2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 08X348
School Name: SCHUYLERVILLE PREPARATORY HIGH SCHOOL
Principal: MELISSA RAMOS
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

<table>
<thead>
<tr>
<th>School Name: Schuylerville Preparatory High School</th>
<th>School Number (DBN): 08X348</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEDS Code: 08X348</td>
<td></td>
</tr>
<tr>
<td>Grades Served: 9, 10, 11, 12, SE</td>
<td></td>
</tr>
<tr>
<td>School Address: 3000 East Tremont Avenue, Bronx, NY 10461</td>
<td></td>
</tr>
<tr>
<td>Phone Number: 718-904-5080</td>
<td>Fax: 718-904-5084</td>
</tr>
<tr>
<td>Adele Paturzo</td>
<td>Email Address: <a href="mailto:apaturzo@schools.nyc.gov">apaturzo@schools.nyc.gov</a></td>
</tr>
<tr>
<td>School Contact Person: Adele Paturzo</td>
<td></td>
</tr>
<tr>
<td>Principal: Mrs. Melissa Ramos</td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader: Mrs. Katherine Martin-Bridge</td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President: Mrs. Wendy Garcia</td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson: Mrs. Katherine Martin-Bridge</td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson): Mrs. Naomi Hamilton</td>
<td></td>
</tr>
<tr>
<td>Student Representative(s): ShantaeBrown</td>
<td>LisbethArias</td>
</tr>
<tr>
<td>CBO Representative: N/A</td>
<td></td>
</tr>
</tbody>
</table>

District Information

<table>
<thead>
<tr>
<th>Geographical District: 08</th>
<th>Superintendent: Ms. Carron Staple</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address: One Fordham Plaza, Bronx, NY 10458</td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address: <a href="mailto:CStaple@schools.nyc.gov">CStaple@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Phone Number: 718-741-5834</td>
<td>Fax: 718-741-7098</td>
</tr>
</tbody>
</table>

Field Support Center (FSC)
FSC: Bronx  Executive Director: Mr. Jose Ruiz

Executive Director’s Office Address: One Fordham Plaza, Bronx, NY 10458

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

Phone Number: 718-828-7776  Fax: 718-828-6280
Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melissa Ramos</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Katherine Martin-Bridge</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Wendy Garcia</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Gladys Gomez</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Naomi Hamilton</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Shantae Brown</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Lisbeth Arias</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Amy Brito Ramos</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Louis Paler</td>
<td>Parent</td>
<td></td>
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<td></td>
<td>Parent</td>
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</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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</tr>
<tr>
<td>ŴyrstnMcCabe</td>
<td>Teacher</td>
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<td></td>
<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

The Quality Review and the Framework for Great Schools

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

**NYCDOE’s Quality Review (QR)**

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

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

**School Quality Guide**

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

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

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

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

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

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

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

**Section 4: CEP Overview**

1. What is your school’s mission statement?

Schuylerville Preparatory High School educators envision our scholars as cognitive apprentices across all disciplines. SPHS scholars will use their educational foundation, which is rooted in disciplinary literacy, to foster academic and personal growth, enabling them to become productive and successful contributing citizens to society. To realize our
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.

SPHS is beginning its sixth year as a school; our first graduating class was originally projected to be 27%, but after several interventions, 67% of our students graduated. Additionally, our Quality Review ratings reflected proficient and well-developed ratings in all areas, with the exception of 1.2 and 2.2, which received developing ratings. In our 17-18 school year, our graduation rate in June was 77% while our August grad rate improved to 82%.

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

SPHS has a diverse population of scholars; we are currently serving 359 students, of which 27% have IEPs and 22% are ELLs. Both populations often face challenges with transitioning to high school, facing the rigor of Regents-level work, and accessing complex text, whether due to language acquisition or below-grade-level literacy skills.

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.

Our school has made the most improvement in 5.1 and 1.3, monitoring and revising and use of resources, respectively. Specifically, we have utilized resources and school-wide reflective processes to improve our culture of learning and effective school leadership. Additionally, with our work in improving 5.1, our teachers are more collaborative, using professional learning cycles to collaboratively engage in inquiry work.
## School Demographics and Accountability Snapshot for 08X348

### School Configuration (2018-19)
- **Grade Configuration**: 09,10,11,12
- **Total Enrollment (2017-18)**: 376
- **SIG Recipient (Y/N)**: No

### English Language Learner Programs (2018-19)
- **Transitional Bilingual**: N/A
- **Dual Language**: N/A
- **Self-Contained English as a Second Language**: N/A

### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 9
- **# SETSS (ELA)**: 18
- **# Integrated Collaborative Teaching (ELA)**: 49
- **# Special Classes (Math)**: 9
- **# SETSS (Math)**: 19
- **# Integrated Collaborative Teaching (Math)**: 49

### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: 10
- **# Music**: 5
- **# Foreign Language**: N/A
- **# Dance**: # CTE

### School Composition (2017-18)
- **% Title I Population**: 76.0%
- **% Attendance Rate**: 85.5%
- **% Free Lunch**: 42.3%
- **% Limited English Proficient**: 15.4%
- **% Students with Disabilities**: 15.2%
- **% Black or African American**: 1.1%
- **% Asian or Native Hawaiian/Pacific Islander**: 5.9%
- **% Hispanic or Latino**: 58.2%
- **% White**: 7.7%
- **% Multi-Racial**: 1.9%

### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 1.1%
- **% Black or African American**: 26.3%
- **% Hispanic or Latino**: 58.2%
- **% Asian or Native Hawaiian/Pacific Islander**: 5.9%
- **% White**: 7.7%
- **% Multi-Racial**: 1.9%

### Personnel (2015-16)
- **Years Principal Assigned to School (2018-19)**: 2.25
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching Out of Certification**: 0%
- **% Teaching With Fewer Than 3 Years of Experience**: 5%
- **Average Teacher Absences (2014-15)**: 7

### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4**: N/A
- **Mathematics Performance at levels 3 & 4**: N/A

### Student Performance for High Schools (2016-17)
- **ELA Performance at levels 3 & 4**: 72%
- **Mathematics Performance at levels 3 & 4**: 68%
- **Global History Performance at levels 3 & 4**: 50%
- **Us History Performance at Levels 3 & 4**: 55%
- **4 Year Graduation Rate**: 63.3%
- **6 Year Graduation Rate (2011 Cohort)**: N/A
- **Regents Diploma w/ Advanced Designation**: 0.0%
- **% ELA/Math Aspirational Performance Measures (2015-16)**: N/A

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

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

#### Elementary/Middle School

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Met AYP ELA</th>
<th>Met AYP Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
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<td>N/A</td>
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</tbody>
</table>

#### High School

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Met AYP ELA</th>
<th>Met AYP Mathematics</th>
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<tbody>
<tr>
<td>American Indian or Alaska Native</td>
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<td>N/A</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>YSH</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>YSH</td>
<td>ALL STUDENTS</td>
</tr>
</tbody>
</table>

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2018-19 CEP
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.

