2018-19

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: \textit{(i.e. 01M001)}: 08X302

School Name: M.S. 302 LUISA DESSUS CRUZ

Principal: LIZA ORTIZ
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Luisa Dessus Cruz</th>
<th>School Number (DBN):</th>
<th>08x302</th>
</tr>
</thead>
<tbody>
<tr>
<td>BDES Code:</td>
<td>320800010302</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades Served:</td>
<td>6-8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Address:</td>
<td>681 Kelly Street, Bronx, New York 10455</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>7189013520</td>
<td>Fax: 718-9013529</td>
<td></td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Mike Mercedes</td>
<td>Email Address: <a href="mailto:mmercedes5@schools.nyc.gov">mmercedes5@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Principal:</td>
<td>Liza Ortiz</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Christina Medina</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jose Otero</td>
<td>Parents’ Association President:</td>
<td>Jose Otero</td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Jose Otero</td>
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<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Monica Rivera</td>
<td></td>
<td></td>
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<tr>
<td>Student Representative(s):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>Steveland McCoy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>8</th>
<th>Superintendent:</th>
<th>Dr. Karen Ames</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td>1230 Zerega Avenue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:ETobia@schools.nyc.gov">ETobia@schools.nyc.gov</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>7188286653</td>
<td>Fax: 7182822760</td>
<td></td>
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</tbody>
</table>
Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liz Ortiz</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Christina Medina</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Jose Otero</td>
<td>*PA/PTA President or Designated Co-President</td>
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</tr>
<tr>
<td>Jose Dennis</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
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<tr>
<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
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<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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</tr>
<tr>
<td>Steveland McCoy</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Monica Rivera</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Shaekyar Payne</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Colleen Walker</td>
<td>Member/Teacher</td>
<td></td>
</tr>
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<td></td>
<td>Member/Teacher</td>
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<td>Member/</td>
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<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.</td>
</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>

The Quality Review and the Framework for Great Schools

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

**NYCDOE’s Quality Review (QR)**

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

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

**School Quality Guide**

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

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

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor’s Regulations A-655.

- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.

- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Luisa Dessu Cruz, Middle School x302 is dedicated to the academic and personal development of students who will become tomorrow’s leaders in the fields of mathematics, science, technology, and social service with the support and respect of the school community. In an atmosphere like that of a family, both caring and firm, students are challenged to question, anticipate, problem-solve, effectively communicate, assume personal responsibility to build strong character in pursuit of academic excellence and social responsibility.</td>
</tr>
</tbody>
</table>
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.

Luisa Dessu Cruz (LDC), MS x302 is unique zone middle school that prides ourselves on accepting all students from diverse learning and socio-economic backgrounds. Our philosophy is all children can learn and will be able to function as productive members of society. Each teacher believes in accepting the child holistically. This means our staff members spend time getting to know our students socially in order to better support them academically. Knowing their interests allows us to develop a curriculum and electives that are both rigorous and engaging.

At LDC, we offer standard-based curricula and an integrated approach to learning in all subject areas. Teachers are actively involved with their peer collaborative teachers and model teachers to develop rich standard bearing units of study that are culturally responsive, differentiated, and contain continuous assessments. Informal and formal assessments support teachers in making strategic decisions in lesson planning and with it's implementation. This rigorous approach to teaching enables teachers to respect and determine the needs of the students when they work in conferences and small group instruction. Continuously, we develop student and class intervention plans academically and emotionally.

We strive to make our school a nurturing, inviting, positive, and comfortable place to teach and to learn. Our motto is, "If you can Imagine it, then you can achieve it. If you dream it, then you can become it. We believe in our students potential. For this reason our staff members believe in collegiality. We have an open door policy whereby stakeholders (teachers, parents, and community based organizations) can observe pedagogy and content.

Another area we pride ourselves if with the professional development we offer teachers, parents, and students. Each new teacher is paired with a mentor within the same content area. This allows for the teachers to have a point person who will maintain confidentiality and who will support their growth as new teachers. The consultants who provide professional development to our teachers and parents are LitLife, National Training Network, New York Historical Society, Elevate, Urban Advantage, and National Science Teachers Association. We offer parents and teachers an array of professional development.

Luisa Dessus Cruz provides a rich after-school program and parent professional development program that is tailored to the student’s and family’s interest. For the 2017-2018 school year the following clubs were offered and will continue to offer for the 2018-2019 school year: Singing/Choir, Stepping, Dance, Leadership, yearbook, journalism, poetry, Zumba, aquaponics, music production, Latin Percussion, visual arts, set design, and costume design. We have an active athletic program. We offer basketball, volleyball, flag football, soccer, tennis, track, flag football, and cheerleading. We provide our parents with exciting workshops such as family game night, technology integration, curriculum nights, high school selection, resume building, mami and daddy pampering days, just to name a few. This past year MS x302 provided the community with an array of performances that showcased many of students’ talent. Those showcases were the Young Author’s Café, the Winter Spectacular, Fashion/Talent Show, and the end of the year Bronx Musical Extravaganza.

Distinctive features about our school’s population, teachers, and programs offered:

- Two Collaborative Team Teaching classes in each grade level.
- Three self-contained classes which span grades 6, 7, and 8
- Response to Intervention team members trained in guided reading/writing, running record, I-Ready, and MYON
- Guidance Department consists of three guidance counselors, one psychologist, a family worker and a SAPI worker who are accessible to all students in crisis. The Guidance Department has been trained in Restorative Circles.

- Community Based Organization Partnerships: Sheltering Arms, Sophie Gerson Healthy Youth, Garden of Eden

- Recipient of: Sophie Gerson Grant, CHAMPS, World Vision, Service in Schools, Middle School College Access

- Three Peer Collaborative Teachers, one model teacher

- Algebra I and Earth Science Regents Offered

- Urban Advantage School

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

Luisa Dessus Cruz, Middle School 302 currently has 487 students from grade 6 through grade 8. The school population comprises 79% Hispanic, 19% Black, 1% white, 1% Asian & Pacific Islander. The student body approximately includes 126 English language learners and 157 special education students. With regards to the special education population there are 42 students who receive SETSS and 61 students who are enrolled in an ICT class, and 54 students who are enrolled in a self contained class. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2014-2015 was 87.0%. The school is in receipt of Title 1 funding with over 90% eligibility.

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

At LDC, MS x302 we have made tremendous progress in trust, rigorous instruction, supportive environment, and strong family ties. This is evident on the School Survey 2017-2018. We are going to continue to work on rigorous instruction as we are not satisfied with the data reports. Our goal is to increase student proficiency rating by 10 percent.
### School Demographics and Accountability Snapshot for 08X302

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>06,07,08</td>
<td>488</td>
<td>No</td>
</tr>
</tbody>
</table>

#### 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): 57
- # SETSS (ELA): 61
- # Special Classes (Math): 57
- # SETSS (Math): 60
- # Integrated Collaborative Teaching (ELA): 40
- # Integrated Collaborative Teaching (Math): 42
- Types and Number of Special Classes (2018-19)
- # Arts: 14
- # Music: 7
- # Drama: 6
- # CTE: 6

<table>
<thead>
<tr>
<th>School Configuration (2017-18)</th>
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<tbody>
<tr>
<td>% Title I Population: 94.0%</td>
</tr>
<tr>
<td>% Free Lunch: 92.4%</td>
</tr>
<tr>
<td>% Limited English Proficient: 26.8%</td>
</tr>
</tbody>
</table>

#### Racial/Ethnic Origin (2017-18)
- American Indian or Alaska Native: 0.4%
- Black or African American: 21.7%
- Hispanic or Latino: 75.8%
- Asian or Native Hawaiian/Pacific Islander: 0.4%
- Multi-Racial: 1.2%
- White: 92.4%

#### Personnel (2015-16)
- Years Principal Assigned to School (2018-19): 7.06
- % of Teachers with No Valid Teaching Certificate: 5%
- % Teaching with Fewer Than 3 Years of Experience: 3.7%

#### Student Performance for Elementary and Middle Schools (2017-18)
- ELA Performance at levels 3 & 4: 22.4%
- Mathematics Performance at levels 3 & 4: 21.6%
- Science Performance at levels 3 & 4 (4th Grade): N/A
- Science Performance at levels 3 & 4 (8th Grade): 13%

#### Overall NYSED Accountability Status (2018-19)
- Reward: No
- In Good Standing: Yes
- Focus District: Yes
- Priority School: No
- Focus Subgroups: N/A

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

#### Elementary/Middle School
- American Indian or Alaska Native: N/A
- Hispanic or Latino: N/A
- White: N/A
- Students with Disabilities: N/A
- Economically Disadvantaged: NO

#### American Indian or Alaska Native
- Black or African American: N/A

#### Hispanic or Latino
- Asian or Native Hawaiian/Pacific Islander: N/A
- Multi-Racial: N/A
- Limited English Proficient: N/A

#### Economically Disadvantaged
- ALL STUDENTS: NO

#### High School

#### American Indian or Alaska Native
- Black or African American: N/A

#### Hispanic or Latino
- Asian or Native Hawaiian/Pacific Islander: N/A
- Multi-Racial: N/A
- Limited English Proficient: N/A

#### Economically Disadvantaged
- ALL STUDENTS: N/A
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

Strengths:

An area of strength that was recognized according to the recent NYSED School Report Card:

We are no longer a focus school. We are a school in good standing

Another area noted in the 2017 school survey was the following:

- The school creates and adapts cohesive curricula aligned to the Common Core Learning Standards strategically integrates the instructional shifts, and reflects upon and refines curricula to address the needs of all learners and incorporate levels of rigor.

