2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 09X303

School Name: I.S. X303 LEADERSHIP & COMMUNITY SERVICE

Principal: MONICA BRADY
Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

- Section 5A Framework for Great Schools Element - Rigorous Instruction
- Section 5B Framework for Great Schools Element - Supportive Environment
- Section 5C Framework for Great Schools Element - Collaborative Teachers
- Section 5D Framework for Great Schools Element - Effective School Leadership
- Section 5E Framework for Great Schools Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

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

School Information

| School Name: The Leadership and Community Service Academy – CIS 303 | School Number (DBN): 09X303 |
| BEDS Code: 320900010303 |
| Grades Served: 6 – 8 |
| School Address: 1700 Macombs Road, Bronx, NY 10453 |
| School Number (DBN): 09X303 |
| Phone Number: 718-583-5466 Fax: 718-583-2463 |
| School Contact Person: Monica Brady Email Address: mbrady2@schools.nyc.gov |
| Principal: Monica Brady |
| UFT Chapter Leader: Samantha Cato |
| Parents’ Association President: Jose Fourquet |
| SLT Chairperson: Samantha Cato |
| Title I Parent Representative (or Parent Advisory Council Chairperson): Ivette Rodriguez |
| Student Representative(s): Leany Pichardo Aminata Keita |
| CBO Representative: n/a |

District Information

| Geographical District: 09 | Superintendent: Leticia Rodriguez-Rosario |
| Superintendent’s Office Address: 1245 Washington Avenue, Bronx, NY 10456 |
| Superintendent’s Email Address: Lrosario2@schools.nyc.gov |
| Phone Number: 718-579-7143 Fax: 718-410-7017 |

Field Support Center (FSC)
<table>
<thead>
<tr>
<th>FSC: Bronx District 9</th>
<th>Executive Director: Jose Ruiz</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Executive Director’s Office Address: 1 Fordham Plaza, Bronx, NY 10548</td>
<td></td>
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<tr>
<td>Executive Director’s Email Address: <a href="mailto:Jruiz2@schools.nyc.gov">Jruiz2@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Phone Number: 718-826-7776</td>
<td>Fax: 718-583-5975</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>
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</thead>
<tbody>
<tr>
<td>Monica Brady</td>
<td>*Principal or Designee</td>
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<tr>
<td>Samantha Cato</td>
<td>*UFT Chapter Leader or Designee</td>
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<td>Jose Fourquet</td>
<td>*PA/PTA President or Designated Co-President</td>
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<td></td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>Ivette Rodriguez</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<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>Lean Pichardo</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>Aminata Keita</td>
<td>Member/Teacher</td>
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<tr>
<td>Besnik Hoxha</td>
<td>Member/Teacher</td>
<td></td>
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<tr>
<td>Ines Reynoso</td>
<td>Member/Teacher</td>
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<td>Name</td>
<td>Position and Constituent Group Represented</td>
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<td>Mariuxi Piza</td>
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<td>Jose Fourquet</td>
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<td>Liddie McCabe</td>
<td>Member/Parent</td>
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<td>Ada Pena</td>
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<td>Member/Parent</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.

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

| **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. |
| **Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |
| **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. |
| **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. |
| **Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. |
| **Trust:** 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. |

### 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**

1. What is your school’s mission statement?

   We will strive to provide a safe environment where all members of the community will be held accountable for the success of each member through efficient structures and clear expectations. We will provide learning experiences which develop the learner’s passion for the awareness of his or her own learning. We will utilize this passion for learning and educate the whole person by providing a wide variety of academic challenges and expose the student to diverse, non-academic activities. We will improve staff practice and student performance by consistent reflection, feedback and evaluation. We will create a culture that recognizes and celebrates achievement. We will create an
accessible learning environment where effort is recognized and celebrated, and members are encouraged to do their best.

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

The school population comprises 23% Black, 76% Hispanic and 0.7% White students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2016-2017 was 93.4%

The school community is located in Morris Heights, a diverse, vibrant neighborhood in the southwestern Bronx. Morris Heights has a population of around 36,779. Almost half the population lives below the poverty line and receives public assistance (TANF, Home Relief, Supplemental Security Income, and Medicaid). The vast majority of residents in the area are of Puerto Rican, Dominican, or African American descent, with a growing community of immigrants from several other countries in South and Central America, Africa, and the Caribbean.

Our school has been at the forefront of the implementation of the Hochman Basic Writing Skills (BWS) program in NYC and this has been integrated into ELA, Social Studies and Science curricula.

We continue our partnership with a Creative School Services consultant, which has enabled us to develop curriculum and assessment tools along with implementing the Hochman program. This year, with a view to deepening the investigative nature of our science curriculum we will be committing even more to the Project Based Inquiry Science (PBIS) curriculum. Also, this year we have become Learning Partners with The Highbridge Green School as well as PS 204, schools with strong curricular, pedagogical, and community connections to CIS303. We will be sharing some curriculum, conducting inter-school visits and engaging in shared PD when appropriate.

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

The student body includes 15% English language learners and 31% special education students. In addition, 99% qualify for free lunch.

Students in Poverty: Research into the impact of poverty on the lives of children is very clear. There is a significant likelihood that many students suffer from Post Traumatic Stress Disorder (PTSD) as a result of exposure to community violence and/or domestic violence. This has a negative impact on student learning, and while we can not make major changes to these two situations, we can do one significant thing in schools to improve student’s chances of using education to move out of this cycle of poverty. That single thing is to provide a safe, supportive school environment in which

- all students have at least one adult they can communicate closely with
- teachers remain emotionally constant throughout the day
- students have voice
- the halls and classrooms are safe spaces where students are willing to participate and take risks learning
• the school feels like family to all members of the school community

**ELLs:** Continued consistent language based objectives throughout all subject learning. Provision of targeted support for students at varying level of proficiency. These students also require clear and sequenced English language writing instruction that is the cornerstone of the Hochman Basic Writing Skills program. Likewise they need supportive opportunities for oral language practice in the form of structured discussion protocols. Strong vocabulary instruction is also a strong need of our ELL students. In order for these skills to be learned, ELL students requires a safe and supportive environment where risk taking is encouraged and mistakes are seen as part of the learning process.

**Student with IEPs:** Of our 32.84% of students with disabilities, 50% are in an ICT setting. 45% are in a 12:1:1 setting, while the remainder receive related services. Likewise students with IEPs need a safe and supportive environment where risk taking is encouraged and mistakes are seen as part of the learning process. Our IEP students have a broad range of needs. Students need to be engaged in their learning and have multiple opportunities to process information in numerous ways. Project based learning supports students with these experiences.

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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.

**Rigorous Instruction**

**Progress Made Last Year**

ELA and math again stood out in terms of building better practice on a solid foundation. Through the trial of science and social studies curriculum, we learned, thorough observations and teacher and student reflection, that these choices are not currently viable for our school. This led to further investigation of possible curricula and the implementation of these two new curricula will form the focus for next year.

**Focus for Next Year:**

Deeper implementation of Project Based inquiry Science Curriculum (PBIS)

Implementation of new 8th grade Social Studies curriculum based on The Highbridge Green School curriculum.

**5 B Supportive Student Environment**

**Progress Made Last Year**
Significant progress was made this year. Our goal was to set up a robust advisory program. This was successful, and every class implemented a 5 day advisory program. Although the framework rating for this area are not completed, our school outscored the district and city in every sub-heading under this heading in the school survey results.

**Focus for next year:**

Build on last year's work to deepen the quality of specific advisory days.

5C Collaborative Teachers

**Progress Made Last Year**

Literacy Inquiry was successful last year with all literacy teachers participating in inquiry meetings and using common reading and writing protocols across the entire school. Teachers in science and social studies including reading, writing, listening and speaking protocol in all lessons and the weekly meetings provided opportunities for teachers to share and contribute to performance task design and view work produced by students across the subject areas.

Teachers in Special Education self-contained classes revised their units to improve entry points and CFUs. Last year's 8th grade inquiry focused on writing analysis and generated a topic for a special inquiry project this year: How can we use multi-media experiences to strengthen and sophisticate student writing?

**Focus for next year:**

Increase reading PD for new teachers at start of year and target the SSR reading time for observations and coaching.

One of our master teachers will be taking on the role of MSQI coordinator so that we can improve our SSR time to deepen literacy engagement at our school.

5D Effective School Leadership

**Progress Made Last Year**

The focus of Teach Like a Champion (TLAC) inquiry was to build student discussion skills and the meta-cognition of discussion.

This was a strong area of growth for us last year. We saw all classes studying key discussion techniques from the Ratio (student discourse) section of the TLAC book, and trialling these in classrooms. Teachers videoed themselves and their classes and analyzed this footage to reflect on both teacher and student moves. In some classes, teachers showed this footage to students and included them in the discussion about ways to improve discussion in the class. Teachers presented their findings at the end of year retreat and the presentations showed significant growth in teacher understanding and skill. The videos and other student work viewed during this inquiry, demonstrated strong speaking skills and student voice. An unintended outcome was the realization that involving students as co-learners in the inquiry (i.e. showing video of class and asking students to reflect on the process design next steps) was seemingly very effective. Furthermore, we discovered that having students take the role of teachers or co-teachers (based on the work of Dr. Christopher Emdin - Columbia University) had strong benefits.