2014-15 Quality Review feedback stated that the school is developing with respect to indicators 1.2 and 2.2; this feedback was further validated by several visits from our superintendent's team during the 2017-18 school year. While 82% of students graduated, only 79% of students accumulate 10+ credits in the ninth grade. Moreover, our average Regents score across all exams ranges from 35-64%, proving that a large number of students are failing Regents exams. As part of our three-year instructional focus on disciplinary literacy, our sub focus for the 18-19 year is assessment.

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.

As a result of improving co-teaching partnerships, there will be a 5% increase on the average score of the Algebra I Regents Exam, moving from 57% to 62%, by June 2019.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>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>Teachers</td>
<td>September 2018 – June 2019</td>
<td>Administration Coaches Teachers</td>
</tr>
<tr>
<td>Teachers</td>
<td>September 2017 – June 2018</td>
<td>Administration</td>
</tr>
<tr>
<td>Teachers &amp; Students</td>
<td>September 2018 – June 2019</td>
<td>SIT members, Administration</td>
</tr>
<tr>
<td>Teachers &amp; Students</td>
<td>September 2018 – June 2019</td>
<td>Administration Instructional Support Team</td>
</tr>
</tbody>
</table>

1. Algebra I and Geometry teachers will be part of the coaching pilot program with Blue Engine to support them building capacity within their co-teaching partnership.

2. Teachers will receive support around the suggested SPHS lesson and unit templates via ongoing feedback and visits to teacher teams from administration. Additionally, administration will use 1e and 1a p&p of the Danielson Framework to offer targeted feedback on plans.

3. The School Implementation Team will work closely with the Instructional Support Team to provide training to all teachers on how to scaffold, differentiate, and appropriately modify instruction for all students with IEPs and ELLs.

4. We will develop and implement a Strategic Assessment Plan that describes effective assessment practices and which establishes expectations for the use of assessments to monitor progress, to inform curriculum changes and to adjust professional learning for teachers of IEP students. This document will contain a detailed Assessment Calendar including all school-wide common and summative assessments (e.g., midterms and finals) and will articulate how assessment is aligned to the school’s goals, the observation cycle and teacher professional learning.

### 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.

Families will be invited to curriculum nights and parent engagement meetings once a marking period and once a week, respectively, throughout the 18-19 school year. Parent workshops will include introduction to curricula, ways to support their children with their academic journey, and the importance of attempting rigorous coursework.

### Part 4 – Budget and Resource Alignment

2018-19 CEP
**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.

- Blue Engine Partnership
- Professional Learning Community Time
- Improved technology such as updated Smart Boards

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

<table>
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<tr>
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<th>Tax Levy</th>
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</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

**Mid-Year Benchmark:**

By January 2018, 3% of students who are retaking the CC Algebra I Regents exam will have scored within a minimum range of 60 – 64.

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

*Teacher teams will analyze results after the January Regents.*

**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

<p>| | |</p>
<table>
<thead>
<tr>
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<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>
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</tr>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
<td></td>
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<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>
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<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
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</tbody>
</table>

While areas of the principal’s instructional leadership and program coherence were positively rated above the city average, areas of personal attention and support, as well as guidance, were rated below the city average at 54% and 73%, respectively. To address these concerns, we implemented a four-year advisory program that is a hybrid of two different initiatives: The Question Project and Peer Forward. In grades 9 and 10, students take the Question Project course, where they explore their identities and purpose; this builds a strong social-emotional foundation for their high school career and beyond. In grades 11 and 12, but starting in grade 10, students explore the college and career process through Peer Forward. We also had several faculty and staff trained in TCIS and restorative justice practices.

Part 2 – Annual Goal

<p>| | |</p>
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<tbody>
<tr>
<td>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.</td>
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<tr>
<td>As a result of implementing advisory courses and an academically- and socially-enriching after school program, there will be a 6% increase in the number of students who respond positively to the personal attention and support section of the school environment survey, moving from 54% to 60%, by June 2018.</td>
<td></td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>

1. **We will ensure that we have a variety of means to communicate (in home language) with our families.** These will include but are not be limited to:

   - Skedula
   - Kinvolved
   - Parent & Scholar Handbook
   - School Website
   - Meetings during Parent Engagement
   - Mailings
   - School Messenger

   **Target Group:** Parents  
   **Timeline:** Sept. 2018 - June 2019
   **Key Personnel:** Administration, Parent Coordinator, Parent Engagement Team

2. **We will provide professional learning to staff on how to develop partnerships with families via text-based discussions, workshops, and inter-visitations.**

   **Target Group:** Teachers  
   **Timeline:** Sept. 2018 - June 2019
   **Key Personnel:** Administration, Parent Coordinator, Parent Engagement Team

3. **We will provide targeted meetings for parents to build their capacity to support their children in the areas of:**

   - special education
   - ENL services
   - literacy
   - college readiness
   - high school graduation requirements, and
   - making sense of academic performance data

   **Target Group:** Parents, Students  
   **Timeline:** Sept. 2018 - June 2019
   **Key Personnel:** Administration, Parent Coordinator, SIT members

4. **We will create and maintain a Parent Engagement Team that will coordinate all parent engagement efforts.**

   **Target Group:** Parents  
   **Timeline:** Sept. 2018 - June 2019
   **Key Personnel:** Administration SLT, Parent Coordinator
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.

Monthly and quarterly town halls with students and parents, respectively. During this time, we will review aggregate student data, update individual graduation plans, and provide workshops that will support parents with this work, including anti-bullying, social media awareness, and the importance of social-emotional learning at the school and home levels.