- The majority of teachers are engaged in structured, inquiry-based professional collaborations. Distributed leadership structures are in place.

The last strength of our school is the register projections as a zoned middle school.

We have continuously have surpasses the register projections for the last three years.

Needs:

Student with disability tend to perform lower than the general education students even though they receive at risk support, I-Ready targeted intervention, tier I and tier II interventions.

- On the 2017 Math and ELA state cut score results in grade 6-8 our SWD students did not meet the city's promotional criteria. In ELA 97 SWD out of 147 SWD students did not meet the cut scores whereas in Math 84 SWD students out of 147 SWD students did not meet the cut scores.

- On average the SWD students' functional levels according to their IEPs range from the second to the fourth grade level in grades 6-8.

Part 2 – Annual Goal
Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, there will be a 20% reduction of level 1’s earned by our SWD and ELL population on the State exam as a result of intense, tailored response to intervention and professional development.
### 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, SIF, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>September 2018-June 2019</td>
<td>Math and ELA Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Math and ELA Peer Instructional Coach</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lead Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Administrators</td>
</tr>
</tbody>
</table>

### Researched Based Instructional Program:

1. Workshop Model: Mathematics and ELA teachers will adhere to research based practices to be used in the workshop class in order to provide a balanced literacy and mathematics classroom. Following a workshop class will help to ensure that students are achieving mastery. In the workshop class it is expected that students respond to instruction, receive immediate feedback, and are allowed to discuss and challenge classmates and their own thinking. Teachers are expected to communicate clearly and explicitly model the skills-strategies they want students to practice. Teachers will develop their own direct instruction lessons by breaking the desired concept into smaller tasks and then developing scripted, fast-moving sessions, depending of the readiness of each student.

2. Pedagogical Moves that are needed to ensure that the workshop class is a success:

   a. Designing Coherent Instruction-Teachers will design lessons that are aligned to the Common Core Learning Standards. All aspects of instruction are to be aligned and follow a specific structure. The lesson outcomes, the activities, and the lesson assessments are to be aligned and demonstrate prior lessons and misconceptions. Activities provided for students will be aligned to the desired instructional outcome, and differentiated based on the needs of students. Teachers will continue to use data from various sources to plan instructional lessons including conferencing with students.

   b. Incorporating Discussion and Questioning Techniques-

      Teachers will provide challenging and engaging questions. This can be used to stimulate peer discussion and encourage students to explore and refine their understanding of key concepts. One protocol that will be focused upon is the integration of Socratic Seminars.
c. Using Assessments to Drive Instructions-

Teachers will use assessments throughout their instruction to measure student growth and make informed decisions about curriculum and targeted small group instruction. Systems that will help are looking at student work, pre and post assessments, end of unit test/tasks, entrance and or exits slips, etc. This information will be also used to group students on a quarterly basis. Findings will also be used to drive one to one and small group conferencing. Data provided will also help teachers to reflect on best practices, and data driven instruction.

d. Implementation of I-Ready, a supplemental program -

Teachers will use the data to determine exactly where to focus their instructional time to ensure all students are on track to meeting rigorous expectations of the Common Core Standards. Data from this source will also be used to help teachers design coherent instruction. Students' progress data is monitored to inform instruction and grouping decisions. Data provided will also help teachers to reflect on best practices, and data driven instruction.

Professional Development:

Math and ELA Handbook will outline the expectation of the classroom and the pedagogical moves expected at Middle School x302.

· During common planning and the Monday Professional Development Days teachers review Videos focusing around direct instruction, best practices to ask questions and to increase student-to-student discussions in the classroom.

· Teachers will participate in inter-class visitations with specific focus the different phases of the lesson.

· Teachers will meet with lead teachers, mentors, and administrators on a monthly basis, receive feedback and next steps.

· Teachers, parents, and students will receive training in the use of I Ready in the Math/ELA classroom.

· Teachers will participate in workshops focused around designing coherent instruction, student engagement and questioning and discussion techniques.
- Parent coordinator will provide workshops with the Peer Instructional Coach on the CCLS in Math and ELA and how they can support their child.

### Strategies to Address the Needs of SWD’s, ELL’s, and High Needs Students:

- Teachers will introduce Academic Vocabulary

  Teachers will demonstrate through the use of Word Walls, and weekly use of academic vocabulary words when speaking and writing, including the use of multiple meanings. Teachers will encourage students to offer bilingual support to each other. Students will be provided with visual cues, graphic representations, gestures, and pictures. Teachers will help students to identify key phrases that will support them with comprehending programs (sum, difference, etc.).

- Teachers will build students Background Knowledge

  Math teachers will modify the language complexity of language and rephrase math problems. Guide students to cross out the unnecessary vocabulary in word problems. Build knowledge upon students’ knowledge using real world examples. Use manipulative purposefully to help with students’ cognitive development.

- Increase Students’ Language In the Content Area

  Teacher will have students to students translate symbols into words, and write the sentence out. This will be incorporated throughout the lesson. Teacher will provide students with math sentence starters. Students will share problem-solving strategies with their peers. Students will use S.O.L.V.E. as a problem solving strategy. Teachers will incorporate writing activities such as reflection pieces following:

  **Scaffold Activities** - teachers will provide all students with activities that will support their academic growth. Teachers will use the On Line Glencoe Resource to support diverse learners. Examples of this are tiered End of Unit Task, differentiating lessons by content, process, and product.

### Parent Involvement-

- Teachers will support families in understanding the math curriculum for their child’s grade level, and how math is taught to their children. This will be done by introducing parents to the curriculum through a “Parent Letter” and “Meet and Greet”

- Jupiter Grades will serves as a system to provide parents with clear information, monitor the completion of homework, exams, and help their child develop positive attitudes about math.
Parent Workshops focused around Common Core, I-Ready, Real World Application skills.

Newsletters each quarter highlighting what students will be learning for the upcoming months and how they can help them at home.

### 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.

After meeting with the SLT in June it was decided that mini-unit syllabus will be provided and unpacked to our families during Tuesday parent engagement, parent teacher conferences, and in various parent association meetings.

### 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.

- FSF funds the programming math 10 periods a week
- FSF funds the purchase a software program, I-Ready, MYON, Glencoe, Inspire, Phyton
- Title I funds small class size and targeted intervention for ELL and SWD students 2xs a week.
- Title I fund consultants such as National Training Network, National Science Teachers' Association, and Litlife

#### 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>Fund Source</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
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<td>X</td>
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<tr>
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<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

### Part 5 – Progress Monitoring

#### Part 5a

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

By June 2019, four interim check in will be held to ensure SWD and ENL students are moving towards one proficiency level.

These progress monitoring dates will be November 17, 2018; January 26, 2019; April 13, 2019; June 16, 2019

After each quarterly benchmark, specific measures will be identified as improvement or areas of focus. This information will be taken from the NYSED item analysis, the teacher created assessments, and school wide assessments. Progress will be measured if we identify SWD and ENL students moving towards one proficiency level.

#### Part 5b

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

I-Ready diagnostics and assessments for Math and ELA; pre and post unit assessments for ELA and Math;
Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
</tr>
</tbody>
</table>

Area of Strength:

LDC is a safe environment and inclusive culture that supports progress toward the school goals. The 2018 Learning Survey revealed that 91% of the students, a 3% increase over 2017 levels, reported that they felt safe in hallways, bathrooms and the cafeteria. Further analysis revealed that 66% of the students, an increase of 28% over 2017 levels, stated that most students treat each other with respect. Additionally, as per the Quality Snapshot, 96% of teachers feel the principal works hard to create a sense of community.

Area of Need:

Based on conversation with the principal, parent association president, and with the parent coordinator, parent participation in workshops have slightly increased for the 2017-2018 school year, but did not meet the SLT projections, which was for an average of 20 parents to attend workshops.

- The SLT attempted to address this concern and continues to formulate ideas to strengthen the numbers by implementing and developing workshops that parents would like to attend based on questionnaires.
- Signature sheets demonstrate that on average fewer than 20 parents attend the parent workshops offered at the school.

Structures to support the whole child:

As it relates to parent engagement, the SLT, parent executive board members, and the student government shared possible activities to increase parent engagement monthly. The three entities suggested the following: Visit to cultural institutions, parent/student celebrations/dances, and rummage drives/giveaways. Each entity have created sub-committees to lead the activities. Three times a year the three entities will meet to assess the parent participation.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019 20% of the students in each grade will show improvement in their attendance as per the attendance reports generated from ATS, state performance levels, and/or course work as per the Jupiter Grades System as a result of monthly celebrations and targeted attendance intervention.
**Part 3a – Action Plan**

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

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

<table>
<thead>
<tr>
<th>Activities</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly- Celebrate Parent alongside their child for attendance, honor roll, most improved.</td>
<td>Parents</td>
<td>September 2018- June 2019</td>
<td>Parent Coordinator, AP, and Lead Teacher</td>
</tr>
<tr>
<td>Strengthen the communication between the school and teachers by developing a newsletter, creating social media pages, by utilizing phone messenger frequently, sending emails and texts to parents via Jupiter grades.</td>
<td>Parents</td>
<td>September 2018 – June 2019</td>
<td>AP, teachers</td>
</tr>
<tr>
<td>Parent workshops that are of parent interest. Specifically partnering with the PS 130 and PS 62 parents with workshops</td>
<td>Parents</td>
<td>September 2018 – June 2019</td>
<td>Parent Coordinator, AP, Lead Teacher, feeder school principal</td>
</tr>
<tr>
<td>Monthly, the principal will have coffee with parents to discuss upcoming events, listen to ideas, or plan events for parents and students.</td>
<td>Parents</td>
<td>September 2018 – June 2019</td>
<td>Principal</td>
</tr>
<tr>
<td>Continue with parent engagement activities that have strengthened parent participation such as Zumba, Game Night, Carnival, Fashion/Talent Show, Plays, Pampering Days</td>
<td>Parents</td>
<td>Every other month</td>
<td>CBO, SLT, and parent coordinator</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.