**Focus for next year:**
Maintain our TLAC inquiry, build our video library, and involve other teachers in the peer observations of our master teacher inquiries.

**One of our master teachers in 6th will further investigating how using Dr. Emdin's work using this video metacognitive process can strengthen student learning.**

5 E Strong Family and Community Ties

**Progress Made Last Year**

2017-2018 saw real progress. We met the goal of five parent events aimed at increasing parent awareness of instruction and providing tools for assisting their child's learning. The events were well attended and successful. We had our first ever Community BBQ as well as a Family Math Night, among other successful events.

Initial meetings have also taken place with Kipps Bay Boys and Girls Clubs to build a relationship aimed at increasing opportunities for our students to access to safe and supportive outside of school in our local community.

**Focus for next year:**

Maintain and build parental involvement thorough the continuation of school events.

Target the issue raised in question 4 of the School Quality Survey

Build relationships with local community CBOs.

**Trust**

Our Framework rating of trust was 3.56. In every single question answers by students, teachers and parents, our school outscored both the District and City scores. Even our lowest data point, where 76% of students agreed that 'their teachers always do what they say they are going to do' was 10% higher than the city and 9% higher than the District.

**Instructional Focus 2018-2019**

Teachers will build rigorous thinking through the use of common reading protocols (close reading, reciprocal teaching), the development of rigorous questioning and discussion practices and the alignment of written performance tasks across ELA, Social Studies and Science.
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<th>Total Enrollment (2017-18)</th>
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</tr>
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**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): 49
- # SETSS (ELA): 8
- # Integrated Collaborative Teaching (ELA): 63
- # Special Classes (Math): 49
- # SETSS (Math): 8
- # Integrated Collaborative Teaching (Math): 64

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

- # Visual Arts: 3
- # Music: 3
- # Drama: 3
- # Dance: 3
- # CTE: 8

**School Configuration (2018-19)**

- % Title I Population: 99.0%
- % Attendance Rate: 93.4%
- % Free Lunch: 97.6%
- % Reduced Lunch: 1.5%
- % Limited English Proficient: 12.0%
- % Students with Disabilities: 32.8%

**School Composition (2017-18)**

- % American Indian or Alaska Native: 0.6%
- % Black or African American: 25.9%
- % Hispanic or Latino: 71.4%
- % Asian or Native Hawaiian/Pacific Islander: 0.9%
- % White: 0.9%
- % Multi-Racial: 0.9%

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

- Years Principal Assigned to School (2018-19): 2

**Personnel (2015-16)**

- % of Teachers with No Valid Teaching Certificate: 4%
- % Teaching Out of Certification: 43%

**Student Performance for Elementary and Middle Schools (2017-18)**

- ELA Performance at levels 3 & 4: 46.0%
- Mathematics Performance at levels 3 & 4: 26.9%

**Science Performance at levels 3 & 4 (4th Grade) (2016-17)**

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<th>Subject</th>
<th>Performance</th>
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<tbody>
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**Science Performance at levels 3 & 4 (8th Grade) (2016-17)**

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<tbody>
<tr>
<td>Science</td>
<td>51%</td>
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</table>

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

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

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

- Reward: No Recognition
- 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

- Met Adequate Yearly Progress (AYP) in ELA (2016-17): NO
- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17): NO
- Met Adequate Yearly Progress (AYP) in Science (2016-17): NO

### High School

- Met Adequate Yearly Progress (AYP) in ELA (2016-17): NO
- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17): NO
- Met Adequate Yearly Progress (AYP) in Graduation (2016-17): NO
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.

5A Rigorous Instruction

Strengths

ELA

The school has a long history of curriculum development, and has proven aligned curriculum units that are revised on an ongoing basis. We have common tracked scores in Academic Vocabulary, Reading and Writing units of study that align both across the school. Ongoing formative and summative assessments are an integral part of unit and lesson plans. Students track their goals and engage in reflections at the completion of every unit of study. Our 8th grade ELA test data displays the cumulative impact of the three years of cohesive literacy instruction is paying off (at least in writing) as we outscored the city in 7 of the 9 of the constructed responses. 75% of our students based on the 2017-18 ELA state test data scored a 2-4, and 31% of our students scored a 3 or 4.

Math:

In math the school has continually striven to implement the CMP 3 curriculum with a focus on student discourse and problem solving. With a high turnover of math teachers this year, maintaining the ongoing professional development required for successful implementation of CMP 3 will be a challenge. The work is led by Bushra Makiya (three-time Math for America Master Teacher and 2016 New York Big Apple Award 2016 winner). The department has already created vertical and horizontal alignment of the curriculum, while promoting and sharing good practice as a host site for Math in the City workshops which bring teachers from multiple schools to share practice. Several math units also need revision this year. Our Integrated Algebra program was highly successful. Out of the thirty students tested, 7% scored 4s and 93% scored level 3. On the Math state test, 57% of our students based on the 2016-17 ELA state test data scored a 2-4, and 19% of our students scored a 3 or 4.

In math, we also use Stein and Smith’s task analysis framework to select and analyze rich tasks and then using the 5 Practices to plan a rich summary discussion. As a result, all of our math teachers worked with the 5 Practices and they are embedded into several of our math units.
**In addition to these five, our City Year corps members are piloting a new math intervention based on the “flipped” model. Students who need help with skills will watch videos on their specific needs, meet 1:1 with a tutor, and then take a written test proving they have mastered the skill.**

**Social Studies:**

8th grade social studies piloted a unit using the Brown University Curriculum. This was challenging and illuminating. The units required vast amounts of background knowledge to be understood. Students had heavy reading loads and teachers needed to provide opportunities for students to talk and process while remaining engaged. To build engagement in this work, we involved students in planning and presenting series of lessons in all 8th grade classrooms. Student and teacher feedback about led us to conclude that we should select a curriculum that is more immediately accessible to students, one which is CCLS aligned, makes connections between historical experiences and current events and involves students in active participation as citizens with the local community. Our sister school, The Highbridge Green School has been working with our Creative Schools Services Consultant whom we have in common, to develop an 8th grade social studies curriculum that addresses the abovementioned needs. This year we will be adapting and implementing this curriculum. We will also build our skills in using students in the teaching of their peers is a powerful engagement and pedagogical tool that we should investigate further.

**Science:**

Last year we trialed the Project Based inquiry Science Curriculum (PBIS) curriculum, which offers ongoing labs at all grade levels and incorporates the critical thinking that we want to develop in our students. The trial was very successful, with 85% of our students scoring 75% or higher in the new curriculum. Next year we will be increasing our role out of this curriculum.

The school’s track record in curriculum development is also supported by the 2016-2017 NYC School Quality Guide (Rigorous Instruction) Framework Rating. This showed in an overall score of 4.02, .49 above the District average and .34 above the City average.

**Priority Need for Next Year:**

Further Implementation of Project Based inquiry Science Curriculum

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**Part 2 – Annual Goal**

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—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, as a result of all science teachers' implementing the PBIS science curriculum, 80% of students in grades 6, 7, and 8 will (achieve) 80% or higher as measured by the end of unit tests.
### 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, SIF, STH).

<table>
<thead>
<tr>
<th>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Provide professional development in using the PBIS Science program</td>
<td>6, 7, 8th grade science teachers</td>
<td>Sept 2018 to June 2019, monthly</td>
<td>Lead Science Teacher</td>
</tr>
<tr>
<td>- Conduct monthly vertical science team meetings for ongoing course monitoring, and evaluation of student work</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>- Invite ENL teacher to vertical science meetings to assist teachers in reflecting on ENL student progress and needs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Collaborate with other schools in our district who are using the program</td>
<td>All students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Students with Disabilities, English Language Learners, and other high-need student subgroups**

- **Science teachers** will develop student writing by using the Hochman Basic Writing Skills Program to
  - use scaffolded instruction to develop writing
  - provide practice in Hochman outlining and paragraph construction
  - model Hochman note taking
  - incorporate syntax development activities in science lessons

Low level readers will be supported by small group interaction with texts

<table>
<thead>
<tr>
<th>SWD, ELL, Students scoring below grade level on writing benchmark assessment</th>
<th>Sept 2018 to June 2019, monthly</th>
<th>CSS consultant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sept 2018 to June 2019, monthly</td>
<td>SS Literacy Teams</td>
</tr>
</tbody>
</table>
Invite ENL teacher to vertical science meetings to assist teachers in reflecting on ENL student progress and needs.

**Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.**

An information night about the new curriculum will be held early in the school year to inform parents of the program and the implications for their students.

Parents and families will be invited to view student SS performance task presentations.

**Families**

- Sept 2018 - Nov 2018, one night
- Parental Engagement Committee (PEC)

- Oct 2018 - June 2019, once a marking period
- Parental Engagement Committee (PEC)

### 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.

Parents and families will be invited to view student SS performance task presentations.

An information night about the new curriculum will be held early in the school year to inform parents of the program and the implications for their students. The presentation will include information about how the curriculum aligns to the CCLS and how families can support their student's learning at home. The SS team will be responsible for implementation and oversight.