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.

Skedula

Per Session for teachers to attend workshops (2 hours/month X 10 teachers)

Parents' Association

Parent Coordinator

Learning Partners Program Team (Culture-building focus)

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

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Part 5 – Progress Monitoring

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

By January 2018, 4 parent workshops will have been held, with an average attendance of 15 parents.

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

The parent engagement team will look at attendance sheets and send out follow-up surveys to assess whether an average of 15 parents attend each workshop.

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>
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</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>

In the 2017-18 school year, 100% of teachers were part of a professional learning community and had common planning time. While we saw gains in the overall graduation rate, our average Regents scores continue to be below passing grade, and on the student survey, only 57% of the students responded positively to academic press. As a result, we are focusing on two areas in our PLCs: Assessment and Instruction. Our teachers are creating course units and assessments whilst reviewing both teaching and learning artifacts.

**Part 2 – Annual Goal**

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a result of faculty-wide professional learning communities, there will be a 5% increase from 57% to 62% in the number of students who respond positively to academic press on the student survey by June 2019.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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</thead>
<tbody>
<tr>
<td>1. Teachers will turn in their unit plans to administration for feedback regarding alignment to standards, evidence of disciplinary literacy, scaffolds for diverse learners, and rigor.</td>
<td>Teachers</td>
<td>Sept. 2018 - June 2019</td>
<td>Administration Instructional Support Team</td>
</tr>
<tr>
<td>2. We will provide an ICT handbook and collaborative teaching training so that teachers will be equally empowered and effective in an ICT class.</td>
<td>Teachers</td>
<td>Sept. 2018 - June 2019</td>
<td>Administration Instructional Support Team</td>
</tr>
<tr>
<td>3. Administration will sit in on teacher teams and take low-inference notes to provide teams with feedback on their work. Teams will hand in weekly work products that speak to the meetings they have held, along with minutes and agendas.</td>
<td>Teachers, Parents, Students</td>
<td>September 2018-June 2019</td>
<td>Administration</td>
</tr>
<tr>
<td>4. Teachers will receive training on high-quality protocols, agendas, and meeting norms so that they can strengthen their team’s productivity.</td>
<td>Teachers</td>
<td>Sept. 2018 - June 2019</td>
<td>Administration Instructional Support Team</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

Monthly and quarterly town halls with students and parents, respectively

### 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.

- Principal
- APs
ICT Handbook

Protocols and Agendas

Per Session for Instructional Support Team (Once a week for 2 hours X 6 teachers)

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

<table>
<thead>
<tr>
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</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 January 2018, all teachers will have engaged in one cycle of inquiry around assessment.

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

Administration will use meeting notes, inquiry cycle documents and lesson study artifacts to assess progress.

**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

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.

SPHS’s recent Quality Review ratings were developing in 4.2. Moreover, the school’s systems and structures for communicating high expectations, ensuring quality programming that is suited to students’ individual needs, and promoting college readiness are growth areas. While the school was rated proficient in 3.4, it is noted that there were minimal accountability structures in place that would allow administration to reflect upon the work being done in order to make any data-driven decisions and changes. SPHS did not have a CBO partner prior to the end of the 15-16 years, and there are several students who are disengaged from school, which is evident in attendance and credit accumulation data. Moreover, school culture, as per the Learning Environment Survey and school-generated surveys indicate that teachers and staff do not all feel informed and/or part of a community, which indicates a need to build a stronger culture that values communication.

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.

As a result of a partnership with The Question Project and Peer Forward, all students will have experienced a CCLS-aligned advisory course that focuses on personal growth and citizenship by June 2019.
### Part 3a – Action Plan

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

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

<table>
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<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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<tbody>
<tr>
<td>1. Teachers will receive weekly coaching from The Question Project and Peer Forward consultants.</td>
<td>Students, Teachers</td>
<td>Sept. 2018 - June 2019</td>
<td>Administration, Accreditation Committee, Guidance Counselors</td>
</tr>
<tr>
<td>2. Teachers will work in teams to create additional materials to supplement both TQP and PF curricula.</td>
<td>Teachers, Students</td>
<td>Sept. 2018 - June 2019</td>
<td>Administration, Instructional Support Team</td>
</tr>
<tr>
<td>3. Students will meet administration and counselor on a marking-period basis to discuss their take-aways from the advisory programs.</td>
<td>Students</td>
<td>Oct. 20167 - June 2018</td>
<td>Administration, Counselors, Teachers</td>
</tr>
<tr>
<td>4. Students will have the &quot;Are You Green?&quot; Campaign to inform and celebrate their progress every marking period.</td>
<td>Students</td>
<td>Nov. 2018 - June 2019</td>
<td>Administration, Counselors, Teachers</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.

Monthly and quarterly town halls with students and parents, respectively

### 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.

Monthly and quarterly town halls with students and parents, respectively
### Part 4b.

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

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### Part 5 – Progress Monitoring

#### Part 5a.

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

By January 2018, 9th graders will have earned at least 5 credits.

#### Part 5b.

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

Administration and counselors will review transcripts.

#### Part 5c.

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

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

Part 1 – Needs Assessment

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

SPHS values its parents and their partnership. While the school was rated "proficient" in 3.4, several cohort S and T students were not receiving notification of at-risk status on a regular basis. Several parents have asked for more transparency throughout the marking periods in order to support their children with their course work. "Prep Points," the monthly memo to all families, contained general information on the school, but parents expect more personalized information. With a recent transition to Skedula (Pupil Path), parents are able to keep track of student performance, but also communicate regularly with teachers. To improve parent communication, SPHS now has a new website that is updated frequently, and every child and their family receive a schylervilleprehs.org email, which receives regular updates about things happening "at the Schuy." |

Part 2 – Annual Goal

<table>
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<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
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<tbody>
<tr>
<td>As a result of a monthly menu of high-interest workshops and kinvolved, there will be a 10% increase in the number of parents who respond to the School Environment survey by June 2019, moving from 46% to 56.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Parent Engagement Team will be formed in order to promote targeted workshops and support to parents on myriad topics.</td>
<td>Parents</td>
<td>Sept. 2018 - June 2019</td>
<td>Administration Parent Coordinator</td>
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<tr>
<td>2. Lehman Educational Campus Schools will promote campus-wide workshops via the parent advisory group.</td>
<td>Parents</td>
<td>Sept. 2018 - June 2019</td>
<td>Administration Parent Coordinator Parents' Association</td>
</tr>
<tr>
<td>3. SPHS Parents’ Association and staff will host various entertaining activities such as Paint Night, Bingo, and Multicultural Night.</td>
<td>Parents</td>
<td>Sept. 2018 - June 2019</td>
<td>Administration Parent Coordinator Parents' Association</td>
</tr>
<tr>
<td>4. SPHS will host town hall meetings every marking period for families and students.</td>
<td>Parents Students</td>
<td>Sept. 2018 - June 2019</td>
<td>Administration Parent Coordinator Counselors</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.