Every other Tuesday and monthly parents meetings (third Tuesday of the month) workshops are afforded related to their child’s academic progress their personal endeavors. Resume classes, ENL classes, parenting classes, book club, exercise class, student celebrations, just to name a few.

**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.

Title 1 funds many of the parent workshops, food, and prizes.
### Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
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<th>Title I TA</th>
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</table>

### Part 5 – Progress Monitoring

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

By June 2019, signature sheets for varied activities will be reviewed quarterly. These quarterly dates will be November 16, 2018; February 1, 2019; April 5, 2019; June 14, 2019.

Interim assessments will also take place during the SLT meetings to reflect on parent participation and engagement, upcoming events, and forward planning to address concerns shared.

Every week the parent coordinator and administration will meet to discuss upcoming events and the various ways to include staff members to engage parents.

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

During SLT meetings discussions has to be set aside regarding parent engagement and participation for the month.

Signature sheets are the measures to assess progress and reflection sheets.

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

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.</td>
<td>An analysis of the NYSELAT assessment for the 2017, and 2018 school year results show that students are moving one proficiency level one the NYSELAT but not on the ELA and Math assessment. Students are increasing their scale scores but are not moving one proficiency level. The instructional team decided to send a survey to all staff members to get feedback on the professional development and the support the instructional team can provide to them that will in turn benefit our students. Based on the survey results and the review of the data sets, the instructional team shared with the SLT the tentative professional development plan that would support our students achievement. Some decisions included the need to have 4 common planning meetings and one grade meeting a week; the importance of partnering new teachers with seasoned teachers; consistent routines on developing teacher content knowledge by having lesson plan clinics and affording them time to visit those colleagues who are consistently implementing pedagogical moves. Our expected outcomes is to have teachers collaborate on units of study, lesson plans, and texts that include differentiated learning activities that will allow ELLs and SWD’s to develop and practice the language and skills through required to be actively involved in their learning process. Another expected outcome is to have teachers provide feedback to one another; to take risks in practicing new research based pedagogical approaches; and to share and invite colleagues to visit their classroom.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
<td></td>
</tr>
</tbody>
</table>

Part 2 – Annual Goal

| Goal | By June 2019, 70% of the teachers (n=29) will participate in PLC's on planning and preparation resulting in an increase of one HEDI level as measured by the MOTP scores in ADVANCE. |

2018-19 CEP
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development will be provided for all teachers with a focus on English Language Learners and SWD students in their classrooms. Professional development topics will include scaffolding, differentiation, lesson planning, lesson implementation, independent reading, TC writing progression rubric, and small group instruction, just to name a few. The PD sessions will begin with a whole group, followed by the level of staff engagement and understanding. Each PD cycle will include demonstration lessons from the consultant, inter-visitation, and reflection.</td>
<td>All teachers September 2018 – June 2019</td>
<td>ENL Teacher Peer Instructional Coaches (PIC) Assistant Principal</td>
</tr>
<tr>
<td>Professional texts and articles on ELL and SWD strategies will be provided to all staff members weekly in the weekly bulletin.</td>
<td>All teachers September 2018 – June 2019</td>
<td>Principal</td>
</tr>
<tr>
<td>Teacher who attend out of school workshops will provide training to their colleagues on their understandings of the workshop and its application in their classroom.</td>
<td>All teachers September 2018 – June 2019</td>
<td>Teacher who attend out of school workshops</td>
</tr>
<tr>
<td>Teacher Targeted Support will be provided to those staff members who request or are in need to deeper training in a specific pedagogical move.</td>
<td>All teachers September 2018 – June 2019</td>
<td>PIC, consultants, and APs</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

During our curriculum afternoons (every other Tuesday) parents will receive mini-syllabus on upcoming units of study and will learn the activities needed that they can use to support their child 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.
In order to ensure a positive school culture, the SLT determined the need to continue our partnership with National Training Network and LitLife. With the support of the instructional team and the UFT, it was decided the the need for 5 common planning periods focused on the months pd focus and the partnering of new teachers with seasoned teachers.

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

<table>
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<tr>
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</table>

**Part 5 – Progress Monitoring**

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

By June 2019, ten professional development committees meetings will be held to reflect on teacher morale and collaboration and the professional development needed.

During the monthly professional development committee meetings, conversations will be held regarding the teacher morale and teacher collaboration. A review of the evaluation surveys will be shared, an action plan will be develop to address areas of focus, and celebrations will be held on areas of improvement.

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

ADVANCE and evaluation survey instruments.

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

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths cited as “Areas of Celebrations” in our most recent Quality Review, 2016, and in the 2018 school survey were:</td>
</tr>
<tr>
<td>School leaders consistently communicate high expectations to the entire staff and provide training. School leaders and staff effectively communicate to students and parents expectations connected to a path to college and career readiness. For example, Parents stated they are highly pleased with the consistent communication with staff, which they believe ensures their children receive what they need to graduate.</td>
</tr>
<tr>
<td>The school creates and adapts cohesive curricula aligned to the Common Core Learning Standards strategically integrates the instructional shifts, and reflects upon and refines curricula to address the needs of all learners and incorporate levels of rigor. For example, Common lesson structures for the use of a 60-minute workshop model and 24-minute stations are designed to be used school-wide with Common Core-aligned materials and resources, tiered differentiation, Do Now, learning target, success criteria, possible pitfalls, guided questions, mini lesson, group work, independent practice, and closure; Teachers collaborate during a lesson-plan clinic to create curricula that are more coherent. Peer Instructional Coaches also provide teachers with actionable feedback based on student work and data.</td>
</tr>
<tr>
<td>Across the school, common assessments and rubrics aligned to the curricula are utilized to identify student performance and progress toward goals. For example, across grades and subjects, students keep their work in binder portfolios that include their proficiency levels, goals, strategies, and supports provided to achieve scores for tasks, which list the Common Core Learning Standards and task description; Teachers provide students with feedback on their work and post it on bulletin boards using TC rubric/checklist, inside and outside the classrooms. The actionable feedback, rooted in the rubric language, is written on the rubric with ratings, and includes highlights and areas to improve; In the instructional teams, teachers stated that their function is to collaboratively look at student work using the “wow, wonder, and trends” protocol. A teacher team demonstrated the next step in this protocol and determined when to re-teach distributive property within their curriculum map.</td>
</tr>
<tr>
<td>Needs:</td>
</tr>
<tr>
<td>Based on the recent quality review, it behooves the school to support teachers by providing an array of professional development workshops that will address the area of focus noted in the quality review.</td>
</tr>
<tr>
<td>Across the vast majority of classes all students are not sufficiently required to make their thinking visible or engage in high levels of discussion leading to their ownership of learning. For example, not all students had the opportunity to demonstrate ownership of their work. pacing prevented some students from presenting their work, missing opportunities to demonstrate their thinking and ownership.</td>
</tr>
</tbody>
</table>
Part 2 – Annual Goal

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

● By June 2019, 65% of the ELA, Math, Science, and Social Studies teachers will earn an overall MOTP average of an effective on domain 3c- engaging students in learning as result of tailored professional development offered by the peer collaborative teachers, consultants, common planning, and Monday professional learning committees.
### 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>All students</td>
<td>September 2018 – June 2019</td>
<td>ELA and math teachers, push-in support teachers, paraprofessionals, and City Year members, will implement this activity and AP in the ELA department will oversee the implementation of this strategy.</td>
</tr>
</tbody>
</table>

Teachers will create tiered instructional goals for each lesson in order to accommodate the different ability levels in the classroom. Differentiated learning activities and resources designed to engage and challenge students at their appropriate cognitive levels will be utilized. Students will engage in guided reading at least three times per week with high-interest texts at their instructional level. Students will engage in independent reading at least three times a week with high-interest texts at their independent reading levels. Targeted small-group instruction will take place at least three times per week to address struggling learners with common areas of concern such as basic reading and writing skills. Individual conferences with students to discuss current strengths, weaknesses, and academic goals will happen weekly. Students will receive personalized instruction from the “I-Ready,” interactive web based program. “MyOn” digital library will provide students with access to over 4,000 titles, which are recommended to them based on interest and lexile level.

We will engage in “Data Driven” instruction and will create a calendar to schedule bi-weekly in which we analyze data from common interim assessments or look at student work from common performance tasks. After the data or student work samples are analyzed and trends are identified, an action plan will be created to address the areas of concern that address the instructional focus-making thinking visible.

Longevity goals will be created for each grade in order to formally document what skills/strategies/standards have been addressed by that particular grade. This information will be shared across grade levels so teachers can design curriculum that does not re-teach the skills/strategies/standards that have been taught in earlier grades or in previous units.