### 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.

- CSS Educational consultant to support implementation of teachers in Hochman Basic Writing Skills Program
- Per session funding to enable teachers to meet collaboratively after school for review and revision of science and social studies curriculum.
- Per session time for teachers to meet and review and revise each unit of study based on student work products.
- Provide time in embedded PD to work on curriculum development
- Fund teacher participation PBIS PD
- Parent Engagement committee to manage parent outreach and involvement

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</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 Feb 2019 100% units of the PBIS course will have been reviewed in each grade level. At least 80% of the students will have achieved 40% mastery as measured by the unit tests.

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

We will have hard copies of the unit workbooks, the unit lesson plans and samples of student work. The standardized unit tests will measure mastery.

**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

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.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

5B Supportive Student Environment

Strengths

Significant progress was made this year. Our goal was to set up a robust advisory program. This was successful, and every class implemented a 5 day advisory program. Our school outscored the district and city in every sub-heading under this heading in the school survey results.

Our data in this area is strong. According to the NYC School Quality Guide our school scored above the district and city in every subheading from all three populations surveyed. 99% of respondents responded positively to the Supportive Environment for Socio-Emotional indicators.

On the most recent Quality Review we were rated well developed in this area.

Focus for next year:

Build on last year's work to deepen the quality of specific advisory days.

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, as a result of all teachers' coaching advisory sessions related to conflict resolution, 75% of teachers will receive Effective and/or Highly Effective end of year overall MOTP ratings in 2 out of 2 Domain 2 components (2a and 2d), as measured by Advance.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities, English Language Learners, and other high-need student subgroups</td>
<td>Sept 2018-June 2019</td>
<td>Principal</td>
</tr>
</tbody>
</table>

**Observations to include the following criteria**

- Ensure advisory program includes clear replicable, Structures when recording and reporting
- Use of common graphic organizers
- Clear instruction with written directions
- Opportunities for student self reflection on grades and progress
- Quality of classroom relationship between students and teacher and students and students

<table>
<thead>
<tr>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer collaborative coach</td>
</tr>
</tbody>
</table>

**Use planning team meetings** to regularly report on observations and discuss next steps as required. This will be differentiated based on observation data.

**Collect video footage** of strong practice as measured by teachers who score highly effective on MOTP.

**Use teacher video for PD**

<table>
<thead>
<tr>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning Team</td>
</tr>
</tbody>
</table>

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**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.

Invite parents to visit and participate in advisory sessions. The Parental Engagement Committee will be responsible for planning, implementing, and overseeing these advisory sessions.

**Part 4 – Budget and Resource Alignment**

<table>
<thead>
<tr>
<th><strong>Part 4a.</strong> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of planning team time to monitor</td>
</tr>
<tr>
<td>Parent Engagement committee to issue invitations</td>
</tr>
<tr>
<td>Peer instructional coach time</td>
</tr>
<tr>
<td>Parental Engagement Committee meetings will use per session (training rate) for their meetings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part 4b.</strong> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
</tr>
<tr>
<td>X</td>
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</tbody>
</table>

**Part 5 – Progress Monitoring**

<table>
<thead>
<tr>
<th><strong>Part 5a.</strong> 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By February 2019, as a result of all teachers' coaching advisory sessions related to conflict resolution, 45% of teachers will receive Effective and/or Highly Effective MOTP ratings in 1 out of 2 Domain 2 components (2a and 2d), as measured by ADVANCE.</td>
</tr>
</tbody>
</table>

| **Part 5b.** Indicate the specific instrument of measure that is used to assess progress. |
| Teacher feedback will be documented by ADVANCE. |

| **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>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>

5C Collaborative Teachers

Strengths

Literacy Inquiry yielded varied results. We met our goal of making 1.2 years in growth across the school in writing (as measured by our CCLS aligned writing continuum), our initial data from the City spreadsheet suggests that the trend of 8th grade showing the cumulative impact of the three years of cohesive literacy instruction is paying off as we outscored the city in 7 of the 9 of the constructed responses. Our reading data, as measured by the Fountas and Pinnell Benchmark Reading Assessment showed an overall increase in reading scores 1.1 years in 6th grade (ELL 1.1 IEO 1.1) and 0.9 year in 7th (ELL 1.1 and IEP 1.0) 8th grade data is skewed as 8th grade students often test out of the test before the end of the year, making progress impossible to track beyond this point with this assessment. 8th grade inquiry focused on writing analysis and generated a topic for a special inquiry project this year. (One of our master teachers will be investigating the multi-media question, "How can we use multi-media experiences to strengthen and sophisticate student writing?" this year, with a view to piloting a process in 7th grade.)

Our 2015 QR acknowledged the strength of our collaborative culture with a rating of well developed. The 2017-18 School Quality Guide reflects that we are well above the city and district average in every area under Collaborative Teachers.

Needs for next year:

Maintain the literacy Inquiry process and continue the focus on looking at student work.

Increase reading PD for new teachers at start of year.

Target the Silent Sustained Reading (SSR) time and Leveled Literacy Intervention (LLI) reading intervention for observations and in coaching.

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

By June 2019, as a result of all teacher teams' collaborative efforts in developing and implementing effective protocols and strategies, 70% of ELLs and SWDs will demonstrate at least 1.2 years growth, as measured by the end of year benchmark writing assessment, compared to the baseline benchmark writing assessment.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | All literacy teachers | Sept- June monthly | (CSS consultant) Teacher leaders |
| Use a monthly cyclical inquiry based process to investigate, trial and evaluate a variety of writing and reading strategies to address gaps in students learning. Grade team literacy teachers lead this inquiry. | All teachers | Sept - June | Tech Teacher and coaches |
| Develop the school’s video library of good practice with a focus on writing and reading strategies. Literacy teachers will be responsible for creating and maintaining the video library. | All teachers | Sept - June | CSS Consultant, Department Chairs Planning Team |
| Use peer inter-visitation to enable teachers to reflect on their own and their peers' practice using the District 9 Teacher Rounds protocols. | All teachers Inquiry teams | Sept - June | CSS Consultant, Department Chairs Planning Team |
| Conduct regular learning walks to monitor implementation of strategies being trialled and used.  
Review Inquiry meeting minutes at planning Team meetings to ensure inquiry cycle is productive.  
Quarterly data review - use running record and writing trackers | All teachers | Sept - June | Planning Team |

**Students with Disabilities, English Language Learners, and other high-need student subgroups**

- Ensure all new literacy teachers complete PD in Hochman Basic Writing Skills Program (BWS)
- Improve and refine the implementation of the Hochman Basic Writing Skills Program across curriculum to address the language
needs of our ELLs and students with IEPs through regular analysis of student writing across the curriculum

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.

Parent quarterly newsletter, sent home every marking period, will include an inquiry report. It already contains information about every subject area and how families can support their students at home. The Parental Engagement Committee is responsible for implementation and oversight.

Part 4 – Budget and Resource Alignment

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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<th>Title I SWP</th>
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<th>Title III, Immigrant</th>
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<tr>
<td>X</td>
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<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

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

Part 5 – Progress Monitoring

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

- By February 2019, student reading levels will have increased by at least 0.6 / year.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.
<table>
<thead>
<tr>
<th>Internal reading data (Fountas and Pinnell)</th>
</tr>
</thead>
</table>

**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>Needs Assessment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
<td>The focus of Teach Like a Champion (TLAC) inquiry was to build student discussion skills and student metacognition about discussion. This was a strong area of growth for us last year. We saw all classes studying key discussion techniques from the Ratio (student discourse) section of the TLAC book, and trialing these in classrooms. Teachers videoed themselves and their classes and analyzed this footage to reflect on both teacher and student moves. In some classes, teachers showed this footage to students and included them in the discussion about ways to improve discussion in the class. Teachers presented their findings at the end of year retreat and the presentations showed significant growth in teacher understanding and skill. The videos and other student work viewed during this inquiry, demonstrated strong speaking skills and student voice. An unintended outcome was the realization that involving students as co-learners in the inquiry (i.e. showing video of class and asking students to reflect on the process design next steps) was seemingly very effective. Furthermore, we discovered that having students take the role of teachers or co-teachers (based on the work of Dr. Christopher Emdin - Columbia University) had strong benefits. One of our master teachers in 6th will further investigating how using Dr. Emdin’s work using this video metacognitive process can strengthen student learning.</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>In our most recent QR, The area of school improvement rated as well developed and was area of celebration. In the 2016-2017 School Quality Report, our school ranked extremely high in this area. Teacher Influence 20% above District Average 10% above City Average Program coherence 21% above District Average 17% above City Average Instructional Leadership 15% above District Average 12% above City Average Our ranking score was 4.75</td>
</tr>
<tr>
<td>Priority Needs</td>
<td>Our challenges are a result of the high teacher turnover we have, so our plan to maintain a laser-like focus on small number of high leverage areas is the best way to ensure fast acceleration of teacher effectiveness. The</td>
</tr>
</tbody>
</table>
use of locally produced (thereby relevant) video in teacher professional development is one way to speed up the uptake for new teachers and strongly focus current teachers on their own practice.

Thus, our major need is to maintain our TLAC inquiry into high leverage techniques to build students thinking and discussion, and use video to share and study teacher and student practice.