Monthly and quarterly town halls with students and parents, respectively

### 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.

- Administration
- Counselors
- Parent Coordinator
Parents’ Association

Parent Engagement Time

Parent Engagement Team

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

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<td>Other</td>
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</table>

**Part 5 – Progress Monitoring**

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

By January 2017, at least 30 families will have completed the SPHS-generated Environment Survey.

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

Administration, the PC, Parents’ Association, and counselors will evaluate the responses from the SPHS survey.

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

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Students with a grade average of 65% or below</td>
<td>Blended Learning Activities, Developing Habits of Work and Learning, Portfolio Program, Peer Tutoring</td>
<td>Remediation: 1:1 and small group</td>
<td>After-school, Saturday Academy, Study Skills for Graduation Period, Portfolio Period &amp; Lunch Period</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Students with a grade average of 65% or below</td>
<td>Blended Learning Activities, Developing Habits of Work and Learning, Portfolio Program, Peer Tutoring</td>
<td>Remediation: 1:1 and small group</td>
<td>After-school, Saturday Academy, Study Skills for Graduation Period, Portfolio Period &amp; Lunch Period</td>
</tr>
<tr>
<td>Science</td>
<td>Students with a grade average of 65% or below</td>
<td>Blended Learning Activities, Developing Habits of Work and Learning, Portfolio Program, Peer Tutoring</td>
<td>Remediation: 1:1 and small group</td>
<td>After-school, Saturday Academy, Study Skills for Graduation Period, Portfolio Period &amp; Lunch Period</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Students with a grade average of 65% or below</td>
<td>Blended Learning Activities, Developing Habits of Work and Learning, Portfolio Program, Peer Tutoring</td>
<td>Remediation: 1:1 and small group</td>
<td>After-school, Saturday Academy, Study Skills for Graduation Period, Portfolio Period &amp; Lunch Period</td>
</tr>
<tr>
<td>At-risk services <em>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</em></td>
<td>Students with a grade average of 65% or below, Students Identified in Crisis</td>
<td>Counseling, Blended Learning Activities, Developing Habits of Work and Learning</td>
<td>1:1, small group and/or family, peer counseling/support</td>
<td>School Day, After-school, As Needed by Student</td>
</tr>
</tbody>
</table>

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2018-19 CEP 27
## Section 7: Support for Students in Temporary Housing (STH)

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

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


### Part A: FOR TITLE I SCHOOLS

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

   *We currently have 37 students in temporary housing.*

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

   - Book bags with supplies
   - Mentoring program via CBO-provided social worker
   - Weekly check-ins with administration
   - Toiletries and school uniform bag

### 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).

   - Book bags with supplies
   - Emergency uniforms
   - Weekly check-ins with administration
   - Support from CBO-provided social worker
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

<table>
<thead>
<tr>
<th>Supplies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency uniforms</td>
</tr>
<tr>
<td>Book bags</td>
</tr>
</tbody>
</table>

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

| Emergency uniforms and book bags |
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

| X | Schoolwide Program (SWP) | Targeted Assistance (TA) Schools | Non-Title I |

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.

The recruitment, retention and continuous development of highly-qualified teachers is a priority at Schuylerville Prep. In order to ensure we attract and retain high-quality teachers, we participate in borough- and city-wide hiring fairs, work with NYCTF and TFA, partner with Lehman College and other universities to host student teachers, as well as invite student teachers to our ongoing open houses.

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).

- Daily common planning
- Small learning community
- Professional learning and curriculum support
- Non-evaluative feedback
- Inter-visitations
- Lesson Study

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.

Within department teams, teachers evaluate state-based exams and their alignment with standards; teachers then develop smaller interim assessments that are aligned with standards, as well as Regents and some AP exams (when appropriate). Teachers discuss exemplars of student responses in order to norm; once assessments are administered, teachers meet to discuss student work and create action plans for students.

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>Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>265,944</td>
<td>X</td>
<td>5-7</td>
</tr>
</tbody>
</table>

2018-19 CEP
Title II, Part A | Federal | 0 | 0 | 0
Title III, Part A | Federal | 12,366 | X | 5-7
Title III, Immigrant | Federal | 2,347 | X | 5-7
Tax Levy (FSF) | Local | 2,606,639 | X | 5-7

2Explanation/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.

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

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Schuylerville Preparatory High School</strong> will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>● providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;</td>
</tr>
<tr>
<td>● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>● providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
</tbody>
</table>
● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

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

The school’s Parent Involvement

Parental Involvement and School Quality

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

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

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

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

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

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

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

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

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

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

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

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

Encouraging School-Level Parental Involvement

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

● holding an annual Title I Parent Curriculum Conference;

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

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

● supporting or hosting Family Day events;

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

● encouraging more parents to become trained school volunteers;

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

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

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

School-Parent Compact (SPC)

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

### I. School Responsibilities: High Quality Curriculum

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

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

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

Provide general support to parents by:

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

### II. Parent/Guardian Responsibilities
- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

---

### III. Student Responsibilities

**Student Responsibilities:**

- attend school regularly and arrive on time;

- complete my homework and submit all assignments on time;

- follow the school rules and be responsible for my actions;

- show respect for myself, other people and property;
● try to resolve disagreements or conflicts peacefully;

● always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

1. **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.
   1. The Title III supplemental instructional services must be based on student need
   2. These supplemental services should complement core bilingual and ESL services required under CR Part 154.
   3. Direct supplemental services should be provided for before school, after school, and Saturday programs.
   4. Teachers providing the services must be certified bilingual education and/or ESL teachers.

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

3. **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
   1. 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.

