service providers and the guidance counselor, frequently collaborate and meet informally to discuss the progress and challenges that each ELL-SWD scholar is experiencing and reflect on their IEP mandates to ensure the scholar is receiving all appropriate services according to their cognitive needs. Teachers of ELL-SWDs then employ a variety of instructional strategies that facilitate access to academic content area and accelerate English language development.

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

- The Wilson “Just Words” program, used to support ELLs in grades 6 through 8 who scored below 50 on their initial Fountas and Pinnell reading records conducted in the Fall of 2015
- The English 3D Language Development Program, used with long-term ELLs, to develop academic vocabulary in reading, writing and speaking that is required for ELA, Social Studies and Science.
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).

The parent coordinator and the guidance counselor collaboratively work on activities and workshops that benefit newly enrolled ELLs before the beginning of school. These include:

- Club Getaway Community Building Excursion, June - a day trip for selected scholars and newly enrolled scholars, ELLs among them, that employs physical challenges to encourage group participation and community spirit.
- Middle School Orientation for 6th graders coming from elementary school in August, (includes newly enrolled ELLs)
- New Parents Orientation in early September (part of the school’s parental involvement Title III Program), attended by scholars, including newly enrolled ELLs.

ELLs that enroll throughout the year are invited to join the Multicultural Club that builds English-language literacy skills through multicultural education. In-school activities exploring the cultural heritage of the many ethnic groups in New York City and focusing on the themes of race, immigration and cultural identity are complemented with instructional trips to cultural institutions in the wider community.

17. What language electives are offered to ELLs?

No language electives are offered to our scholars at the moment.

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)?

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?

All teachers of ELLs will attend various professional development workshops offered by the Department of Education, especially the Department of English Language Learners and Student Support, and other outside universities and educational institutions that relate to supporting ELLs as they engage in the Common Core Learning Standards. As prescribed by CR Part 154.2, attendance sign in sheets, agendas and certificates of attendance will be kept on file to monitor the 15% of total hours that all teachers must receive regarding ELL-specific professional development, and the 50% of total hours that the ENL teacher must receive. The ENL teacher will also informally provide support to all school staff in order to present relevant material and strategies for use with ELLs. Some of these issues will focus on, but are not limited to:

- Literacy needs of our Entering ELL population
- Scaffolding in the content areas.
- Creating opportunities for ELLs to use a variety of modalities to learn (listening centers, visual representations, math manipulatives, etc).

Teachers of ELLs will attend periodic professional development workshops offered by the Department of English Language Learners and Student Support that focus on specific strategies and methodologies that facilitate engaging ELLs in the Common Core Learning Standards. They will also attend several professional development sessions facilitated by the ENL teacher, among them ENL Strategies and Common Core Learning Standards, How to Teach Academic Language to ELLs and ELL-SWDs and the
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.

The guidance counselor and the ENL teacher will work together to assist ELLs as they transition from elementary to middle and middle to high school. In addition, the guidance counselor will also attend those professional development sessions facilitated by the ENL teacher that are pertinent to guiding ELLs through this process.

As part of the professional development plan for all ELL personnel at the South Bronx Academy for Applied Media, an ENL consultant will periodically provide workshops that relate to strategies and techniques in teaching ELLs. Additionally, the ENL teacher will attend monthly professional development workshops offered by the Department of English Language Learners and Student Support and assistance from the ENL teacher will provide support to the staff as they assist ELLs in their transition from elementary to middle school and middle to high school. The ENL teacher will also facilitate several professional development sessions for teachers of ELLs and related service providers, as outlined below:

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<tr>
<th>TOPIC</th>
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<th>TARGET AUDIENCE</th>
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<tbody>
<tr>
<td>ENL Strategies and Common Core Learning Standards</td>
<td>January 2016</td>
<td>Classroom teachers and related service providers</td>
</tr>
<tr>
<td>How to Teach Academic Language to ELLs</td>
<td>February 2016</td>
<td>Classroom teachers and related service providers</td>
</tr>
<tr>
<td>ELL-SWDs and the Writing Process</td>
<td>March 2016</td>
<td>Principal, classroom teachers, and related service providers</td>
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</table>

As prescribed by CR Part 154.2, attendance sign in sheets, agendas and certificates of attendance will be kept on file to monitor the 15% of total hours that all teachers must receive regarding ELL-specific professional development, and the 50% of total hours that the ENL teacher must receive.

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### Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
   1. In addition to mandated parent orientation meetings, the ENL teacher will meet individually with parents/guardians of ELLs twice a year, in the fall and spring, to discuss the goals of the program, their child’s language development progress, the language proficiency assessment results and any language development needs that are specific to any content area. These meetings will be conducted in the preferred language of the parent/guardian by the ENL teacher or through the interpretation services offered through the DOE as per the Language and Interpretation Plan.
   2. Records of these meetings and any phone calls as well as copies of letters exchanged with parents/guardians throughout the year will be keep in an ELL Binder of Critical Documents kept in a central location. Parents/guardians are also provided with ENL program materials in their home language, which are supplied by the DOE.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Throughout the school year, parents attend academic workshops, curriculum overviews, and social events that help create a productive learning community. Translation and Interpretation Services are provided to increase the involvement of our parents in all school activities. Funding is available to translate important notices and documents for parents who need such services. Additionally, translation services are provided during parent/teacher conferences when needed.