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, at least 75% of teachers receiving effective or highly effective on the Danielson 3b MOT, due to an indexed video library containing videos of specific discussion and thinking strategies collected by teachers and shared through inquiry meetings, will be located on our School’s Google Drive.
### 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/Strategies</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure one grade team meeting per week focuses on TLAC Inquiry -</td>
<td>All teachers and selected support staff</td>
<td>Sept - June</td>
<td>Planning Team</td>
</tr>
<tr>
<td>Set the expectation for teachers to video their practice monthly.</td>
<td>All teachers</td>
<td>Sept.</td>
<td>Principal</td>
</tr>
<tr>
<td>Provide cameras and hard drive storage as well as using Google Drive for distribution monthly.</td>
<td>All teachers</td>
<td>Sept.</td>
<td>Retreat Team</td>
</tr>
<tr>
<td>Select key teachers for leadership roles in this meeting</td>
<td>Selected teachers</td>
<td>Sept</td>
<td>Planning Team</td>
</tr>
<tr>
<td>Provide monthly opportunities for vertical sharing of videos and inquiry findings</td>
<td>All teachers and support staff</td>
<td>Sept 2018- June 2019</td>
<td>Planning Team</td>
</tr>
<tr>
<td>Involve students to participate in the inquiry process</td>
<td>all students</td>
<td>Sept 2018- June 2019</td>
<td>Planning Team</td>
</tr>
<tr>
<td>Manage the Video library monthly.</td>
<td>all</td>
<td>Sept 18- June 2019</td>
<td>Tech Teacher CSS consultant</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

Select videos on the TLAC and other school PD topics for sharing at parent meetings and events. Invite the Parent Coordinator to TLAC PD (she already attends).

Invite parents to participate in classroom activities, using the TLAC and other strategies.
The Parental Engagement Committee is responsible for implementation and oversight.

**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.

- Planning Team
- Creative School Services consultant will provide targeted support in literacy instruction as required by the principal.
- Admin meetings to enable regular progress monitoring
- Schedule will be constructed to ensure meetings occur weekly

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>C4E</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 February 2019, at least 40% of teachers receiving effective or highly effective on the Danielson 3b MOTP.

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

Advance ratings

**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>Question</th>
<th>Response</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></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>

5 E Strong Family and Community Ties

Progress Made Last Year

2017-2018 saw real progress. We met the goal of five parent events aimed at increasing parent awareness of instruction and providing tools for assisting their child's learning. The events were well attended and successful.

Initial meetings have also taken place with Kipp’s Bay Boys and Girls Clubs to build a relationship aimed at increasing opportunities for our students to access to safe and supportive outside of school in our local community.

Our framework rating for this area was 3.56. A close look at this data showed that in almost all areas of this survey our school ranked higher than both the District and the City, however one data point was significant, because it was one are where we were much lower than the District and the City. On question 4, only 47% of parents/guardians responded that, since the beginning of the school year, they have been asked or had the opportunity to volunteer time to support their school (for example, spent time helping in classrooms, helped with school-wide events, etc.) sometimes or often.

This anomaly in our data provides a clear next step and focus for next year.

One small but significant step has also been made in improving our electronic connection with parents and families. Our electronic grading program, TeacherEase, has, at our behest, developed an App to enable easy access to our online grading, This still need development for Android devices, but it represents a significant advance in home school ties.

Focus for next year:

Maintain and build parental involvement thorough the continuation of school events.

Target the issue raised in question 4 of the survey mentioned above. I

Build relationships with local community CBOs.
Part 2 – Annual Goal

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

By June 2019, at least 70% of families to have attended at least one of the Parental Engagement Committee events, as measured by sign in sheets.
## Part 3a – Action Plan

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

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

| Target Group(s) | Timeline | Key Personnel
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Hold monthly meetings to maintain and develop the parent engagement committee</strong></th>
<th>parents and families</th>
<th>Sept- June</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hold six parent activities to provide families with information and experience in:</strong></td>
<td>parents and families</td>
<td>Sept- June</td>
</tr>
<tr>
<td><strong>Agenda to include one or more of the following:</strong></td>
<td><strong>Issue at least 4 invitations to parents to volunteer in a variety of capacities in the school, including working with small reading groups, helping at lunch time, and presenting on relevant topics in classrooms.</strong></td>
<td><strong>Use student teams to train new parents and families members on use of school’s electronic grading system and school website. Students will work with visiting parents to train them to read and respond to their students grades and comments on Teacherease.</strong></td>
</tr>
<tr>
<td><strong>1) Current curriculum</strong></td>
<td><strong>Parents and families</strong></td>
<td><strong>Parents and families</strong></td>
</tr>
<tr>
<td><strong>2) Specific tools parent can use to raise their child’s achievement. (reading support and at home)</strong></td>
<td><strong>Sept, Dec, March, June</strong></td>
<td><strong>Parent coordinator</strong></td>
</tr>
<tr>
<td><strong>3) High school process and 8th Grade systems of support</strong></td>
<td><strong>Behavior management processes and parent support</strong></td>
<td><strong>Issue at least 4 invitations to parents to volunteer in a variety of capacities in the school, including working with small reading groups, helping at lunch time, and presenting on relevant topics in classrooms.</strong></td>
</tr>
<tr>
<td><strong>4) Provide social activities for parents and students</strong></td>
<td><strong>Issue at least 4 invitations to parents to volunteer in a variety of capacities in the school, including working with small reading groups, helping at lunch time, and presenting on relevant topics in classrooms.</strong></td>
<td><strong>Use student teams to train new parents and families members on use of school’s electronic grading system and school website. Students will work with visiting parents to train them to read and respond to their students grades and comments on Teacherease.</strong></td>
</tr>
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<td><strong>Use student teams to train new parents and families members on use of school’s electronic grading system and school website. Students will work with visiting parents to train them to read and respond to their students grades and comments on Teacherease.</strong></td>
<td><strong>Use Student Representative Council and National Junior Honor Society to support parent and family events through close liaison between Principal and SRC president.</strong></td>
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<td><strong>Use Student Representative Council and National Junior Honor Society to support parent and family events through close liaison between Principal and SRC president.</strong></td>
<td><strong>Parents and families</strong></td>
</tr>
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<td><strong>Use Student Representative Council and National Junior Honor Society to support parent and family events through close liaison between Principal and SRC president.</strong></td>
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<td><strong>Parents and families</strong></td>
</tr>
</tbody>
</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.

| Organization | Kipp Bay, City Year, West Bronx Rec Center, Roberto Clemente State Park |

### 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.

- Parent Coordinator
- Twice weekly after school Student Representative Council SRC and national Junior Honor Society (NJHS) meetings with facilitators
- City Year Program personnel
- Per session for extended after school parent Engagement Committee meetings
- Per session for SRC and NJHS facilitators
- Refreshments for parent meetings

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

| | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |
| X | | C4E | | 21st Century Grant | | SIG | | PTA Funded | | In Kind |

### Part 5 – Progress Monitoring

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

By February 2019, at least 35% of families will have attended at least one Parental Engagement Committee event.

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

Sign in sheets measuring family attendance.

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

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>F and P reading scores Performance series reading Writing benchmark assessments</td>
<td>Leveled literacy intervention (LLI) Hochman Basic Writing Skills</td>
<td>Small group tutoring</td>
<td>during school day and after school</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Math Benchmark assessment</td>
<td>Accelerated Math</td>
<td>Individual practice small group instruction</td>
<td>during school day and after school</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Science Benchmark Assessments F and P reading scores Writing benchmark assessments</td>
<td>Hochman Basic Writing Skills</td>
<td>Individual practice small group instruction</td>
<td>during school day and after school</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Social Studies Benchmark Assessments F and P reading scores Writing benchmark assessments</td>
<td>Hochman Basic Writing Skills</td>
<td>Individual practice small group instruction</td>
<td>during school day and after school</td>
</tr>
<tr>
<td><strong>At-risk services</strong> (e.g. provided by the Guidance Counselor,)**</td>
<td>Attendance issues Behavioral concerns</td>
<td>At-risk counseling</td>
<td>Individual</td>
<td>before school</td>
</tr>
<tr>
<td><strong>School Psychologist, Social Worker, etc.)</strong></td>
<td>Academic concerns</td>
<td>small group</td>
<td>during lunch during the school day</td>
<td></td>
</tr>
</tbody>
</table>
## 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)


### 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 have a total of 46 students in Temporary Housing.

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

   Parent Coordinator meets and assist parents on a continual basis. Guidance Counselor confers with students on a need by need basis. Advisors meet with them on a daily basis. Material needs such as uniforms, school supplies, clothing, etc. are purchased for students.

### 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

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

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

We have established relationships with Teach for America and Teaching Fellows to recruit high capacity new teachers. These teachers are supported in school with a curriculum mentor and buddy teacher. Bi-weekly lunches with experienced teachers and close support from members of their Professional Learning Community (PLC). We build capacity, retaining teachers through our PLC structures and our quality professional development. Our multiple PLCs provide in school leadership opportunities for teachers, building their skills as well as their commitment to our school. Cross curriculum inquiry develops high level engagement with pedagogy, encouraging teachers to try new ideas and measure their success through the analysis of data.

We offer quality differentiated professional development, enabling teachers to extend their own learning. Determining teacher assignments comes from discussions with curriculum leaders as well as staff preferences.