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**Part A: School Information**

| Name of School: || DBN: ||
|-----------------|-----------------|
| 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

Total # of teachers in this program: _____

# of certified ESL/Bilingual teachers: _____

# of content area teachers: _____
**Part B: Direct Instruction Supplemental Program Information**

Describe the direct instruction supplemental program here and include the:

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: ____

The direct instruction supplemental program will be geared towards all ELLs; however, ELLs who are under-credited and regent deficient will be targeted. Moreover, ELLs in grades 9 and 10 will receive support in Algebra I and Living Environment. ELLs in grades 11 and 12 will receive help in academic language, geometry, chemistry and college awareness. The students will be attending two college fairs. We will also be using College Goal NY and participating in college application week.

Flexible grouping of the students will be used in order to maximize the amount of support for the duration of the program. Students will be placed into one of two groups by grade level and the academic needs assessed with the NYSESLAT and their transcripts. A licensed pedagogue will teach each of these groups. One teacher is certified in mathematics; one teacher is dual certified in ENL and ELA.

The language of instruction is English, however, students will be encouraged to use native-language supports and scaffolds; materials such as translated texts, native-English language dictionaries, and visual supports will be used. Novels, previous regents exams, Duolingo, Babylon, and Barron’s materials are some of the materials that will be used for instruction. This program will take place on Wednesday and Thursday from 3:00 to 6:00 and Saturday from 9:00 to 1:00. The program will begin on October 11, 2018 and end on June 9, 2019. While these programs and resources exceed the initial $12,366 Title III allocation, we are supplementing with Fair Student Funding and Achieve Now Grant monies.

Attendance and progress will be tracked and stored in a Google file. The materials used for all components of the program are pre-existing and therefore will not need funding from Title III. Parents’ will be notified via their preferred language using in house translation or translation services provided by the Translation and Interpretation Unit.

**Part C: Professional Development**

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

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

Begin description here: ____
Part C: Professional Development

The SPHS ENL Support Program is an after-school and Saturday-based program to support English language learners with language acquisition and content learning via a disciplinary literacy approach. Students will receive tutoring and academic skills support specific to content areas so that they are simultaneously improving their speaking, reading, listening, and writing skills while building content knowledge that is essential for passing the Regents exams. Teachers who are providing these services will receive training via a 5-day after-school institute on disciplinary literacy and ELLs, which will be facilitated by the assistant principal and ENL teacher (trainers). This training will take place from September 25, 2018 – October 9, 2018 for one hour each day. The teachers teaching the program will be in attendance. Additionally, the teachers will meet with the trainers monthly to review student work and engage in text-based discussions around the best strategies to support ELLs with content learning and language acquisition. They will then turn key this information to their respective departments. The Support Program will begin October 9, 2018 and continue until June 9, 2019. Students will have access to tutoring and academic support seminars on Tuesdays, Wednesdays, Thursdays, and Fridays from 2:45 - 5:15 p.m..

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: ____

SPHS will host a series of parent workshops geared towards parents of ELLs. Prior to starting the student support program, we will invite the parents to meet with us for an informational session. Additionally, we will host monthly workshops on how to support children with their high school journey, as well as updates on how their children are progressing in schools. The teachers who service children in the SPHS ENL Support Program will also be in attendance to frequently interact with the families. We will notify families via phone messenger, letters, and parent coordinator phone calls, as well as announcements via email and website. Translations will be provided as needed by our in house staff or the assistance of the Translation and Interpretation Unit.

The parent workshops will take place on the second Thursday of each month from 5 – 6:30. Records such as agendas, invitations and attendance will be kept in the Google folder. The parents will be given information on the following topics by the Trainers:

- Graduation requirements
- Credit accumulation
- Regents exams
- College readiness
- College application process
- ELL specific parent workshops provided by the DOE
# Part E: Budget

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

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
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<td></td>
</tr>
<tr>
<td>1. Per session</td>
<td>n/a</td>
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<tr>
<td>2. Per diem</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. High quality staff and curriculum development contracts.</td>
<td>n/a</td>
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<tr>
<td>Supplies and materials</td>
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<td></td>
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<tr>
<td>2. Must be supplemental.</td>
<td>n/a</td>
<td></td>
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<tr>
<td>3. Additional curricula, instructional materials.</td>
<td>n/a</td>
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<tr>
<td>4. Must be clearly listed.</td>
<td>n/a</td>
<td></td>
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<tr>
<td>Educational Software (Object Code 199)</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>n/a</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>n/a</td>
<td></td>
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</tbody>
</table>

Allocation Amount: $
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADERS K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Bronx</td>
<td>348</td>
</tr>
</tbody>
</table>

School Name  Schuylerville Preparatory H.S.

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melissa Ramos</td>
<td>Biveniendio Hernandez</td>
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</table>

<table>
<thead>
<tr>
<th>Coach</th>
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<tbody>
<tr>
<td>Zulay Martinez</td>
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</table>

<table>
<thead>
<tr>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>School Counselor</th>
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</thead>
<tbody>
<tr>
<td>Theresa Middleton</td>
<td>Melissa Trama</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patricia Silva</td>
<td>Kawasu Nasir</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent Coordinator</th>
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</thead>
<tbody>
<tr>
<td>Anthony Nunez</td>
<td>Wilson Lantigua</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
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<td>type here</td>
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<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
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<tr>
<td>Carron Staple</td>
<td>type here</td>
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</table>

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>2</td>
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</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
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<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>1</td>
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</table>

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

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>385</td>
<td>66</td>
<td>17.14%</td>
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</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></th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
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<td>TBE</td>
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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>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td></td>
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<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td></td>
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<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
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</table>

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
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</table>

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?

   In order to assess the early literacy skills of our ELLs, we use are using the Slosson and Briggance, teacher made assessments and NYESLAT data. The data from these assessments indicates that the students are writing approximately two levels below their own grade and in need of writing support. The teacher made assessments indicates that the students need help to acquire and use academic language. The assessments also revealed that the students need more exposure to subject specific/ Tier III words for continued academic success. This information guides the teachers planning and aides them in scaffolding their instruction. This practice has lead to the creation of a school-wide literacy plan.