Student writing samples are shared between grades in order to inform teachers of the quality of work that students are producing in earlier or later grades. This activity enables teachers to adjust their expectations and instructional goals based on what students learned in previous grades and what they are struggling with in later grades. It allows all teachers to assess...
students thinking processes throughout the various tasks in within the four content areas.

Curriculum maps are shared and reviewed across grade levels to ensure that the rigor of all writing tasks, learning activities and texts to be read increase each grade level.

Instructional strategies designed to engage students in learning or increase questioning and discussion are modeled during department meetings by Peer Instructional Coaches.

Teachers are given time during meetings to reflect on these strategies with their colleagues and discuss their implementation of strategies modeled in previous meetings.

| Bi-weekly inter-visitations will be scheduled in order to allow teachers to see best practices modeled by their colleagues. | Core subject teachers | October 2018 – June 2019 | APs, Lead teachers, Demo teachers, |
| 4-6 week professional development cycles tailored to the teachers needs and interest. Determination will be based on the ADVANCE system and the initial planning conference | | |
| Monthly discussion with the administrative cabinet on the data provided on ADVANCE that address areas of focus noted on the quality review. | APs | September 2018- June 2019 | Principal and APs |

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.

Every other Tuesday beginning in October, parents will be invited to participate in curriculum afternoons. During this session parents will be provided information on upcoming units of study and the activities they can do to support their child 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.

| TIF grant funds the Peer Collaborative Teachers |
| - FSF funds the administrators and portions of the PCT |
| - Program schedules allow for five time of common planning/ PLCs |
| - Routine use of protocols for lesson plan clinics, looking at student work, and inter-visitations |
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 5 – Progress Monitoring

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

By June 2019, all teachers would have participated in three goal driven conferences with the administration.

*Monthly progress monitoring

*Three times a year one to one discussions with teachers regarding their goals, the school's goals, and their evaluation; These times are noted during teacher's initial planning conference, mid year, and end of the year conference.

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

Growth as measured from the ADVANCE system

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

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

Strength:

According to the 2018 school survey parents trust the school and have been communicated with at least twice a week. At Luisa Dessu Cruz, parents are informed of their child's progress on a weekly basis and are provided progress reports every 4-6 weeks. Guidance counselors meet with students who are not passing their classes every marking period. Conversations are held with parents, students, and teachers on the grades earned and the remediation and support students will receive to make up missing assignments.

According to the 2018 learning environment survey, parents believe the school is a supportive environment, they feel the school is welcoming, and are informed about their children's grades and curriculum.

Need:

Parents need support and access on how to better support their children's academic progress. We find that parents, while they have access to the Jupiter Grades information, access to contact teachers via email, telephone, or text, parents are challenged in supporting their child's academic progress. It has been determined through collaboration, conversations with the SLT, parents, the guidance department, and with the teachers to support parents of those students who are considered the bottom 10% in their grade with attendance, performance, and/or with course grades. Each constituent proposes the following: For each of the four marking periods, there will be an action plan and outreach provided to bottom 10% of the students who are not performing on grade level and/or who have not earned a 70% on one of the major subjects.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, there will be an average of 25 or more parents in every workshop offered and parent celebration at MS x302 as a result of consistent communication via phone, email, and backpack as measured by the sign-in sheets.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th><strong>Target Group(s)</strong></th>
<th><strong>Timeline</strong></th>
<th><strong>Key Personnel</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meet with the guidance department, PPC, conflict resolution team, attendance team, and SLT once a month; parent executive board three times a year</strong></td>
<td>Bottom 10% September 2018-June 2019</td>
<td>Principal, UFT chair, SLT members, guidance department, deans, PPC members, and PA EXEC Board</td>
</tr>
<tr>
<td><strong>Solicit from teachers during the initial planning conference, mid conference, and end of the year conference the professional development workshops they would like attend and would for parents to participate and the impact it would make on student achievement.</strong></td>
<td>ALL teachers and parents September, 2018; January 2019, June 2019</td>
<td>Administration and Peer Collaborative Teachers</td>
</tr>
<tr>
<td><strong>Provide more frequent scheduled inter-visitations on pedagogy and content and provide teachers with autonomy to visit colleagues to share best practices. Then open the doors to our parents to share the best practices within our school building around the instructional focus and home-school connections.</strong></td>
<td>All teachers and parents November 2018- May 2019</td>
<td>Administration, Peer Collaborative Teachers, parent coordinator</td>
</tr>
<tr>
<td><strong>Provide timely notices to parents through monthly calendars, memorandums, website, and social media.</strong></td>
<td>All parents September 2018-June 2019</td>
<td>Administration and Peer Collaborative Teachers, parent coordinator</td>
</tr>
<tr>
<td><strong>Provide a variety of family curriculum workshops</strong></td>
<td>All parents September 2018-June 2019</td>
<td>Administration and Peer Collaborative Teachers, parent-coordinator</td>
</tr>
<tr>
<td><strong>Provide opportunities for parents to meet with the guidance counselors, teachers, parent coordinator to develop the support and remediation needed to ensure student success.</strong></td>
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</table>

### 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.

Sheltering Arms provides our families and students with an after-school program tailored on the school and the students needs. SA provides homework help, tutoring, robotics, dance, sports, cooking classes, just to name a few.
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.

The Peer Collaborative Teachers are funded by the TIF grant and FSF.

Tuesday parent engagement

Routine meetings with the attendance committee, conflict resolution committee, ppc team, and student mentors.

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 June 2019, the school will assess the targeted goal using two interim surveys similar to those found in the learning environment survey specifically focused on the communication and support for student progress.

Two interim surveys similar to those found in the learning environment survey will be issued to random classes-December 2018 and March 2019.

Report card, attendance, and i-Ready; Use of attendance monitoring of targeted students and communication with parents.

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

Interim Survey to random classes, Jupiter Grades Report card, attendance, and I-Ready.

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
### Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
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</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>The ELA department will identify based on the NYS ELA state exam the bottom 1/3rd for each grade</td>
<td>Socratic Seminar; Reciprocal Reading, Book Club, guided reading, access code, and I-Ready, test sophistication, MyOn, Close reading Interactive writing/performance tasks writing.</td>
<td>Small Group instruction One to one Conferences Peer to peer tutoring</td>
<td>During the school day and After school</td>
</tr>
<tr>
<td>Mathematics</td>
<td>The Math department will identify the bottom 1/3rd based on the NYS Math Exam for each grade</td>
<td>Socratic Seminar, I-Ready, test sophistication, and word generation, Guided math</td>
<td>Small Group instruction One to one Conferences Peer to peer tutoring</td>
<td>During the school day and After school</td>
</tr>
<tr>
<td>Science</td>
<td>The Social Studies department will identify the bottom 1/3rd for each grade based on the ELA and Math state exam</td>
<td>Socratic Seminar; Reciprocal Reading, and word generation, Close reading Interactive writing</td>
<td>Small Group instruction One to one Conferences Peer to peer tutoring</td>
<td>During the school day and After school</td>
</tr>
<tr>
<td>Social Studies</td>
<td>The Social Studies department will identify the bottom 1/3rd for each grade based on the ELA state exam and the MOSL</td>
<td>Close reading Interactive writing, Socratic Seminar; Reciprocal Reading, use of protocols and thinking routines</td>
<td>Small Group instruction One to one Conferences Peer to peer tutoring</td>
<td>During the school day and After school</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>Based on the incident reports on Jupiter grades and on the OORS system students will be selected.</td>
<td>Behavioral Intervention plans, Student contracts, Leadership club, mentoring club sponsored by teachers, Gender based assemblies conducted by guidance team</td>
<td>Small Group counseling, One to one counseling, Peer mediation, Assemblies</td>
<td>During the school day</td>
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### Section 7: Support for Students in Temporary Housing (STH)

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

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

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


### 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.)

   We currently have 87 students in temporary housing.

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

<table>
<thead>
<tr>
<th>The supports we provide to the students in temporary housing are as follows:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Participation and enrollment in the community based organization.</td>
</tr>
<tr>
<td>- Support families with purchasing school utensils.</td>
</tr>
<tr>
<td>- Target intervention to those students who are not performing on grade level (e.g. Recovery Skills program).</td>
</tr>
<tr>
<td>- Workshops to parents such as computer classes, resume building, college readiness, and financial planning.</td>
</tr>
<tr>
<td>- School-Wide Fairs such as high school fairs, health fairs, career fairs, and science/social studies fairs.</td>
</tr>
</tbody>
</table>

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

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

   n/a

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

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

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

Part 1: Title I Status

<table>
<thead>
<tr>
<th>X</th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
</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.

- Team teaching approach will allow for teachers who are highly qualified to work closely with a licensed teacher.
- Work closely with the talent coach/ teacher ambassador to support highly qualified teachers
- Develop teacher improvement plans, which include professional goals, and school wide goals.
- Work closely with the teacher recruitment to ensure that we recruit the best, qualified candidate for MS 302x.
- Meet with new teachers and highly qualified teachers monthly to discuss concerns, successes, and next steps.
- Lead teachers and PICs will work closely with new teachers and highly qualified teachers to better their pedagogy and content.
- Post-observations conferences to discuss next steps to remedy pedagogical concerns.