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).

Use of Creative Services consultant to provide PD for literacy teachers and paraprofessionals on the Hochman Basic Writing Skills Program. This will take the form of independently accessible video instructional modules, grade team, subject team and school-wide ‘live’ PD sessions, and one to one support as needed.

Use of Uncommon School Teacher like a Champion PF modules to support teacher with management and organizational needs.

Embedded PD in the form of regular team meetings in grade and subject teams will underpin the development, management and monitoring of: curriculum, student social and emotional support, and other key school programs that appear in our SCEP. All school staff, including administrators, teachers, and paraprofessionals, attend embedded PD.

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.

Our Professional Learning Community meetings are our principle structure for involving teachers in decision making regarding assessment and use of assessment data. Assessment data is shared with all staff using electronic means. Professional development includes regular viewing of this assessment data. The Principal's Cabinet, the Professional Development Team, Grade Teams, and the TLA Planning Team, all include teachers in professional development planning and progress monitoring. Teachers in curriculum teams determine which assessments should be used at the end of the school year for the following year and share that assessment data in weekly and monthly team meetings.

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

2018-19 CEP
Schoolwide pool. (Refer to Galaxy for school allocation amounts) | references where a related program activity has been described in this plan. | Column A Verify with an (X) | Column B Section Reference(s) |
--- | --- | --- | --- |
Title I Part A (Basic) Federal | $313584.00 | ✓ | 5A - 5E |
Title II, Part A Federal | n/a | n/a | n/a |
Title III, Part A Federal | n/a | n/a | n/a |
Title III, Immigrant Federal | n/a | n/a | n/a |
Tax Levy (FSF) Local | $2414785.00 | ✓ | 5A - 5E |

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

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

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

2The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:
- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding**: Support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A**: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not
available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

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

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

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

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

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

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

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

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

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

---

**Parent and Family Engagement Policy**

**Parent Involvement Policy (PIP)**

**I. General Expectations**

CIS 303 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Every Student Succeeds Act (ESSA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESSA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESSA.

- The school will incorporate this parental involvement policy into its school improvement plan.

- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESSA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- that parents play an integral role in assisting their child’s learning;
- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESSA.

The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

### Support for Parents and Family Members of Title I Students

1. **CIS 303** will involve parents in the joint development of its school parental involvement plan under section 1112 of the ESSA.

2. **CIS 303** will involve parents in the process of school review and improvement under section 1116 of the ESSA.

3. **CIS 303** will provide the necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.

4. **CIS 303** will coordinate and integrate Title I parental involvement strategies.

5. **CIS 303** will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

6. **CIS 303** will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

i. the State’s academic content standards

ii. the State’s student academic achievement standards

b. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators.

c. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.

d. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.

e. The school will, to the extent feasible and appropriate, coordinate and integrates parental involvement programs and activities such as parent resource centers that encourage and support parents in more fully participating in the education of their children.

f. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

Parental Involvement and School Quality

Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESSA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

- training parents to enhance the involvement of other parents;
o in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;

o adopting and implementing model approaches to improving parental involvement;

o developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and

o providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by parental participation. This policy was adopted by CIS 303 on September, 2005 and will be in effect for the period of 2015 – 2016. The school will distribute this policy to all parents of participating Title I, Part A children in the beginning of each school year.

**Encouraging School-Level Parental Involvement**

Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:

Parents have the ability to participate in their child’s daily activities. All they have to do is ask.

**School-Parent Compact (SPC)**

The Leadership and Community Service Academy – CIS 303, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Every Student Succeeds Act (ESSA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

This school-parent compact is in effect during school year 2016-2017.

**I. School Responsibilities: High Quality Curriculum**

**School Responsibilities**

The Leadership and Community Service Academy will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:

   • **Ongoing Learners**

   → Once a month all teachers of the same subject will meet to reflect, share, and develop curriculum.
Students will be responsible for presenting twice per year on a topic about which they are passionate during advisory.

- **Nurturing Community**

  → The seventh grade will implement the Resolving Conflicts Creatively Program.

  → There will be one presentation or assembly per marking period addressing the social needs of students.

- **Value of Achievement**

  → There will be a ceremony once per marking period that recognizes students for both academic and non-academic achievement.

  → There will be a National Junior Honor Society with an inducted group of students from all grade levels.

- **Self-Development**

  → There will be at least one peer observation per teacher with feedback per marking period.

  → There will be at least three trips per semester that cover a wide variety of academic and non-academic activities.

- **Willingness to do one’s best**

  → There will be progress reports given out to every student on the first school day of each month.

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held:

   - September 21, 2016 from 6:00 to 7:30 (8th Grade)
   - September 26, 2016 from 6:00 to 7:30 (7th Grade)
   - September 26, 2016 from 6:00 to 7:30 (6th Grade)
   - November 17, 2016 from 1:00 to 3:00 and 5:30 to 8:00
   - February 9, 2017 from 1:00 to 3:00 and 5:30 to 8:00
   - April 6, 2017 from 5:30 to 8:00

3. Provide parents with frequent reports on their children’s progress specifically, the school will provide reports as follows:

   On the first Wednesday of every month, parents receive a written progress report. Parents also have the ability to log onto a website called TeacherEase to check their child’s progress. The information includes attendance, test, quizzes, missing homework and behavioral logs.
To help build and develop a partnership with parents to help their children achieve the State’s high academic standards, The Leadership and Community Service Academy will:

1 Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State’s Committee of Practitioners and School Support Teams.

2 Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.

3 Work with the LEA to ensure that a copy of the SEA’s written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Every Friday student conversations occur on each grade team. Parents have the ability to request a meeting during this time. In addition we have an open door policy. Parents are welcomed to come anytime and meet with any staff member regarding their child.

I. School Responsibilities: Providing General Support to Parents

The Leadership and Community Service Academy will:

1 Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.

2 Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.

3 Hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

4 Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

5 Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.

6 On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

7 Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

II. Parent/Guardian Responsibilities

Parent Responsibilities

We, as parents, will support our children’s learning in the following ways:

- Check student’s planner daily.
- View TeacherEase on a regular basis.
- Monitor attendance.
- Review homework.
- Monitor the amount of television their children watch.
- Volunteer in the school.
- Participate, as appropriate, in decisions relating to my children’s education.
- Promote positive use of my child’s extracurricular time.
- Stay informed about my child’s education and communicate with the school by promptly reading all notices from the school or the DOE either received by my child or by mail and respond, as appropriate.
- Make spontaneous visit to the school.

Serve, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

III. Student Responsibilities

Student Responsibilities

C.I.S 303 School-Wide Regulations

1. There will be silent passing in the halls. This will be observed by both students and staff.

2. No students are to be in the hallway without a pass for any reason. If your class does not have a pass – students are not to leave.

3. Students will line-up in their classrooms and will not enter the hallway until the full class is ready to exit. Teachers will not have students stand in the hallway unsupervised for line-up or any other reason.
4. **Dress-code will be strictly observed.** The dress-code is a white collared shirt (MUST have a regular collar like on a polo or oxford shirt) and blue pants/skirt (should fit properly and students will need to wear a belt if the pants are loose-fitting – dockers or dickies). The following procedures will be adhered to:

- No colored shirts may be worn under white collared shirts
- No jeans may be worn under academy uniform pants
- No hoodies of any kind
- Hoodies are to be placed in the closet first thing in the morning. If a hoodie is taken it will be returned in June
- Only solid blue, black or white sweaters will be allowed
- Gentlemen are to have their shirts tucked at all times
- No Make-up
- No large hoop earrings
- Skirts not higher than 3” above the knee

5. Students will be sent upstairs beginning at 8:17 – **Advisory begins at 8:20**. Students will be marked late if they arrive to class after 8:30.

6. Students will **raise their hands to speak**, and will remain seated unless expressly instructed to do otherwise by their teacher.

7. **Chairs** will be put up and **floors** will be cleaned in every room at the end of every day.

8. Students are to come to the **cafeteria quietly**. They are to sit at their table with their class and wait quietly to be called onto line.

9. Students are to **leave their tables trash-free**. Teachers are to check to see that their class has removed all trash before they walk them upstairs.

10. There are to be **no cell phones**, if they are seen they will be confiscated.

11. There are to be **no electronic devices** (MP3, iPods, etc...) of any kind out or in-use during class time. No teacher is to give permission for any student to use an electronic device at any time other than lunch.

12. The **only** drink the students are allowed to bring to school is bottled water.
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>Leadership &amp; Community Service</td>
<td>09X303</td>
</tr>
</tbody>
</table>

This school is (check one):  ☒conceptually consolidated (skip part E below)  
☒ NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

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

- ☒ Before school  ☒ After school  ☒ Saturday academy

Total # of ELLs to be served: _____

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

- ☒ K  ☒ 1  ☒ 2  ☒ 3  ☒ 4  ☒ 5  
- ☒ 6  ☒ 7  ☒ 8  ☒ 9  ☒ 10  ☒ 11  ☒ 12  
- ☒ 20
Part B: Direct Instruction Supplemental Program Information

| Total # of teachers in this program: ______ |
| # of certified ESL/Bilingual teachers: ______ |
| # of content area teachers: ______ |
| 2 |

1
1

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: ______

Students will be grouped together in one classroom with an ENL teacher and an ELA teacher. Teachers will work with students in a variety of whole class, small group and partner activities. Learning activities will be focused on developing academic vocabulary and literacy skills through reading high-interest non-fiction texts. Students will engage in reading, writing, and speaking and listening through text-based discussions. The program will use a research-based curriculum designed specifically for ELLs; Scholastic's English in 3-D. The curriculum and materials are supplemental to the ELA and ENL materials and curriculum used in daily instruction during the school day. The curriculum will develop reading, writing, speaking and listening skills. The rationale for the program is that these targeted students need direct instruction in academic language so that they can achieve proficiency before they exit 303 in order to be successful in high school and beyond. The student materials will be purchased using Title III funds.