Parents/guardians of ELLs are provided with opportunities to attend the following professional development sessions, which...
are facilitated by the ENL teacher:

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<tr>
<th>TOPICS</th>
<th>EXPECTED DATE</th>
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<tbody>
<tr>
<td>Family Orientation: English Language Program Options in the DOE</td>
<td>September 2017 through June 2018</td>
</tr>
<tr>
<td>How to Foster English Language Development at Home</td>
<td>February 2018</td>
</tr>
<tr>
<td>ELLs and Test-taking Strategies</td>
<td>March 2018</td>
</tr>
<tr>
<td>U.S. Immigration and Citizenship</td>
<td>April 2018</td>
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In addition, numerous workshops are conducted for the parents/guardians of all our scholars, including ELLs. They are as follows:

- September, 2017 - Parent Association Meeting
- November, 2017 – Health Behaviors at Home
- December, 2017 – Save Our Youth Workshop
- January, 2018 – New Year New You Workshop
- February, 2018 – Mental Health Workshop
- March, 2018 - Preparing for Testing
- May, 2018 - Parent Association Elections
- June, 2018 - SBAAM Carnival

**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: NA
Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Roshone Ault Lee, 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

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

<table>
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<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roshone Ault Lee</td>
<td>Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Andrea Lawrence</td>
<td>Assistant Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Ashley Jones</td>
<td>Parent Coordinator</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Melissa Dubizh</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Yolanda Molina</td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Caitlin Henderson</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Jennifer Rivera</td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Elisa Alvarez</td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Field Support Center</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Other</td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td>Other</td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td>Other</td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 07X296  School Name: South Bronx Academy for Applied Media  Superintendent: Elisa Alvarez

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

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

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

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

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

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

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

Students provide blue Emergency Contact Cards upon initial enrollment in school which indicate the language preference of their parents/guardians and additionally, through the ATS RAPL and RHLA reports, the adult preferred languages that are written and spoken at home are generated. Each year our parent coordinator also asks for any additional requests for translation services. If we have students who are new to the NYC DOE, we have the parents/guardians fill out the Home Language Identification Survey at the time of registration.

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.
The majority of the parents/guardians at SBAA M, 62%, list English as their home language and prefer both written and oral communication in English. In addition, 34% of the parents list Spanish as their home language and prefer both written and oral communication in Spanish. Of the few parents that speak other languages, 4 Soninke, 2 Arabic,, 2 French, 1 Afrikaans, 1 Fulani, 1 Fanti, 1 Mandinka, 1 Mossi and, 1 Twi, all prefer both written and oral communication in English, except the parents of the students who speak Arabic who prefer written and oral communication in Arabic.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Spanish</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Soninke</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Arabic</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>French</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Afrikaans</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Fulani</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Fanti</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Mandinka</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Mossi</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Twi</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

**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?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The primary documents that the school disseminates at</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
academic school year which require translation are the Parent Handbook, the Parent Survey and the Welcome Kit for new students and their families. Throughout the year newsletters, parent-teacher conference announcements, after-school program information, and New York testing dates are translated and periodically sent to parents as are any health notices that are issued by the New York City DOE.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent-teacher conferences and individual ELL meetings with parents/guardians occur twice a year, in the Fall and Spring. In addition, conferences are scheduled with parents when it is necessary to create a specific intervention plan as part of the Academic Intervention Services for any student who is struggling academically. The guidance counselor together with the Special Education teacher also set up annual IEP meetings with parents/guardians that are attended by all related services providers. Parents/guardians and students are informally contact by telephone throughout the year whenever necessary.</td>
<td>Notices are distributed for upcoming conferences in October 2017 and in February 2018.</td>
<td>Interpretation services are requested in advance from qualified staff members at the school and/or requested through an outside interpretation company that is an officially recognized vendor company of the DoE.</td>
</tr>
</tbody>
</table>

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

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.
A survey of all staff members and their proficient languages of communication is distributed at the beginning of the year by the Language Access Coordinator who then follows up with individual team members and assembles a list of in-school interpretation services. This list is distributed to all pedagogues, administration and office staff and is meant to enable impromptu communication needs as well as urgent communication needs in the case 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.

Pedagogues, administration and office staff attend a professional development workshop in-house presented by the Language Access Coordinator, which familiarizes staff members with the Language Translation and Interpretation Plan and gives an overview of the stipulations that are put forth in the Chancellor’s Regulations A-663. Among the requirements are making translation and interpretation services available for parents and where staff members can go to request these services by telephone or online through the DOE, or through an outside vendor company of the DOE. In addition, copies of the Parents’ Guide to Language Access will be distributed to all staff members for future reference.

**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.)

Based on the needs expressed in the blue Emergency Contact cards, the parent survey, the ATS RAPL and RHLA reports and the Home Language Survey, families will receive, via standard mail, translated copies of the Parents’ Bill of Rights and the Parents’ Guide to Language Access. Information in those languages will also be posted in the Main Office. A Language ID Guide will also be prominently displayed in the main office for reference by staff and administration alike.

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

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

The Parent Coordinator together with the Language Access Coordinator will interface with the PTA throughout the year to continuously monitor the translation and interpretation services at the school. The administration will also conduct a survey at the end of each academic school year to gather feedback from parents regarding the quality and availability of services.