2b. High Quality and Ongoing Professional Development

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

- Inter-visitation to view lead/PIC teachers classes for a specific purpose
- Bi-weekly professional development on looking at students work, improving the quality of the questions posed and increasing discussion in all classrooms and every class.
- Monthly network professional development
- Professional text will be read and discuss in a study group, at department meetings, or grade meetings following a set protocol.
- Peer to Peer observations and conferences
Part 3: TA Schools Only

3a. Use of Program Resources
Describe how the TA program resources will assist participating children to meet proficiency.
- n/a

3b. TA Coordination with the Regular Program
Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
- n/a

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)
Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
- n/a

4b. Measures to Include Teachers in Decisions Regarding Assessments
Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
As per city and state regulations the school selected a MOSL committee to determine the local assessments, measure and target population that will be included within the 2018-2019 teacher evaluation system.

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

2018-19 CEP
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.

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<tr>
<td>Verify with an (X)</td>
<td></td>
<td>Part 4b of Rigorous Instruction, Supportive Environment, and Collaborative teacher, and Effective School Leadership</td>
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Strong Family Ties

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Strong Family Ties

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.

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

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

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

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

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

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

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

<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. Middle School 302X, 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>Middle School 302X will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>● providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;</td>
</tr>
<tr>
<td>● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>● providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school’s Parent Involvement

Parental Involvement and School Quality

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

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

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

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Encouraging School-Level Parental Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will further encourage school-level parental involvement by:</td>
</tr>
</tbody>
</table>

- 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.

<table>
<thead>
<tr>
<th>School-Parent Compact (SPC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle School x302, 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</td>
</tr>
</tbody>
</table>
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 Part A of the Every Student Succeeds Act (ESSA);

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

Support home-school relationships and improve communication by:

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

<table>
<thead>
<tr>
<th>I. School Responsibilities: Providing Parents Reasonable Access to Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide parents reasonable access to staff by:</td>
</tr>
<tr>
<td>- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;</td>
</tr>
<tr>
<td>- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;</td>
</tr>
<tr>
<td>- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;</td>
</tr>
<tr>
<td>- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I. School Responsibilities: Providing General Support to Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide general support to parents by:</td>
</tr>
<tr>
<td>- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;</td>
</tr>
<tr>
<td>- 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);</td>
</tr>
<tr>
<td>- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;</td>
</tr>
<tr>
<td>- supporting parental involvement activities as requested by parents;</td>
</tr>
<tr>
<td>- 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;</td>
</tr>
<tr>
<td>- 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;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Parent/Guardian Responsibilities</th>
</tr>
</thead>
</table>
monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

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

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

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

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

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

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

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

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

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

respond to surveys, feedback forms and notices when requested;

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

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

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

share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

Student Responsibilities:

attend school regularly and arrive on time;

complete my homework and submit all assignments on time;

follow the school rules and be responsible for my actions;

show respect for myself, other people and property;

try to resolve disagreements or conflicts peacefully;
● Always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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

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

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

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

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

### Part A: School Information

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

### Part B: Direct Instruction Supplemental Program Information

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

<table>
<thead>
<tr>
<th>Total # of ELLs to be served:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades to be served by this program (check all that apply):</td>
<td></td>
</tr>
<tr>
<td>☑ K</td>
<td>☑ 1</td>
</tr>
<tr>
<td>☑ 6</td>
<td>☑ 7</td>
</tr>
</tbody>
</table>

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

2018-19 CEP
Part B: Direct Instruction Supplemental Program Information

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

Begin description here: 
As a result of a needs assessment, we will create a supplemental instructional program that will thirty-eight (38) long term ELLs (4 through 7 years) in grades 7 - 8 who are still performing at the Entrance, Emerging, Expanding, and Transitioning proficiency levels. The data shows a decrease of 12 out of 66 long term ELLs in the 2016-2017 school year. We currently have fifty-four (54) long term ELLs (20 - 6th graders; 18 - 7th graders). We believe that providing our long term ELLS with a supplemental instructional program where they can be provided with additional opportunities of targeted, scaffolded, and modeled instruction, guided practice, and immediate feedback as they engage in activities that are inclusive of all four modalities, reading, writing, listening, and speaking will support them in demonstrating growth on the NYSESLAT and ELA exam. A supplemental after school program will take place every Wednesday starting November 14, 2018 until April 24, 2019 from 2:40 pm - 4:40 pm (a total of 21 sessions). Three(3) certified ENL teachers will participate in the afterschool program. The ELA common branch teacher will co-teach for one hour with each ENL certified teacher. The instructional program used with our ELLs during our regular school day are based on their performance levels and language acquisition needs (Language Power, Levels A, B, and C) for newcomers and students at the Entering and Emerging Levels with less than two-years in the NYC Public School System. For Transitioning, Expanding, and Commanding students we use the ELA curriculum with differentiated scaffolds and leveled texts based on their needs. We will use supplemental materials for the afterschool program will be "Getting Ready for the NYSESLAT and Beyond" by Attanasio & Associates and "Test Ready" from Curriculum Associates. Both vendors are DOE approved. The teachers will be encouraged to supplement this after school program with other resources that they believe will support student achievement.

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: 
The principal, assistant principals, and Peer Instructional Coaches will provide support for all teachers in all areas of the CCLS, which includes the supports for ELLs. Professional development is provided to all teachers during professional development days, common planning, and grade meetings. Some of the workshops are listed below:
Topic 1: Instructional strategies that work with English Language Learners (2 Sessions) 
Rationale: The teachers will be provided with an introduction of the five stages of language acquisition; Dr. Stephen Krashen's theory of comprehensible output and comprehensible input; and research based instructional strategies that can be used to support English Language Learners from the moment they enter the New York City Public School. System.
**Part C: Professional Development**

**Date:** November 7, 2018 and November 26, 2019  
**Time:** 9:00 am - 10:00 am (11/07/19) and 2:40 pm - 4:00 pm (11/26/19)  
**Name of Provider:** Christine Reyes and Pamela Boulware  
**Audience:** 6th, 7th, and 8th grade teachers, paraprofessionals, and support staff.

**Topic 2: Analyzing ELL Data**  
**Rationale:** To analyze the NYSESLAT simulation test that will be administered in November and the first unit task completed by English Language Learners for the first marking period to determine trends across the grades and areas in need of improvement. Findings will be used to target instruction in small groups based on student's areas in need of improvement.

**Date:** December 3, 2019  
**Time:** 2:40 pm - 4:00 pm  
**Name of Provider:** Christine Reyes and Pamela Boulware  
**Audience:** 6th, 7th, and 8th grade teachers and paraprofessionals.

**Topic 3: What is the NYSESLAT?**  
**Rationale:** English Language Arts teachers will be introduced to the format of the NYSESLAT exam, how this assessment is used to measure the progress of English Language Learners, administration dates, testing accommodations, and how to support English Language Learners to ensure they demonstrate growth in the NYSESLAT exam.

**Date:** February 4, 2019  
**Time:** 2:40 pm - 4:00 pm  
**Name of Provider:** Christine Reyes and Pamela Boulware  
**Audience:** 6th, 7th, and 8th grade ELA teachers.

In addition, during common planning all teachers (ELA, mathematics, science, social studies, and visual arts) while they develop their units of study and lesson plans have to discuss ways in which they will differentiate the instructional outcomes, scaffolds and activities, and assessments to meet the needs of our ELL population in the classroom. Targeted teachers and the ENL teacher will attend three times a year to the professional development opportunities offered by the Office of English Language Learners. They will be responsible of sharing the information with their colleagues during grade meeting and/or department meeting. Two certified ESL teachers will participate in a bi-weekly (every other Monday) study group on the following dates: January 7, January 14, January 21, January 28, February 4, February 11, February 25, March 4, March 11, March 18, March 25, April 1, April 8, April 15, April 29, May 6, May 13, and May 20, 2019 from 2:40 pm - 4:00 pm. Two Peer Instructional Coaches will be responsible for the planning the study group sessions. Thinking routines like Socratic Seminars, Ink-Pair-Share, 4 A’s (Agree, Assume, Argue, Aspire) among others that the facilitator considers appropriate will be utilized to delve deeper into each chapter in order to take away strategies to help our English Language Learners. The facilitators will use thinking protocols to actively analyze and discuss the text in order to better ENL pedagogy to support English Language Learners in the classroom and provide them with ample opportunities to demonstrate achievement in all content areas. Attendance and sign-in sheets will be kept on file.
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:

Research and summative assessment data has shown that students score high on tests when their parents work alongside the teacher to prepare their children for the NYSESLAT, ELA, and Mathematics test. To ensure that parents are well informed and able to support their children at home we will schedule two-sessions for the following workshop:

Topic 1: NYS standardized assessments and how parents can help their children.
Rationale: to provide parents with an overview and understanding of the format of the NYS assessments (NYSESLAT, ELA, Mathematics, and Science). We will share strategies that parents can use at home to prepare their children for these assessments and how they can encourage their children to participate in the afterschool program.

Date: January 22 and January 29, 2019
Time: 2:40 pm - 3:40 pm

Name of Provider: Christine Reyes and Pamela Boulware (ESL Teachers), Mr. Mercedes (Parent Coordinator).

Audience: Parents of English Language Learners

Parents will be notified via letters, flyers, and phone calls to RSVP their attendance. Copies of notifications, attendance sheets and agendas will be kept in a binder in the main office under the supervision of the parent coordinator.