The program will target long-term ELLs in grades 6-8. The program will take place after school on Wednesdays and Thursdays from 3:10-4:30pm - there will be one session, two days a week. The program will begin on November 9th and conclude April 27th for a total of 42 sessions. Teachers will take attendance for each session and a record of attendance will be kept on file in the main office.

The language of instruction will be English and instruction will be delivered by one certified ENL teacher and one ELA teacher. Home language support and development will be reinforced through identification and use of cognates during academic vocabulary development. The ENL teacher will provide support in Spanish if needed and students will have access to Google translate in the classroom. The teachers will co-plan and co-teach the program to ensure that all students receive language development from the ENL teacher.

The materials that will be used are the English in 3D workbook and the Issues text book, both from Scholastic and designed to be used together to develop language skills for long-term ELLs. Notification of program participation to parents will be made in parents preferred language by translation services.

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
## Part C: Professional Development

- topics to be covered
- name of provider

Begin description here: ____

Professional development funds will be used for the ENL teacher to provide PD about ENL strategies. The ENL teacher is a certified provider and will not be at any additional cost to the program. The PD that is provided by the in-house ENL teacher will positively benefit all ENL students because the ENL teacher will be able to identify strategies that all teachers can incorporate and practice across content to improve learning for their students.

The ENL and ELA teachers will participate in an on-going study of two texts to support ELLs and improve ENL instruction: Reading, Writing and Learning in ENL, and Making Content Comprehensible for English Learners: The SIOP Model. Teachers will meet every other Monday from 4:10-5:10 to discuss how they will use what they learned from the texts to improve instruction for ELLs. Additionally, on the first Monday of each month teachers will discuss how to align their study with the instruction of the English in 3-D program and incorporate these strategies. Agendas and sign-in sheets for these meeting will be kept by the ENL teacher.

## 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: ____

Throughout the year, parents are invited to attend various workshops, information sessions, and training sessions. All of these sessions have translation services. Events scheduled for the 2017-2018 school year are Meet the Teacher Night, Curriculum Nights, Gang and Violence Prevention, High School Information Sessions, Community BBQ, Math Fun Night, and computer training for our online grade book. All parents have access to our online grade book, TeacherEase. TeacherEase is a valuable tool that allows parents to see grades, progress reports, and communicate with teachers. TeacherEase is available in both English and Spanish. In TeacherEase, teachers write comments that parents can respond to and it maintains a record of parent/teacher communication.

At 303, teachers meet regularly with parents to discuss their students’ academics on an individual level. This year, the focus for parent involvement to impact higher achievement for ELLs is reading. Teachers meeting with parents of ELLs to discuss how they can support their child's reading skills even if they do not speak or read in English. Parents of ELLs are shown how to have reading conferences at home in their native language. Teachers receive training from the ENL teacher about informing parents which strategies they should be using. Additionally, teachers communicate with parents via individual goal sheets. The goal sheets for our ELLs have specific learning targets for ELLs, and again, we meet with parents about the goals and how
Part D: Parental Engagement Activities

they can communicate with their child about the goals. All teacher/parent meetings are translated/interpreted by a member of the 303 community when required. Parent Association meetings take place once a month and organized by the parent coordinator, Jacqueline Gonzalez and the PA President. The meetings are translated into Spanish and all written communication is provided in English and Spanish and additional translation services are provided if requested so that parents of Title III students can participate fully with parents of non-Title III students. Parents are notified with fliers, monthly school calendars, and telephone outreach in their preferred language. The parent coordinator collects a sign-in sheet and a copy of the agenda and sign-in sheet are filed in the school office.

In addition to parent association meetings, there will be three workshops specifically for parents of English Language Learners. The meeting will take place in February, March and May. In February, there will be an information session for parents of ELLs about ENL classes for adults and earning a GED. In March the meeting will tell parents what they need to know about state tests (ELA, Math, Science and the NYSESLAT) and how parents can help their students feel prepared. In May, the meeting for parents of ELLs will focus on the transition to high school and how to support students through the transition, and how parents can stay informed of their student's ELL status.

Meeting Dates:
September 26, 2018
October 17, 2018
November 20, 2018
December 12, 2018
January 9, 2019
February 6, 2019
March 13, 2019
April 24, 2019
May 8, 2019
June 5, 2019

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</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>(schools must account for fringe benefits)</td>
<td></td>
<td>______</td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td>______</td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td>______</td>
</tr>
<tr>
<td>Purchased services</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>
**Part E: Budget**

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

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional curricula,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(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></td>
<td></td>
</tr>
</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

### Part I: School ELL Profile

#### A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>09</td>
<td>Bronx</td>
<td>303</td>
</tr>
</tbody>
</table>

| School Name | The Leadership & Community Service Acaade |

#### B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Monica Brady</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Danielle Lerro</td>
</tr>
<tr>
<td>Coach</td>
<td>Ros Cooper</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Ines Reynoso</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Luisana Taveras</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Damen Davis</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Bushra Makiya/Math</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Jonathan Seymore</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Leticia Rodriguez Rosario</td>
</tr>
</tbody>
</table>

#### C. Teacher Qualifications

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

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

#### D. Student Demographics

<table>
<thead>
<tr>
<th>Description</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students in school (excluding pre-K)</td>
<td>321</td>
</tr>
<tr>
<td>Total number of ELLs</td>
<td>44</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>13.71%</td>
</tr>
</tbody>
</table>
Part II: ELL Demographics

A. ELL Programs

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

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
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<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
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<tr>
<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

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<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
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Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   
   CIS 303 uses the Fountas and Pinnell diagnostic to assess ELLs' literacy skills. The diagnostic is given at the beginning, middle and end of the year to assess progress. The data from this assessment tool is used to plan instruction in reading and writing. From this assessment, the ENL teacher is able to determine which ELLs require direct instruction in phonics, which ELLs require instruction in reading comprehension, and which ELLs require both. The data shows that ELLs are performing below their general education peers, and the data allows the ENL teacher to plan for instruction as well as support content teachers in their planning to support the ELLs in their classrooms to develop language and literacy skills and make progress along the proficiency continuum. The reading data and research-based best practices for ELLs are shared with content area teachers so that they can plan literacy instruction. In addition to complex texts, content area teachers use this data to use appropriately leveled texts and materials for their students. Content area teachers also use baseline, midline and endline assessments to plan instruction and assess learning.
2. What structures do you have in place to support this effort?
   Assessments are planned into the school’s calendar at the beginning of the year to ensure adequate time is given to the assessments. Data is shared school-wide so all teachers have access to the information in order to plan instruction and strategic instructional groupings.

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?
   CIS 303 uses the same assessments three times each year in order to monitor progress and identify goals for students. Therefore the summative assessments are used throughout the school year as formative assessments for progress monitoring and to identify areas of need, and at the end of the year to celebrate success and plan next steps. Progress is monitored by comparing the baseline assessment to the midline assessment and looking at areas of growth; and again with the endline. Teachers identify where individual students have made progress and identify areas of growth. This information is used to have one-to-one conferences with students so that they may take part in goal setting in addition to teachers planning instruction for individual learners and small group instruction. In this way instruction and goals are continuously aligned and measured.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   Students reflect on individual goals and confer with teachers and peers regularly regarding feedback and next steps related to their individual goals. If a student is receiving targeted intervention (i.e. RTI outlined below) that specific intervention will be monitored through ongoing assessment and feedback.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]
   All ELLs, in addition to the HLIS, are assessed using Fountas and Pinnell as a universal screener. This data allows the school to make linguistically responsive decisions. As a school, Tier 1 instruction is planned using Universal Design for Learning (UDL) to be responsive to all learners, and reading, writing and critical thinking is taught across all content areas. When data indicates that students need an intervention, students will receive Tier 2 or 3 interventions as needed. To support ELLs whose literacy skills are below grade level benchmarks, they receive small group instruction using Fountas and Pinnell’s Leveled Literacy Intervention; a research-based program shown to support students acquiring English.

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].
   Evaluating the data from the 2017 NYSELAT, 90% of ELLs are at the Expanding performance level overall according to the performance level indicators. Therefore the primary focus will be on ensuring Tier 1 instruction is responsive to the linguistic and cultural needs of all students to continue to move them to Expanding and Commanding with a focus on all four modalities and research-based best practices for ELLs with instructional minutes delivered through Integrated ENL. In addition to Integrated ENL, the 10% of students at Transitioning will receive targeted ENL minutes with the ENL teacher. Additionally we will continue to assess all students and utilize small group instruction and interventions (listed above) as needed.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
   Data is shared school-wide so that all teachers can use the information to inform content-area classes. Students that are not showing as much growth and/or will benefit from additional interventions will be part of our cycles of student inquiry.