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

   This effort is supported by having the following structures in place. Students with disabilities are assessed using the Briggance assessment during September and October by their designated case manager. The NYESLAT data is analyzed and
reviewed for gains in each of the components: reading, writing, listening and speaking. Schoolwide teacher-created assessments are administered during the first two weeks of school in ELA and math.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need? The ELL program is monitored using our AYP data for ELLs. According to last year’s status our school met AYP for class pass rate. However; being that our school was only in its second year, not enough ELLs took regents exams to create a cohort.

4. What structures do you have in place to address interventions once the summative data has been gathered? We created a schoolwide academic intervention and tutoring incentive. Students are able to lunch and learn with the science, math, social studies and ELA teachers two days a week. Schuylerville has also paired with Lehman College to offer an after school tutoring program on Monday and Tuesday from 2:45-5:00pm where the students can receive homework assistance and reading and writing practice. This program is in addition to our ELL program on Wednesday, Thursday and Saturday.

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.] N/A

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].

The NYSELAT and NYSITELL data reveals an increasing proficiency in listening and speaking from the 2014 data, as well as a deficiency in writing which has stayed stagnant.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? The ELL Data Analysis Tool and the EDAT tool that allows us to view a summary of our school’s status in order to conference together as a team and make adjustments to our targeted instructional programs, programming of classes, our ELL support institute, resources we purchase and the training and professional developments administered in house as well as which pd to attend outside of the school community. These adjustments support the accelerated achievement of both our ELLS and non-ELLS.

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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.
      In accordance with CR Part 154.2, ENL is serviced as an integrated program during ELA. A standalone ENL class is given once a day. The incoming 9th graders are programmed in a cohort that travels together. The remainder of ELLs are programmed together when possible.
   
   b. TBE program. If applicable.
      N/A
   
   c. DL program. If applicable.
      N/A

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

All instructional minutes follow the regulations outlined in CR Part 154.2. ENL is delivered to students during a 45 minute ENL pullout block to the students who scored in the entering and emerging phase as well as to those students deemed to need the extra support through assessment and lack of credit accumulation. A certified English teacher with the support of the ENL teacher instructs ELA. The students who scored in the transitioning, expanding and commanding phases are supported through a disciplinary literacy approach in one or more of their core classes. The students in the commanding phase are supported for two years after they score commanding. This model is based off of the ENL Units of Study Chart.

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.

Schuylerville Preparatory H.S. has an ENL model in which instruction in the content areas is delivered in English with the ENL teacher pushing in according to CR Part 154.2. Instruction is delivered through a disciplinary literacy model that allows for students to acquire language in Tier II and Tier III. This approach supports the development of academic language and accelerates the achievement of ELLs. Students are given scaffolds and multiple entries in order to meet their needs in the classroom. Teachers use the TOMS to accurately assess the progress of the students in the different levels of the language acquisition process and to appropriately differentiate the content material for each individual student.

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

ELLs are evaluated in their native language at intake. Spanish-speaking newcomers receive the Spanish LAB to assess their Spanish proficiency. The students are also entitled to take all major exams in their native language or with the assistance of an interpreter. The results of these exams are studied and analyzed for growth.

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

   Instruction is organized according to CR Part 154.2 to meet the needs of all proficiency classifications such as SIFE, newcomers, longterm ELLs and former ELLs. Students are provided with dual language glossaries and dictionaries and native language glossaries of subject specific words. Technology such as laptops and SMART boards are also available as scaffolds. Students are also aided by pre-teaching of vocabulary and concepts that are imperative to the subject at hand.

   A. Students who are identified as SIFE are programmed in ICT classes in order to provide individualized attention and trained teachers who can work with these students. SIFE are also encouraged to participate in after school tutoring designed to support them in their content area classes. These students are also scheduled for elective classes that support the content in the core classes. Regents preparation and lunch-time tutoring are also offered for the continued success of our SIFE population.

   B. Newcomers are engaged in common core, theme-based curriculum which builds vocabulary and academic concepts. These activities are set up to build students' academic English proficiency through scaffolded instruction. Classroom discourse is arranged in a manner to promote and develop language acquisitions and academic concepts. They are also paired with another student to help them feel comfortable and accepted. These students are also scheduled for elective classes that support the content in the core classes. Regents preparation and lunch-time tutoring are also offered for the continued success of our SIFE population.

   C. ELLs who have received services from 4 to 6 years receive similar instruction as newcomers; however, fewer scaffolds are used. Students are engaged in more reading and writing activities to provide them with model work and ample practice with the use of the English language. Close attention is paid to the acquisition of Tier II and Tier III language. the acquisition of this
type of vocabulary supports the students learning in each subject area. These students are also supported through social and emotional means. The students are accessed by our Guidance department to see if they need help with organizational skills, study skills or counseling as a support. Students are also required to check in with the ENL teacher to review their grades and progress via a conference once a month. After school tutoring is available to these students to receive additional help with their content area classes.

D. Long term ELL instruction differs slightly from that of 4 to 6 year ELLs. While still rigorous, the program focuses on the students’ acquisition of academic language, phonetic awareness, reading and writing strategies, and organization skills. Close attention is paid to the acquisition of Tier II and Tier III language. The acquisition of this type of vocabulary supports the students learning in each subject area. These students are also supported through social and emotional means. The students are accessed by our Guidance department to see if they need help with organizational skills, study skills or counseling as a support. Students are also required to check in with the ENL teacher to review their grades and progress via a conference twice a month. After school and lunchtime tutoring is available to these students to receive additional help with their content area classes.

E. Students are immersed in general education curriculum that supports their growth in academic language and content. These students are exposed to language and vocabulary that continues to accelerate their growth. Students are afforded opportunities to receive individualized support before/after school and during lunch.

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

ELL-SWDs are first assessed using Slosson and Brigance as well as performance series and teacher made tests. ENL and IEP teachers work together closely to teach students how to use close reading and annotation strategies to foster their literacy skills. Organizational and time management strategies are taught to assist the students completing classroom tasks, studying and project completion. Pre-teaching is also done as necessary to build schema and allow an access point for classroom instruction. Students are also given the opportunity to attend tutoring and receive homework help during lunch or after-school. Clubs are offered before and after school to support the students academic growth as well as their social and emotional growth. The ELL-SD’s in the 11th and 12th grade are also encouraged to use the college success center on campus and to attend college fairs and workshops to be prepared for the college application process.