Part E: Budget

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

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>9, 416 per session, with fringes it is 7, 843 allocated for per-session</td>
<td>Targeted intervention will be provided after school to the long term ELLs outlined in the Title III application in grades 6-8.</td>
</tr>
<tr>
<td>Purchased services</td>
<td>4708 non-contractual services</td>
<td>Strengthen our ELLs parents knowledge base on curriculum and expectation, reward parents of those students who attend workshops through the support of Litlife and NTN our ELA and Math consultants.</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>1570 in supplies</td>
<td>targeted intervention materials</td>
</tr>
</tbody>
</table>

2018-19 CEP 53
### Part E: Budget

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

**Allocation Amount:** $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>15,694</td>
<td></td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>08</td>
<td>Bronx</td>
<td>302</td>
</tr>
</tbody>
</table>

| School Name | Luisa Dessus Cruz |

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.

- Principal: Liza Ortiz
- Assistant Principal: Magaly Paz
- Coach: Rosny Jean Louis
- ENL Teacher: Christine Reyes
- School Counselor: Yolanda Cepeda
- Teacher/Subject Area: Christina Medina/Mathematics
- Teacher/Subject Area: Visnupriya Santos
- Related-Service Provider: Magaly Claudio
- Superintendent: Karen Ames
- Field Support Center Staff Member: Vanessa Baldini
- Parent Coordinator: Mike Mercedes
- Other (Name and Title): n/a

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics
Total number of students in school (excluding pre-K) | 501 | Total number of ELLs | 126 | ELLs as share of total student population (%) | 25.15%

**Part II: ELL Demographics**

**A. ELL Programs**

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

Check all that apply

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>This school offers (check all that apply):</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Total #</th>
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<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
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<td>Dual language program (DL)</td>
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<tr>
<td>Freestanding ENL</td>
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Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

**Bilingual Program Breakdown**

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
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<th>12</th>
<th>Tot #</th>
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<tbody>
<tr>
<td>TBE</td>
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**Part III: Assessment Analysis**

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

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

At MS 302 we use data from the NYSESLAT and other standardized assessments administered in the Spring 2017 like the New York State English Language Arts assessment and New York State Mathematics Assessment. Uses an array of assessment tools to assess the literacy skills and progress of our ELLs. The data obtained from the NYS ELA assessment, Word Generation, and I-Ready are used to plan accordingly and support our ELLs to ensure they show growth in the English language. The data gathered from these assessment tools clearly indicate that our ELLs struggle with the reading and writing modality. Therefore, in order to support our ELLs with demonstrating growth in these two areas we focus on explicit modeling and small group instruction in which our ELLs are strategically targeted to help them improve in reading and writing.
2. What structures do you have in place to support this effort?
   All teachers meet by department four times a week and once a week as a grade to discuss, plan, and review the supports for English Language Learners in their classroom. In these meetings, they receive support from the ENL teacher, the assistant principals, and the Peer Instructional Coaches to ensure that ENL pedagogical strategies, materials and resources, and the activities are differentiated and scaffolded for the students to ensure they meet the instructional outcomes based on their language proficiency level.

   Every six weeks, at the end of each unit and after administering the end of the unit task, the teachers meet by department to analyze the data and identify areas of strength and weakness, and the supports that will be provided for the students to address the areas identified, and how it will addressed and assessed in the upcoming unit.

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?
   A NYSESLAT simulation test is administered to the students three times (September, December, and March) a year to identify the area (NYSESLAT modality) in which the students will receive additional support to ensure they meet Target of Measurement (TOM) and demonstrate improvement, either by scale scores and/or performance levels, in the NYSESLAT. In addition, we use the the ELL Data Analysis Tool (EDAT) to provide targeted instruction and support to our students. The data obtained from the aforementioned tools are used to observe the improvements ELLs are experiencing as well as the areas in which we need to focus.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   At MS 302, after the administration of the simulated NYSESLAT, we conduct a Data Drive/Item Analysis three times a year (September, December, and March). We identify the grade trends based on the data and teacher observations. Then, we develop and implement an action plan to address the areas of concerns. This action plan is shared with all other departments so that the students receive targeted instruction based on the data obtained. As indicated above, interim assessments are administered to monitor student progress.

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.] MS 302 uses the EDAT tool, NYSESLAT, and formative assessments to monitor student learning over time in order to make individualized educational decisions, and to assist them with RTI and AIS support services. Support services are based on the content area, English and home language literacy, number of years of ENL instruction, long-term ELL and SIFE status, and teacher recommendation. Student needs are identified in Tiers. Tier 1 students will receive increasingly intensive levels of support provided in Tiers 2 and 3. At-risk students, in Tier 1 and 2, are offered intensive small-group support in addition to their regular curriculum. ELL students who do not respond to intervention are given more intensive intervention through Tier 3 by increasing the frequency and duration of the intervention. Students are being serviced daily by both the ENL teacher and the ELA teacher. During common planning, the teachers have an opportunity to consistently analyze samples of student work in ELA, Math, Science, and Social Studies to make the necessary adjustments to support student learning.

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].
   The analysis of the NYSITELL confirm that the newcomer students that arrive at MS 302 have limited skills in the English language. The analysis of the NYSESLAT reveals the following: 17 students advanced 1 proficiency level; 11 students advanced 2 proficiency levels; 2 students advanced 3 proficiency levels; 0 students advanced 4 proficiency levels; and 44 students remained at the same proficiency level.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
The ELL Data Analysis Tool (EDAT) is shared with all teachers to differentiate instruction based on the language modality (reading, writing, listening, and speaking) need of improvement. Targeted instruction is delivered to identified students. The interim assessments are then used to determine growth or additional support.

### 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.**
      
      Freestanding ENL services are provided through pull-out services for the students who have been identified, as per the NYSESLAT and NYSITELL data, to be entitled of receiving ENL services. English as a new language is provided by the ENL teacher through a stand alone pull-out model. The students are grouped together by grade. The schedule allows for 75% of the time to receive blocked ENL and 25% individual 45 minute period of instruction. Students at the entering and emerging levels of English language proficiency receive 360 minutes of ENL instruction; students at the transitional and expanding proficiency level receive 180 minutes of ENL instruction and 180 minutes of ELA instruction; and students at the commanding proficiency levels receive 90 minutes of ENL instruction. Then the students are grouped accordingly to ensure appropriated instructional differentiation, appropriate academic intervention services and other instructional support services.

   b. **TBE program. If applicable.**
      
      Not applicable

   c. **DL program. If applicable.**
      
      Not applicable

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)?

      Freestanding ENL services are provided through pull-out services for the students who have been identified via the NYSESLAT as ELLs. Students are grouped via instructional minutes (homogeneous) and the type of services that are appropriate for students at each of the English language proficiency levels. The NYSESLAT is the primary data via which students English language proficiency levels are determined. To that end, students at the entering and emerging levels of English language proficiency receive, at a minimum, 360 minutes English language instruction and students at the transitional and expanding proficiency level receive at a minimum, 180 minutes of English language instruction and ELA instruction. Students at the commanding proficiency levels receive 90 minutes of English Language instruction. Once the proficiency levels have been ascertained, then the students are grouped accordingly to ensure appropriated instructional differentiation, appropriate academic intervention services and other instructional support services.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
All content area instruction is delivered in English. Unit objectives integrate academic language objectives and content objectives. Such academic language objectives include the study of language structures, Tier 2 academic vocabulary and Tier 3 content area vocabulary. The facilitation of discussions is centered on the academic language objectives and further supported by questions stems based on Webb's Depth of Knowledge (DOK) Educational Objectives. ESL methodologies and strategies used for the delivery of instruction include, but are not limited to: explicit modeling, one-to-one support, small group instruction, academic and content area language charts, visual aids, Total Physical Response (TPR), manipulatives, technology, and graphic organizers to support the learning of language and content objectives; as well as the incorporation of activities that incorporate ELL students' life experiences and diverse cultures. The ESL program aligns instruction to the New York State Common Core Standards. The instructional language is English. Our school currently has one teacher with a ESOL, therefore, we have a stand alone pull out program.

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

MS 302 does not have a transitional bilingual or dual language program; we have a free standing ENL program. Therefore, the language of instruction in all content areas is provided in English. However, newly identified Spanish speaking ELLs are administered the Spanish LAB with ten (10) days of being admitted into the school system to determine their language proficiency in their own language. For the administration of the NYS Mathematics and Science assessment a translated version of the test is provided to identified students.

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

The supports provided for each sub group is the following:

SIFE - A supportive environment that responds to immediate social, cultural, and linguistic needs of the student is provided. Also, student and parent access to support services provided by counselors, teachers, and parent coordinator is offered and provided to both. We implement a peer support system in the classroom to get student integrated into the culture of the school.

Newcomer - Teacher and coaches select culturally relevant classroom resources and provide opportunities for students to share their culture. The teachers differentiate instruction that is designed to support individual students that are learning taking into account their varied needs. of the students. Additionally, ENL and content area teachers ensure that the students receive consistent and effective support in developing mastery of academic language they will need to learn to understand the content.

Developing - ENL teacher and content area teachers create multiple opportunities throughout the lesson for oral language development to support students. Modified and leveled texts are purchased and provided to students to ensure they can participate in class activities. Interactive protocols, strategies, and routines are implemented to engage students in discourse allowing them the opportunity to converse with their peers at their own pace and practice the language. Think-pair share as a strategy to provide a safe place for students to practice their English with a proficient partner. Some instructional strategies teachers will used with these students are stating and restating instructions and directions, creating a low anxiety environment and explicit modeling oral reading for students to emulate.