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**Part IV: ELL Programming**

**Programming and Scheduling Information**

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

a. Freestanding ENL program.
   Based on data provided by tests of English language proficiency, the ENL program at CIS 303 groups students by their level of English language proficiency within a grade level. These students are then serviced in classes by a certified ENL teacher in pull-out groups. During integrated ENL minutes, students receive their minutes in a block schedule in mixed proficiency levels. Additionally, the ENL teacher works with all content area teachers to plan differentiated instruction for ELLs in their content area classes. ENL instruction meets both State-wide content-area standards and State-wide ENL standards for students’ development in reading, writing, listening, and speaking English. The ENL program provides the mandated students with either 180 or 360 minutes per week of language learning, based upon their proficiency level (Entering, Emerging, Transitioning, Expanding, Commanding).

b. TBE program. If applicable.
   N/A

c. DL program. If applicable.
   N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
   Students are programmed for ENL and ELA minutes based on their proficiency levels from the NYSESLAT or NYSITELL: Students that are Entering and Emerging receive 360 minutes per week, Transitioning and Expanding receive 180 minutes per week, and Commanding students receive 90 minutes per week.

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 students at CIS 303 participate in a Common Core aligned curriculum that includes English language arts, mathematics, social studies, and science, and ELLs take part in these classes along with their mainstream classmates. ELLs are working with complex texts and critical thinking discussion questions in all content areas. The ENL teacher works with the content area teachers to plan instruction that ensures that students have an entry point to the content. All teachers at CIS 303 participate in ongoing PD regarding ELLs, differentiation, Universal Design for Learning (UDL) and best practices for ELLs in the classroom. As a result, all ELL subgroups receive differentiated instruction in all of their content area classes while developing English language skills. Teachers incorporate Academic Vocabulary into their lessons in order to build vocabulary for all ELLs. Every classroom is equipped with a leveled library, and students read independently each day through the use of trade books that they select themselves in correspondence with their individual reading levels.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
   Students are assessed on their home language during the ELL identification process. State exams are offered in students' Home Language.

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

ELL Subgroups
SIFE: Students that are determined to be SIFEs are assessed using baselines in all of the content areas to determine if there are areas of significant gaps. Determination of need is made on an individual basis. Students may require one on one tutoring,
small group instruction and additional time to learn material that they missed while they were not following the NYS curriculum.

Newcomers: New LEP students are given instructional and peer support to aid in their integration into the mainstream classroom community. Newcomers receive one on one instruction as needed to develop language. They receive phonics instruction, have access to listening centers and other technology geared towards supporting emerging language. In addition, new LEP students are paired with a native English speaker to explain the routines of the day and promote their understanding of classroom procedures. Newcomers receive the mandated 360 minutes per week.

Developing: Students that are developing receive support in developing their academic language. Using embedded language acquisition strategies, the ENL teacher teaches the Targets of Measurement.

Long-Term ELLs: Long-Term ELLs receive targeted instruction based on need. At the beginning of the year the ESL teacher determines need based on the base-line assessments. The ESL teacher follows the English in 3D curriculum designed specifically for long-term ELLs by Scholastic. This program integrates all four modalities and academic vocabulary.

Former ELLs: Former ELLs receive 90 minutes of Integrated ENL per week and receive extra time on all state and local assessments.

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?

ELLs with disabilities are serviced per their IEP. All teachers know who their ELLs with disabilities are and differentiate for their needs and use UDL strategies to support all learners. Teachers use the same curricular materials that other students use, but with modifications that allow students to access the texts and materials at their level. As per the Leading Advanced Literacy Guide to Promote ELLs’ Achievement produced by the DELLs, ELLs and SWDs have access to the same complex texts and participate in the same critical thinking activities that their peers do. Teachers use language acquisition strategies and scaffolds appropriate to the activity to support language development. Students use MYON, an online reading program with embedded comprehension features and read aloud features, to increase reading level.

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?

ELL-SWDs are placed in the least restrictive environment according to their IEP. Curriculum and instructional teams design units and lesson plans to accommodate all learners. If an ELL-SWD has a flexible schedule, they move to other classrooms as needed for instruction. Many ELL-SWDs are placed in ICT classrooms where there is the support and flexibility of two teachers in the classroom at all times.

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.

CIS 303 uses several intervention programs to address the specific needs of ELLs including LLI, Wilson, Rewards, and T.I.A. These programs are used along with scaffolded instruction and specific skill-based instruction. Students at CIS 303 are offered academic intervention, resource room, after school programs, speech, guidance counseling, psychological services, occupational therapy, and nurse care as additional support services, and all services are available to ELLs as well as native English-speaking students.

Students are placed in intervention programs based on initial diagnostics which include a reading assessment (Fountas and Pinnell) and a math basic skills assessment. Based on this data, students are placed according to need. Groupings are flexible and students may be moved in and out of groups as they progress. In Science and Social Studies, teachers use the reading data because they are literacy content areas as well. Interventions in Science and Social Studies include small group instruction following a push-in model.

The supplemental language instruction program at CIS 303 will focus on direct instructional support in the areas of literacy and math, in addition to test preparation for the NYSESLAT exams and State ELA and math tests. These specific programs were chosen based on data provided by student results on the NYSESLAT and State ELA and math exams. For example, after-school
programs will focus on language development and math skills. All LEP students and transitional ESL students will take part in the school-wide State test preparation program along with their native English-speaking peers, but they will also have two months after these exams to participate in test preparation and tutoring for the NYSESLAT exam that takes place in May.

After-school program for ELLs in 6-8: Tuesdays, Wednesdays and Thursdays, 3:15-4:15 pm
CIS 303 will use Title III money to provide an after-school program for ELLs in grades 6-8. The after-school program will take place three days a week from 3:15-4:15 pm. During this time a certified ESL teacher will work in cooperation with mainstream teachers to provide supplemental instruction in both literacy and math for ELLs. This program will provide additional support for students’ language development and reinforce the standards-based math curriculum by focusing on the development of students’ math vocabulary and basic skills.

After-school NYSESLAT test preparation tutoring for ELLs in grades 6-8: Tuesdays and Wednesdays, 3:15-4:15 pm
Starting in March, all ELLs will be invited to participate in an after-school test preparation for the NYSESLAT exam. This program will take place Tuesdays and Wednesdays from 3:15-4:15 pm for seven weeks prior to the NYSESLAT exam in May. During this time, a certified ENL teacher will help familiarize students with the test and lead students through practice test exercises.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
Based on progress reflected in the data, CIS 303 will continue to use the Fountas and Pinnell Leveled Literacy Intervention program to support language development. The improvements that will be made to this program is to tailor instruction in groups even more to the modality of focus for groups of students (i.e. If the data shows that students need to focus more on speaking then the group will work on discussion on fluency).

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

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
CIS 303 uses several intervention programs to address the specific needs of ELLs including Wilson, Rewards, and T.I.A. These programs are used along with scaffolded instruction and specific skill-based instruction. Students at CIS 303 are offered academic intervention, resource room, after school programs, speech, guidance counseling, psychological services, occupational therapy, and nurse care as additional support services, and all services are available to ELLs as well as native English-speaking students. Additionally, ELLs participate in Health, Physical Education, Art and Technology with their native English speaking peers.

After-school program for ELLs in 6-8: Tuesdays, Wednesdays and Thursdays, 3:15-4:15 pm
CIS 303 will use Title III money to provide an after-school program for ELLs in grades 6-8. The after-school program will take place three days a week from 3:15-4:15 pm. During this time a certified ESL teacher will work in cooperation with mainstream teachers to provide supplemental instruction in both literacy and math for ELLs. This program will provide additional support for students’ language development and reinforce the standards-based math curriculum by focusing on the development of students’ math vocabulary and basic skills.

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12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

The ENL program at CIS 303 utilizes technology in a number of ways to make content more comprehensible for ELLs. Technology is used in all of the content areas. There are lessons delivered using SmartBoards, projectors are used to model work, listening centers are set up in classroom, students may check-out audio books and there are centers to work on oral language with a recording system. Additionally, teachers post webcast and reading assignments on-line with a link to a read aloud.

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

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

Support services and resources are leveled appropriately for the students’ ages and levels. There are high interest libraries in each classroom that are age and grade appropriate. All teachers differentiate their lessons to ensure that ELLs are receiving the same content but at their language level so the material is comprehensible for them. All teachers at 303 provide all students with rigorous NYS CCLS aligned instruction by using complex texts and making them accessible using scaffolds as needed (that are removed as students acquire language). Additionally teachers use language acquisition strategies along with language and content goals to ensure that instruction is aligned to students' ages and grade levels.

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?

Resources and service providers in the building are not shared.

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).

Students and families are invited to attend the summer orientation session where they will learn about the programs at CIS 303. At the beginning of the school year newly enrolled ELLs will be assessed and provided with services based on the previous year’s NYSESLAT scores, NYSITELL and the need determined by the school-based assessments. ELLs arriving throughout the year will receive an advisor, a student buddy, and will be assessed to determine placement and necessary supports. The parent coordinator assists the English as a New Language teacher in planning and facilitating family outreach and meetings.