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?**

Schuylerville Prep ENL and IEP teachers use close reading and annotation strategies to foster the literacy skills of the ELL-SWDs. Organizational and time management strategies are taught to assist the students completing classroom tasks, studying and project completion. Pre-teaching is also done as necessary to build schema and allow an access point for classroom instruction. Enl teachers co-teach and plan with both the content area teacher, the coach and the special education teacher during common planning time to scaffold and differentiate materials in order to create multiple entry points and the maximum percentage of success for the students. The lessons are implemented and student work is observed and analyzed during common planning in order to make adjustments to the lessons.

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.**

Schuylerville Prep offers afterschool tutoring and regents preparation for all ELL subgroups for science, math and ELA in English with support in Spanish when available. This year we are adding two new ELA electives in creative writing and English explorations to support the continued development of our ELLs in the English language. To continue our support of the science content area we added an ecology course and a sports anatomy course. The extra exposure to the science content and scientific thinking will reinforce what is taught in living environment, earth science and chemistry by keeping the student thinking, writing and speaking like scientists. A new social studies elective was created based on the same principal. The math department has been enhanced by adding Finite Algebra and Analytical math. These electives were specifically chosen based
on our students performance in previous algebra and geometry courses and will support the development of their mathematical skills.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
In order to better support the academic goals of our ELLs, a integrated co-teaching program has been activated according to the guidelines of CR Part 154.2. In order to meet the high demands of our students we will obtained another ENL teacher. We also now have two dual licensed teachers one with a social studies license and one with an English license. We are also planning on adding two more professional development sessions to support our content area teachers in their instruction of ELLs. One will take place in the fall semester and one will take place in the spring semester. Also the classes listed above have been added based on careful review of students progress in each content area.

10. If you had a bilingual program, what was the reason you closed it?
We have not had a bilingual program. We do review our parent choice data to see if it merits the start of a bilingual program. At this time the data does not support the need for a bilingual program according to the guidelines. The ENL program is actually growing as the ELL population is growing.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are provided with equal scheduling access to classes, after school tutoring and regents preparation classes. Our ELL institute is offered on Wednesdays and Thursdays from 3-5. This institute offers assistance in English, Math and Science. Homework help is offered on Saturdays from 9-12. We have a breakfast club which is available to students from 7:30-8:00 Monday- Friday. This program offers social and emotional support.

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 ELLs are provided with laptops to help in translation. A recording and translation device and program are set up for a student who is a ELL as well as having a hearing impairment. Students are provided with dual language glossaries and dictionaries and native language glossaries of subject specific words, Technology such as laptops and SMART boards are also available as scaffolds. Students are also aided by pre-teaching of vocabulary and concepts that are imperative to the subject at hand. We are in the process of purchasing an Babylon, an interpretation software for teachers to use to support the students development using their native language.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
Schuylerville prep has an ENL program. As part of this program and all content area instruction home language is supported and encouraged in order to foster second language acquisition. We offer students and parents the opportunity to meet with us and discuss progress with either a staff member that speaks the native language or through the translation and interpretation service offered by the DOE. We also provide documents to the home that have been translated. Students are paired up with other d=students that speak the same language whenever possible. We are in the process of purchasing an Babylon, an interpretation software for teachers to use to support the students development using their native language. At this time, we do not have DL or TBE.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
Schuylerville Prep has a Pupil Personnel Team (PPT) that meets every Thursday. The team consists of guidance, the Special Education coordinator, ENL coordinator, the Attendance teacher and a member of the disciplinary team. Together the PPT team reviews data such as grades, progress reports, regents scores and information placed in our online grade book and makes decisions on supports and services. These finding then help in defining how students will be scheduled and the supports they will be offered.

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?
N/A
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).

A summer bridge program is available for newly enrolled students including ELLs. There is also a field day for the students to meet other members of the school community. These ELLs as well as ELLs enrolled throughout the year are also partnered with ELLs that have been enrolled in order to give them a "buddy" to help them feel more comfortable and aid them in their adjustment period. The principal, guidance counselor, parent coordinator/community associate, ENL teacher, student ambassadors and parent association members all participate in these activities.

17. What language electives are offered to ELLs?

The only language elective offered at this time is Spanish. The school is in its third year and more electives will be offered as the school grows.

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

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### 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?

   The ENL teacher receives professional development that will advance the learning of ELL students. 50% of the professional development will be ELL-specific training. The ENL teacher receives professional development from a variety of sources to ensure proper training according to CR Part 154. Trainings are scheduled through but not limited to organizations such as Fordham NYC/BERN network and The Division of English Language Learners & Student Support.

   The ENL teacher receives professional development from a variety of sources to ensure proper training according to CR Part 154. Trainings are scheduled through but not limited to organizations such as Fordham NYC/BERN network and the Office of ELLs.

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.

   In order to make the transition from middle to high school, a summer bridge program is available for newly enrolled students including ELLs. There is also a field day for the students to meet other members of the school community. These ELLs as well as ELLs enrolled throughout the year are also partnered with ELLs that have been enrolled in order to give them a "buddy" to help them feel more comfortable and aid them in their adjustment period.

   Using the NYC Public School guidelines as well as CR Part 154.2, Schuylerville has set up a professional development schedule, which takes place on Fridays from 1:07-3:40pm. The data from the 2014-2015 regents, credit accumulation and Quality Review has driven our professional development schedule. The ENL teacher will attend ELL-specific professional development offered by the Fordham RBERN program and the Division of the Office of the ELLs. The content area teachers will also attend content-based ELL-specific workshops through the Division of the Office of the ELLs and the Borough Field Support Office.
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? The ENL teacher schedules meetings with parents on a weekly/biweekly basis based on parent availability and the availability of a translator or IEP teacher as needed. The meetings are scheduled during parent the engagement time that has been set aside each week. If this time does not work for the parent, another agreed upon time is scheduled. These meetings are documented in the ENL teacher's ELL Annual Individual Meeting log. During these meetings, the parents are notified of the students progress. The students transcripts and grades in Skedula are reviewed and any concerns are addressed.

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

One of our goals at Schuylerville Prep is to increase ELL parent involvement in order to increase the performance of ELLs. The first step in our plan was hiring our new Parent Coordinator, Mr. Wilson Lantigua. He is working closely with the PA to address the needs of parents.