Long term ELLs - We have designed an after school program for long term ELLs to address academic gaps in their learning. During the day there will be lessons designed around carefully structured language objectives. There will be a focus on writing that includes academic vocabulary and oral language that supports students thinking and writing abilities. Differentiated instructional strategies along with explicit academic language and literacy development across content will be integrated into
Former ELLs - Students who scored proficient on the NYSESLAT continue to be supported in the classroom. They also receive 90 minutes of ENL instruction as follows to support the ELA teacher to continue building background knowledge, provide explicit instruction and modeling to ensure students are aware of what they are learning and how they respond to what they are learning. Finally, the ENL teacher removes scaffolds by using non-linguistic clues and attention to the rate of our speech (including wait time for questions asked), will further support students including teachers frequently checking for understanding throughout the lesson.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Instruction for ELLs identified as having special needs is just as rigorous as it is for ELLs who do not have special needs, however, additional scaffolding and differentiation is provided. A full time or part time paraprofessional has been placed in the classes to assist the special education students, as per their IEP. In order for all four aspects of language proficiency to be targeted, the four modalities-listening, speaking, reading and writing- are constantly developed. This is accomplished through the following: listening activities–audio and video, teacher talk, class discussions, reading and writing strategies, reading workshop, and writing workshop. The school has purchased Code-X and non-fiction novels. These materials are adapted by the ESL and content area teachers to meet the needs of ELL-SWDs. Guided groups and one-to-one instruction is used to support ELLs who are identified as SWDs. The content is modified to further support students access of the content in smaller pieces. Extended time is provided for SWDs when administering formative assessments. Teachers meet for common planning by content and department to discuss and plan collaboratively, analyze student work, and share strategies to better support individual needs of ELL-SWDs.

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?

Instruction for ELL SWDs reflects the school's overall philosophy for all students, differentiated instruction is provided for students needing additional curricular and/or instructional support. Students with SWD are integrated in the general education, ICT, or self-contained classroom for instruction across the content. Paraprofessionals are utilized to provide support to SWD during content classes to assist students in navigating the curriculum and lead smaller instructional groups within the classroom. SETSS students are supported by the SETSS teacher in a push-in or pull-out format based on the unit of study and what is agreed on by the instructional team to best support the student. In conjunction with the Special Education Department in our school, using the students' IEP's, SETTs providers, content area teachers and ENL teachers set short term goals in order to achieve the student’s IEP goals and attain English proficiency. Students are grouped with general education students, taking into account their IEP group mandates.

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 for ELLs in ELA, math and other content areas are ongoing and consistent. They include: Guided reading, peer tutoring (buddy system), small group instruction, differentiated instruction; individualized classroom assignments and projects, and after school homework help and tutoring. Some of the strategies used are the use of bilingual dictionaries and glossaries, materials in NL for newcomers (new arrivals), extended time on exams, identifying and building on the background knowledge, identifying and teaching essential vocabulary, using a variety of visual aids, simplifying grammatical structures and paraphrasing, using sentence starters, collaborative discussion frames, among others.

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

We continue to invest in technology resources, ie, I-Ready, Ipads, Laptops, and Smartboards Guided Reading Libraries, Digital Library with access to 4,000 titles, and MYON. In addition, we have purchased novels in their native language that are aligned
10. If you had a bilingual program, what was the reason you closed it?
No program or services will be discontinued.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs have equal access to all school programs in our school. Teachers ensure that ELLs are aware of available programs and services offered to all students. They participate in sports, homecoming, special school trips aimed at immersing ELLs into American culture and developing language. ELLs are also active in after school programs including our 21st century program.

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.
Instructional materials used to support ELL instruction include I-Ready, Digital Library, MYON, Ipads, and Laptops, guided reading libraries, and Getting Ready for the NYSESLAT and Beyond, Language Power, and Spanish/English dictionaries and glossaries. MS 302 uses technology in every classroom. Classrooms are equipped with a minimum of 12 tablets or Ipads (self-contained classroom) and 20 to 30 Ipads or tablets in the general education classrooms.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
All instruction is delivered in English. Native language support is given through the use of bi-lingual dictionaries and bilingual glossaries; teachers and peers that speak the native language, as well as the use of ESL strategies such as the use of visual aids and gestures.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
Support services and resources correspond to student need and/or IEP according to their age and grade level. Tutoring services are aligned to grade level to support academic assessment needs. These services match or exceed what is provided to general education students.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
MS 302 houses a charter school, Girls Prep. Thus far, we have been able to fulfill all the needs of our students without having to share or coordinate resources with the charter school.

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Small group instruction and additional classroom support either by a paraprofessional or City Year member is assigned to provide additional support for newly enrolled ELL students. English Now!, and A-Z Guided Reading are used instructional programs used with the newly enrolled ELL students. Activities and strategies for newly enrolled ELL students are guided reading, read alouds, the use of manipulatives, visuals, games, displaying a print rich environment to support oral language, modeling activities for students, use of read-alouds and think-alouds, use of hands-on activities, use of bilingual students as peer helpers, adjustment of speech to enhance comprehension, ask yes/no questions, ask students to show/point/draw, frontloading of vocabulary/terminology/cognates, among many others.

Newcomes are welcomed and nurtured by the entire school family. Their native language is identified upon registration, so adults and children from the same language background within the school can provide linguistic support to those students.
Such communication facilitates their transition to the school system. Throughout the school day, students who are newcomers receive ongoing academic and social support by our Administrative team, classroom teachers, ENL teacher, parent coordinator, guidance counselors, and SETTS provider and buddy peer tutoring. The ENL teacher, instructional coaches, and assistant principals share with content area teachers strategies to support gradual student progress from one linguistic stage to the next. Students are integrated in classrooms, small group, push-in/pull-out instruction, and on-going sustained individualized instruction. Buddy/ peer tutors work in concert with teachers, and assist newcomers in learning the basic survival skills, class routines and class assignment whenever possible. Provisions are made for all newcomers to participate in before, after-school and Saturday programs and activities offered in the school.

17. What language electives are offered to ELLs?
The language in which electives are offered to ELLs is English. No other language is offered.

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)?

Not applicable

**Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

At MS 302 professional development is ongoing. All the teachers participate in the ELL professional development because all of them teach classes that include ELL students. The topics for discussion during staff meetings, department meetings, and professional development days are focused around ESL pedagogy, second language acquisition, best practices for subject area teaching, incorporating the core curriculum and technology in the classroom, and different types of scaffolds to promote learning (procedural scaffolding, instructional scaffolding, and verbal scaffolding). In addition, the teaching staff attends workshops provided by the CFN and the Office of English Language Learners. Subject area and ESL teachers attend daily common planning meetings and grade meetings where they discuss student progress, teaching strategies and other pertinent matters. Professional development includes Academic Development Language and Extended Writing for Grades 6 - 8, Identifying and Working with ELLs with Learning Differences and Disabilities, ENL strategies: small group instruction, differentiation of resources and scaffolds, among others.

To support teachers of ELL students in supporting ELLs as they engage in the Common Core Learning Standards, the ESL teacher, subject area teacher, and lead teacher are afforded the opportunity to meet and plan on a daily basis. During these planning sessions teachers discuss how to align ESL strategies into the curriculum to support the needs of the students. These sessions are also used to reflect on what worked, what did not work, and next steps for future lessons.

Ongoing professional development on language acquisition, ESL pedagogy, and scaffolding techniques will be afforded to teachers during and after school. In addition, ESL teachers will attend workshops provided by the Office of English Language Learners. Other teachers are encouraged to attend.

All teachers receive ongoing professional development on language acquisition and strategies the work with English Language Learners. We conduct bi-weekly study groups on ENL strategies, learning, and achievement. A peer instructional coach for
literacy, math, and science are part of daily common planning and department meetings to share strategies and scaffolds to support ELLs.

Para-professionals are a participate in all the professional development provided to the teachers as well as study groups so that they have the background knowledge to better support ELLs. Agendas and sign-in sheets are kept in a binder in the assistant principal's office. Copies of these agendas and sign-in sheets are also provided to the principal's secretary.

Professional development agendas are distributed to all participants who in turn are required to sign in. Agendas and sign-in sheets are kept in binder in the principal's office.

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.

At MS 302, the staff and administrative team receive ELL training through on-sight and off-sight professional development that specifically addresses the needs of our English language learners. Best approaches and teaching practices that should be implemented to meet the learning needs of all ELLs are shared with teachers. Training on how to develop listening, speaking as well as reading and writing skills of ELLs is provided. During the training sessions, opportunities are provided for teachers to ask questions about specific concerns. For the ENL teacher, a minimum of 50% of the required professional development hours will be geared to language acquisition. We will focus on the best practices for co-teaching that focus on strategies and integrating language and content instruction for ELLs. Records are maintained by keeping agendas and attendance records of all staff who attended are kept in a binder. PD topics include: Stages of Language Acquisition; Tiered vs. Differentiated Instruction; Classroom Strategies that Work with ELLs; Scaffolds and Modified/Leveled Texts, among others.

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?

Annual meetings with ENL parents are held to discuss and provide the parents with information regarding the school’s expectations and their role as parents in support to the school’s effort to provide a quality education to its students as well as their child’s academic progress. ENL teacher, with the assistant principal and the parent coordinator schedule one-to-one meetings with parents to discuss their child’s academics, language development, attendance, and other after school supports to help their child achieve academic success. In addition, parents are invited to attend meetings with teachers, preferable on Tuesday afternoons during parent engagement or any other day that is convenient to them so that the ENL teacher and regular teacher meet with parents to discuss language development process, language proficiency results and discuss ways that the parents can help their children. If parents are not available, phone calls are made and the meeting is held. Interpreters will be available to assist with translation and interpretation for parents who do not speak English as a primary language. School staff translation lists allow us for easy access to find the correct interpreter for translation needs. Currently, our school has staff members who are fluent en Spanish and French for parents who need translation support. Informational materials are sent home or given to parents in their native language to facilitate their understanding of the school’s expectations. Specialized training, skilled teaching and mastery of the English Language of ELL students, and parental involvement is utilized to promote academic achievement, while meeting the city and state common core standards in reading and math, as well as in other content areas.