17. What language electives are offered to ELLs?

Language electives are not 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)?

N/A

### Professional Development and Support for School Staff

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

All classroom teachers, administration and support staff at CIS 303 receive ongoing professional development. This professional development includes in-school mentoring lessons and meetings with certified mentors, as well as out of school...
workshops and conferences. Much of this professional development focuses on differentiated instruction in the classroom and UDL. Because most classroom teachers instruct ELLs as well as native English speakers in their classrooms, this professional development particularly benefits ELLs by giving mainstream teachers the tools to adapt daily lessons to fit their needs.

The ENL teacher attends a variety of professional development sessions on supporting ELLs on accessing the Common Core Learning Standards provided by the city and turn-keys the information to the staff (administrators, all teachers, paraprofessionals, guidance counselors, and secretaries). The ENL teacher supports content teachers in providing entry points and scaffolds for ELLs. Additionally, teacher teams meet daily and twice a week these meetings focus on professional learning. At CIS 303 ENL-specific professional development is delivered during weekly grade team meetings following a PLC inquiry model. Facilitators guide teams through the inquiry process using a student work analysis protocol to look at ENL student work. A specific strategy around language development is identified, modeled, practiced, and planned into instruction. The cycle concludes by looking at student work, reflecting on practice, and selecting the next language development focus. Inquiry cycles are facilitated by Ms. Ros Cooper and Ms. Danielle Lerro.

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 CIS 303 ENL-specific professional development is delivered during weekly grade team meetings following a PLC inquiry model. Facilitators guide teams through the inquiry process using a student work analysis protocol to look at ENL student work. A specific strategy around language development is identified, modeled, practiced, and planned into instruction. The cycle concludes by looking at student work, reflecting on practice, and selecting the next language development focus. Records are maintained through team agendas that include the minutes and attendance as well as inquiry folders with student work, analysis and all artifacts pertaining to each inquiry cycle.

The certified ENL teacher at CIS 303 also attends in-school mentoring meetings in order to streamline her lessons with the school-wide literacy curriculum and common core learning standards. CIS 303 is a PROSE school and therefore Professional Development takes place via job-embedded learning during the school day.

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?

Goals, progress, proficiency assessments and needs across content areas are identified and discussed with parents regularly at parent teacher conferences. Teacher teams have student conversations, in conjunction with inquiry, about individual students and share data, strengths and goals for ELLs so that a comprehensive picture progress update can be shared with families. Families of ELLs are invited to come in to talk to the entire grade team of teachers during weekly student conversations during the school day. Parents have a direct line of communication with the student’s advisor and are invited in for meetings in to discuss progress with teachers and the ENL teacher. When necessary, translation services are provided for all parent meetings (the highest frequency language is Spanish and there are several staff members in the building that are available to translate, including the parent coordinator).

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

The Principal, Assistant Principal, ENL Teacher, Parent Coordinator, Related Service Providers, Guidance Counselor and parents are all considered “Partners” united in a common goal to see that our ELLs are prepared for High School. The ENL program at CIS 303 pays particular attention to increasing parent and community involvement in students’ language development.
Every month there are opportunities for parents to attend workshops. These workshops are designed to provide additional information to ENL parents on the school curriculum and ELL-related topics. These workshops will give ENL students’ parents a chance to ask questions about their children’s work at school and language development, in addition to giving additional support to parents who may still be unfamiliar with the school literacy or math curricula. A translator will be available at all sessions to assist parents who do not speak English. Topics for ENL parent workshops include:
- Workshops on state testing and promotional policy
- Helping your child gain literacy skills when you don’t speak English at home
- Curriculum explanations for ENL parents
- ELL homework help

The Parent Association president and Parent Coordinator work together to invite CBOs to provide workshops at Parent Association meetings.

Parents are invited to complete surveys, attend SLT meetings and participate in the workshops listed above. Based on this feedback we are able to evaluate the needs and plan future workshops and events that will suit the needs of parents.

**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.
Part V: ELL Identification Attestation

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, Monica Brady, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monica Brady</td>
<td>Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Danielle Lerro</td>
<td>Assistant Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Jacqueline Gonzalez</td>
<td>Parent Coordinator</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Luisana Taveras</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Damen Davis</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Bushra Makiya</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Ros Cooper</td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Ines Reynoso</td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Leticia Rodriguez-Rosario</td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other ____</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other ____</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other ____</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 09X303  School Name: CIS303  Superintendent: L. Rosario

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>Luisana</td>
<td>Tavares</td>
<td>ENL Teacher</td>
<td>No</td>
<td>No</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.

   CIS 303 uses multiple methods to determine language preferences for parents and families in written and oral communication. Surveys to determine what language is preferred for both oral and written communication are given at the beginning of each year to both new and returning families. This information is kept on file so that teachers can easily determine the preferred language for each individual student. Additionally, preference is assessed at parent orientations. Each student has an advisor and the advisor ensures that the appropriate written communication is sent home and that if oral translation services are needed they are provided. This data is entered into ATS so that the RHLA report can be utilized.

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 (PPLR) 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>Arabic</td>
<td>1</td>
<td>.24%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Bengali</td>
<td>3</td>
<td>.71%</td>
<td>3</td>
<td>.71%</td>
</tr>
<tr>
<td>Chinese</td>
<td>2</td>
<td>.47%</td>
<td>2</td>
<td>.47%</td>
</tr>
<tr>
<td>Dutch</td>
<td>1</td>
<td>.24%</td>
<td>1</td>
<td>.24%</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.

English, Spanish

**Part B: Communications Calendar & Language Services**

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>School calendars - month at a glance</td>
<td>Monthly, the first of each month</td>
<td>Written communication is submitted to in-school translator one week prior to the date of distribution to allow time to translate, print and reproduce copies for families. For parents who do not speak the translated languages, we will use Language Line to read flyers and documents to families.</td>
</tr>
<tr>
<td>All of these documents are handed out to students during their advisory period and collection of notification to parent is monitored by their advisor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent teacher conference notifications</td>
<td>4 times per year - one week prior to conference</td>
<td>Written communication is submitted to in-school translator one week prior to the date of distribution to allow time to translate, print and reproduce copies for families. For parents who do not speak the translated languages, we will use Language Line to read flyers and documents to families.</td>
</tr>
</tbody>
</table>
After school program information, curriculum and program information, NYS testing dates, PA meeting dates.  

September 15th  

Written communication is submitted to in-school translator one week prior to the date of distribution to allow time to translate, print and reproduce copies for families.

For parents who do not speak the translated languages, we will use Language Line to read flyers and documents to families.

Invitations to school events, family engagement activities, permission slips for students.  

Ongoing  

Written communication is submitted to in-school translator one week prior to the date of distribution to allow time to translate, print and reproduce copies for families.

For parents who do not speak the translated languages, we will use Language Line to read flyers and documents to families.

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>Curriculum Night</td>
<td>September 8</td>
<td>Many staff members speak Spanish and are able to provide interpretation services. For welcome addresses we invite students to communicate to the audience in both English and Spanish. The parent coordinator and school counselor are able to provide translation services for meetings.</td>
</tr>
<tr>
<td>Parent Teacher Conferences</td>
<td>November 2</td>
<td>Many staff members speak Spanish and are able to provide interpretation services. For welcome addresses we invite students to communicate to the audience in both English and Spanish. The parent coordinator and school counselor are able to provide translation services for meetings.</td>
</tr>
<tr>
<td>Parent Teacher Conferences</td>
<td>March 1</td>
<td>Many staff members speak Spanish and are able to provide interpretation services. For welcome addresses we invite students to communicate to the audience in both English and Spanish. The parent coordinator and school counselor are able to provide translation services for meetings.</td>
</tr>
</tbody>
</table>
services. For welcome addresses we invite students to communicate to the audience in both English and Spanish. The parent coordinator and school counselor are able to provide translation services for meetings.

<table>
<thead>
<tr>
<th>Parent Teacher Conferences</th>
<th>April 26</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Many staff members speak Spanish and are able to provide interpretation services. For welcome addresses we invite students to communicate to the audience in both English and Spanish. The parent coordinator and school counselor are able to provide translation services for meetings.</td>
</tr>
</tbody>
</table>

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

All members of the school’s administrative office speak English and Spanish - the two primary languages of the school. The office team makes and receives emergency phone calls in both languages. We will use Language Line for any other languages.

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.

Chancellor's Regulation A-663 is shared with the staff. All staff know the procedures for written and oral translation services and how to locate, in the office, standard DOE communications and forms for parents in families' primary language. We will provide a training for all staff members on Language Access facilitated our LAC.

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.)

All parents are notified of translation and interpretation services.

Signage is posted informing parents of the prominent covered languages indicating interpretation services.
The administrative office is staffed by both English and Spanish speakers so that in case of emergency, parents are able to communicate with the school.

We will use Language Line for all non-English/Spanish speakers.

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**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?

Regular parent surveys are given in both Spanish and English to get feedback and improve on services. As a result of feedback the school has received, the online grade book that all parents have access to electronically is in both English and Spanish and monthly progress reports are in both languages. We will use Language Line to read the surveys to all non-English/Spanish speakers and get their feedback.