Schuylerville Prep will have ample opportunities for both formal and informal face-to-face meetings and interactions. The first direct meeting with parents occurred September 28, 2017 as part of the school's parent outreach and community building initiative. On October 11, 2017 the school will host our first Senior parent information evening. Parent teacher report card conferences will take place in the fall on November 9 and 10 and in the Spring on March 8 and 9. All ENL students will have an additional meeting scheduled this year to address language progress. On May 3, we will have last parent meeting in which we will celebrate our students accomplishments.

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.

Schuylerville Prep also offers a STEM program on Fridays as well as College Now Program.
Part V: ELL Identification Attestation

Principal Certification

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

**School Name:** Schuylerville Preparatory H. S  
**School DBN:** 08x348

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melissa Ramos</td>
<td>Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Bienvinudo Hernandez</td>
<td>Assistant Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Wilson Lantigua</td>
<td>Parent Coordinator</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Theresa Middleton</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Kowsau Nasir</td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Patricia Silva</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Anthony Nunez</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Zulay Martinez</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>Melissa Trama</td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Caron Staple</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: 08x348  School Name: Schuylerville Preparatory H.S.  Superintendent: Carron Staple

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>Theresa</td>
<td>Middleton</td>
<td>ENL Teacher/Test Coordinator</td>
<td>Yes 05/17/2017</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

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

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

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

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

   We use a variety of data sources to assess the language preferences of the parent community. Parent language preferences are first identified by designated staff when a new student is enrolled during the orientation. At this time, parents are interviewed, emergency contact cards are filled out and the HLIS is completed as required. Parent home language preferences are rechecked each year using ATS reports during parent/teacher conferences, upon the submission of new blue cards, and when the parent coordinator completes his annual survey.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Akan</td>
<td>1</td>
<td>.2</td>
<td>1</td>
<td>.2</td>
</tr>
<tr>
<td>Albanian</td>
<td>5</td>
<td>1.02</td>
<td>6</td>
<td>1.22</td>
</tr>
<tr>
<td>Arabic</td>
<td>12</td>
<td>2.45</td>
<td>11</td>
<td>2.24</td>
</tr>
<tr>
<td>Bengali</td>
<td>9</td>
<td>1.84</td>
<td>9</td>
<td>1.84</td>
</tr>
<tr>
<td>Estonian</td>
<td>1</td>
<td>.2</td>
<td>1</td>
<td>.2</td>
</tr>
<tr>
<td>Italian</td>
<td>1</td>
<td>.2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>English</td>
<td>353</td>
<td>72.04</td>
<td>354</td>
<td>72.24</td>
</tr>
<tr>
<td>Portuguese</td>
<td>1</td>
<td>.2</td>
<td>1</td>
<td>.2</td>
</tr>
<tr>
<td>Spanish</td>
<td>103</td>
<td>21.02</td>
<td>103</td>
<td>21.02</td>
</tr>
<tr>
<td>Soninke</td>
<td>1</td>
<td>.2</td>
<td>1</td>
<td>.2</td>
</tr>
<tr>
<td>Urdu</td>
<td>2</td>
<td>.41</td>
<td>2</td>
<td>.41</td>
</tr>
<tr>
<td>Wolof</td>
<td>1</td>
<td>.2</td>
<td>1</td>
<td>.2</td>
</tr>
<tr>
<td>Data as of 10/4/18</td>
<td></td>
<td></td>
<td></td>
<td></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.

N/A

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

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Handbooks</td>
<td>September 5, 2018</td>
<td>We use DOE intranet templates for cover languages. Documents and messages are also translated via Kinvo. The Kinvo program automatically translates messages according to the parents preferred language.</td>
</tr>
<tr>
<td>Senior Parent Night</td>
<td>The first Monday of each month</td>
<td>We use DOE intranet templates for cover languages. Documents and messages are also translated via Kinvo. The Kinvo program automatically translates messages</td>
</tr>
</tbody>
</table>
2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Teacher Meetings</td>
<td>September 26, 2018</td>
<td>We use bilingual school personnel, Kinvo and we utilize the over-the-phone Interpretation services at 1-800-231-0288.</td>
</tr>
<tr>
<td></td>
<td>November 29-30, 2018</td>
<td></td>
</tr>
<tr>
<td></td>
<td>March 7-8, 2019</td>
<td></td>
</tr>
<tr>
<td></td>
<td>May 9, 2019</td>
<td></td>
</tr>
<tr>
<td>Senior Night</td>
<td>November 7, 2018</td>
<td>We use bilingual school personnel, Kinvo and we utilize the over-the-phone Interpretation services at 1-800-231-0288.</td>
</tr>
<tr>
<td>Rising Senior Night</td>
<td>May, 2019</td>
<td>We use bilingual school personnel, Kinvo and we utilize the over-the-phone Interpretation services at 1-800-231-0288.</td>
</tr>
<tr>
<td>Freshman Orientation</td>
<td>June, 2019</td>
<td>We use bilingual school personnel, Kinvo and we utilize the over-the-</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.

Our school community can now communicate with parents through a program called Kinvo. This program is used to take attendance as well as send messages to parents and guardians. All of the parents’ contact information is entered into Kinvo. We then send messages directly to the phone of the parent or guardian in real time. These messages are automatically translated by the program.

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 ensures that LEP parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child’s education. Here at Schuylerville, we take this very seriously. On the first Professional Development day of the school year in September, a training is conducted for all staff. During this meeting, the staff is made aware of the importance that communication with our LEP parents. Staff is provided with the names of employees that speak languages other than English and they are given information about the over the phone interpretation services as well as where to find the number if lost or needed. The staff is also informed that one of the programs we use, Kinvo, which automatically translates messages sent to the parents. Staff is given an overview of the Language Access Kit, its purpose and how it is used. The Language Access Kit is available in the main office, the guidance suite and the ENL teacher’s office.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

The parental notification requirements for translation and interpretation services are fulfilled upon admission. All parents will be notified that they are entitled to a translator, and, to translated oral and written communications. The Language Access kit is used for this purpose. All families are given the Language Guide upon admission, during parent orientation and during parent/teacher meetings.

Part E: Monitoring Provision of Language Services
Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

The school’s Parent Coordinator will conduct an annual survey using Language Line to survey parents about language assistance provided during the school year.