Agendas and sign in sheets are kept in a binder in the assistant principal’s office.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Workshops are held for all parents in all different areas to keep the communication going between the parents and their child’s education. Workshops on Jupiter Grades, I-Ready, and Data allow parents to understand how they can access student information whenever necessary. Public Interest workshops held, provide parents important information about their child’s well being. New this year we created an ESL Café which will be help four times a year to share with parents how they can help their children at home, available resources in out outside the school community, and answer any concerns or questions they may have. This year we are also providing ENL classes for the parents of ELLs.

The parent coordinator will keep and maintain a record with agendas and sign in sheets that will be stored in the main office in a locked cabinet file. Interpreters will be available to assist with translation and interpretation for parents who do not speak English as a primary language.

Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response here:
Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s *ELL Policy and Reference Guide*, I, Liza Ortiz, 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
   - 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.
   - 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.
   - 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.
   - 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.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   - 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.
    - 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.
    - If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liza Ortiz</td>
<td>Principal</td>
<td></td>
<td>6/29/17</td>
</tr>
<tr>
<td>Magaly Paz</td>
<td>Assistant Principal</td>
<td></td>
<td>6/29/17</td>
</tr>
<tr>
<td>Mike Mercedes</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/29/17</td>
</tr>
<tr>
<td>Christine Reyes</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>9/25/17</td>
</tr>
<tr>
<td>Jose Otero</td>
<td>Parent</td>
<td></td>
<td>6/29/17</td>
</tr>
<tr>
<td>Christina Medina</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/29/17</td>
</tr>
<tr>
<td>Peter Armstrong</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/29/17</td>
</tr>
<tr>
<td>Maria Done</td>
<td>Coach</td>
<td></td>
<td>6/29/17</td>
</tr>
<tr>
<td>Rosny Jean-Louis</td>
<td>Coach</td>
<td></td>
<td>6/29/17</td>
</tr>
<tr>
<td>Yolanda Cepeda</td>
<td>School Counselor</td>
<td></td>
<td>6/29/17</td>
</tr>
<tr>
<td>Ames Karen</td>
<td>Superintendent</td>
<td></td>
<td>6/29/17</td>
</tr>
<tr>
<td>Vanessa Baldini</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>6/29/17</td>
</tr>
<tr>
<td>n/a</td>
<td>Other ______</td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>n/a</td>
<td>Other ______</td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>n/a</td>
<td>Other ______</td>
<td></td>
<td>n/a</td>
</tr>
</tbody>
</table>

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.
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>Debra</td>
<td>Gonzalez</td>
<td>Pupil Personnel Secretary</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Mike</td>
<td>Mercedes</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

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

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.

At Luisa Dessus Cruz we use the Home Language Survey (HLIS) data completed by the parents at the time of enrollment to determine the language in which the parent prefers to be in communication with the school as well as the face-to-face interview conducted with the parents at the time of enrollment. In addition, we use data from the BESIS report which highlights the home language of each English Language Learner. Information on the BESIS report derives from the parent’s completion of the Home Language Survey. We also refer to the Student Emergency Contact card (Blue Card) in which parents indicate the language in which they would like to receive information and communicate with the school.

All written communications are posted, mailed, and distributed in both English and Spanish. Key members of our school staff such as the principal, assistant principal, parent coordinator, guidance counselors, social workers, and
school psychologist are bilingual and available to translate in order to communicate the needs and concerns of our parents. For those parents who might require additional translation services and to ensure they are involved in their child's education, we use the services provided by the Translation and Interpretation Unit to ensure that the lines of communication remain open between parents/guardians and pedagogical staff.

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

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>The languages preferred by our parents are Spanish, French, Haitian Creole, Soninke, Wolof, and Fulani.</td>
<td>Spanish, French, Haitian Creole, Soninke, Wolof, and Fulani</td>
<td>100</td>
<td>Spanish, French or Haitian Creole</td>
<td>50%</td>
</tr>
<tr>
<td>English</td>
<td>415</td>
<td>60.16</td>
<td>417</td>
<td>60.43</td>
</tr>
<tr>
<td>Spanish</td>
<td>268</td>
<td>38.84</td>
<td>267</td>
<td>38.70</td>
</tr>
<tr>
<td>Arabic</td>
<td>4</td>
<td>0.58</td>
<td>3</td>
<td>0.43</td>
</tr>
<tr>
<td>Fulani</td>
<td>2</td>
<td>0.29</td>
<td>2</td>
<td>0.29</td>
</tr>
<tr>
<td>Shluh</td>
<td>1</td>
<td>0.14</td>
<td>1</td>
<td>0.14</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.

Not applicable

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS 302’s school year calendar</td>
<td>September 7, 2017 and as students register in the school</td>
<td>The school personnel is involved in the translation of any document that is provided to the parents. The school</td>
</tr>
</tbody>
</table>
Welcome back breakfast

New York State Testing Dates

Parent Teacher Conferences

All dates, including parent workshops, are listed on the school calendar. We send letters, flyers, phone messages as a reminder.

<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>-Welcome back breakfast</td>
<td>-September 7, 2017</td>
<td>The school personnel is involved in the translation of any document that is provided to the parents. The school personnel involved in the translation process are: the 3 assistant principals (Mr. Ortega, Ms. Guillermo, and Ms. Paz), the parent coordinator (Mr. Mercedes), the pupil accounting secretary (Ms. Gonzalez), and the guidance counselors (Mr. Vargas and Ms. Cepeda).</td>
</tr>
<tr>
<td>-New York State Testing Dates</td>
<td>-March - June 2018 Calendar</td>
<td></td>
</tr>
<tr>
<td>-Parent Teacher Conferences</td>
<td>-September, November 2017, and March 2018</td>
<td></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.

<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>-Welcome back breakfast</td>
<td>Monthly calendars with key dates are distributed to all parents the last week of the month for the following month.</td>
<td>The school personnel is involved in the translation of any document that is provided to the parents. The school personnel involved in the translation process are: the 3 assistant principals (Mr. Ortega, Ms. Guillermo, and Ms. Paz), the parent coordinator (Mr. Mercedes), the pupil accounting secretary (Ms. Gonzalez), and the guidance counselors (Mr. Vargas and Ms. Cepeda).</td>
</tr>
<tr>
<td></td>
<td>September 7, 2017</td>
<td></td>
</tr>
<tr>
<td></td>
<td>September 28, 2017</td>
<td></td>
</tr>
<tr>
<td></td>
<td>October 30, 2017</td>
<td></td>
</tr>
</tbody>
</table>
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.

| Open School Night | December 22, 2017 | |
| Parent Association Meeting | January 29, 2018 | |
| | February 27, 2018 | |
| | March 28, 2018 | |
| | May 29, 2018 | |
| Parent Teacher Conference | September/October 2017 | |
| | February 27, 2018 | |

n/a n/a n/a
n/a n/a n/a
n/a n/a n/a
n/a n/a n/a

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

Our bilingual personnel are always available to assist in case of an emergency. The school personnel is involved in the translation of any document that is provided to the parents. The school personnel involved in the translation process are: the 3 assistant principals (Mr. Ortega, Ms. Guillermo, and Ms. Paz), the parent coordinator (Mr. Mercedes), the pupil accounting secretary (Ms. Gonzalez), and the guidance counselors (Mr. Vargas and Ms. Cepeda).
support them to ensure there is an open line of communication between parents and teachers. Non bilingual teachers who need to schedule a meeting with parents must inform the assistant principals, parent coordinator, and guidance counselors to support with translation during the meeting. If the parent speaks a language for which we do not have a translator on site, we will use the services of the Translation and interpretation Unit to assist the parent in communicating with the school personnel. In this case, the teachers are required to inform the translating staff members in the school at least a week in advance so that we can request the translating and interpretations services of the Translation and Interpretation Unit.

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.)

Information regarding services and regulations from the New York City Department of Education are posted and provided in both English and Spanish around the school. If the text is needed in any other languages provided translated in any other language needed by the translation unit. Our school fulfills Section VII regarding parental notification requirements for translation and interpretation by:

- Posting Welcome Posters in different languages.

- Providing our parents and guardians whose primary language is covered with a copy of the Bill of Parent Rights and Responsibilities which includes their right regarding translation and interpretation services. These documents are those that are provided at http://schools.nyc.gov/Parents/News Information/BillOfRights.htm.

- Posting signs in our lobby in various languages indicating the availability of interpretation services. These documents are those that are provided at http://schools.nyc.gov/Offices/Translation/Tips and Resources/Default.htm.

- Ensuring an open door policy for all parents and guardians.

- Providing all parents/guardians signage and forms translated in their native language.

- Providing all parents/guardians information on how to access translation and interpretation services at the NYCDOE website.

- Providing all parents/guardians information in their native language through our phone messaging system.

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?

To gather feedback from the parents regarding their satisfaction on the school's translations and interpretation services and how we can improve to support them better a parent survey will be mailed to the parents twice a year January and June 2018.