2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 09X404

School Name: SCHOOL FOR EXCELLENCE

Principal: JEFFREY HOUSTON
Comprehensive Educational Plan (CEP) Outline

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### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>School For Excellence</th>
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<tbody>
<tr>
<td>School Number (DBN):</td>
<td>09X404</td>
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<tr>
<td>BEDS Code:</td>
<td>320900011404</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>9-12</td>
</tr>
<tr>
<td>School Address:</td>
<td>1110 Boston Rd Bronx NY</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-860-1385</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-860-4882</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Jeff Houston</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:jhousto@schools.nyc.gov">jhousto@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Jeff Houston</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Eric Morrow</td>
</tr>
<tr>
<td>Parents' Association President:</td>
<td>Ambracio Ramales</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Waleska Bonifacio</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Agriselda Molina</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>Elvis Segura</td>
</tr>
<tr>
<td>Charlene Colon</td>
<td></td>
</tr>
<tr>
<td>Quincy</td>
<td></td>
</tr>
<tr>
<td>CBO Representative:</td>
<td></td>
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</tbody>
</table>

### District Information

| Geographical District: | 09 |
| Superintendent: | Alcoff |
| Superintendent’s Office Address: | 2 Metrotech 3rd Fl. Bklyn N.Y. 11201 |
| Superintendent’s Email Address: | malcoff@schools.nyc.gov |
| Phone Number: | 718-935-3068 |
| Fax: | NA |

### Field Support Center (FSC)
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this 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>Jeff Houston</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Eric Morrow</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
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<tr>
<td>Ambracio Ramales</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>Bibi Salima</td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>Agriselda Molina</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<tr>
<td>Elvis Segura</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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</tr>
<tr>
<td>Charlene Colon</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>N/A</td>
<td>CBO Representative, if applicable/</td>
<td></td>
</tr>
<tr>
<td>Juliet Aquiuno</td>
<td>Parent/ Treasurer</td>
<td></td>
</tr>
<tr>
<td>Martha Lebranch</td>
<td>Parent/ Recording Secretary</td>
<td></td>
</tr>
<tr>
<td>Jane Burton</td>
<td>Vice President PA</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Guillermo Castro</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Richard Goodwin</td>
<td>Member/ Guidance Counselor</td>
<td></td>
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<tr>
<td></td>
<td>Member/</td>
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<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

School Quality Guide

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

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

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor’s Regulations A-655.
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.
- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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The School For Excellence will develop in all students strong intellectual and critical thinking skills in literacy, social studies, mathematics, and science in order to inform a strong sense of social responsibility. Through our multicultural curriculum that integrates the creative arts within the instruction of academic courses, students’ perceptions will be extended beyond their immediate circles to encompass a broader world-view.
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.

Our school is located in the Morrisania region of the South Bronx. This community could be described as the cornucopia of American music. It has been the birthright of Jazz, Latin Jazz, Salsa and Hip Hop. According to the latest US Census in 2010, it is also the poorest congressional district in the United States. This level of poverty can create social and economic challenges that undermine the stability of families and individuals who live in the neighborhoods.

The Morris High School building is land-marked because of its outstanding architecture and the fact that it was the first co-educational High School in the Bronx. The School For Excellence was one of the first two schools that pioneered the wave of small schools and we are located in the Morris High School Campus where that movement began. Since then we have consistently remained a school in “Good Standing” according to the New York State Department of Education.

According to the ATS RATH report 15% of our student population is living in temporary housing and approximately 1/3 of them are living in shelters. Of our current enrollment, 26% of our students are Special Ed., 30% are English Language learners, and 5% are SIFE students. Many of our students are the first to earn high school diplomas in their families, let alone attend post secondary institutions. Some of the more reputable colleges our students have attended are Swarthmore, Columbia, Skidmore College, Hunter College, Seton Hall, SUNY Albany, Morehouse College, Saint Thomas Aquinas, NYC Technical College, Lehman, and Baruch College. Since its inception in 2005, the School For Excellence has been able to match or exceed the graduation percentages of schools in our peer index.

Our school’s focus is to integrate literacy, the arts, and technology into classroom instruction. It is our believe that literacy is the cornerstone of all high school success and our literacy initiatives include specific school-wide strategies that are adopted in every classroom. We adopted the 7 Habits of a Good Reader and the SFE Methods of Annotation as a school wide reading methodology which is implemented across the grades and subjects. All Departments incorporate research based literacy strategies to support the needs of ENL students, students with special needs, and students who read and write below grade level. In addition, our school purchased educational software that supports the needs of struggling readers such as Read 180 and this year we are training teachers in the Wilson Reading System. Our school also adopted the Writing Revolution/ Hochman writing methodology in order to support the writing needs of all of our students. This year we are focusing in the development of mathematical literacy and the use of the IXL Math program to align testing with the CCLS standards and ensure that the math assessments inform instructional practice. We are also partnering with the College Access Inquiry Institute to support our students' needs in the area of college and career readiness and the Elevate program that focuses on cultivating strong study skills and habits across all disciplines and grades.

Strong Family - Community Ties

Our parent coordinator and administration meets with the SLT monthly and outreach to parents is made through grade teams. We have expanded the number of open parents night per year from 2 to 4. On parents’ nights, the school gives parents access to the Skedula Pupil Path program, which allows parents to monitor their children's grades and progress in all classes. Our attendance team meets weekly and reaches out to students with chronic absenteeism and their parents. The team makes home visits for students with persistent chronic absenteeism. We have adopted an open school policy, where parents are welcome to come in without appointments or special permission.
Some examples of our ties to the local community would be our partnership with Bronx Museum, and the Commission of Human Rights. Through our on campus Montefiore clinic students become part of a health committee, and parents of these students go to Albany yearly to support bills that relate to student health. This work is further supported through our yearly visit from a local Dietician that addresses the parent association. Other issues that involve the work of our Parent Association in conjunction with school security and the NYPD is gang awareness. Furthermore, parents are involved in restorative practices when their children are involved in a conflict. Despite our efforts, maintaining strong parental involvement has remained a challenge for our school.

Supportive Environment

Last year the school hired a social worker in addition to the school's 3 guidance counselors in order to meet our students' socio-emotional and behavioral needs. Guidance workers and the social worker work closely with our deans to identify students that exhibit at risk behaviors. Guidance counselor the social worker and deans work one on one with students and their parents/ guardians in setting up individual, behavioral goals for students. Also addressing at risk behaviors are the CBO Alchemy, which focuses on working with at risk female students. We also are running Boys Advisory and Girls Advisory classes daily that consist of our most at risk students.

We have a peer mediation program that currently consists of 17 certified peer mediators, with 25 students currently in training towards certification. Last year we conducted over 53 peer mediation sessions. This marked a 10% decline in mediations from the previous school year. We also witnessed a reduction in suspensions. Our ability to reduce suspensions, increase the number of certified peer mediators (thus reducing the number of physical conflicts) and our ability to address the behavioral needs of our at risk students through our partnerships and Advisory programs are a strength for the school.

Rigorous Instruction

The year regularly administers the PSAT’s to Juniors and Sophomores and this year will participate in the district's SAT day in April. We are also offering an AP US History class to Seniors and will expand this to AP ELA and AP Global classes next year. The school partners with College Now, which gives students the opportunity to earn college credit for classes offered at Hostos College after school. This year we are also continuing our partnership with the CUNY/ LINCT program through our offering of a CUNY/ LINCT ELA class. This year we are also expanding the Writing Revolution program that addresses writing skills across the curriculum to grade 11 and partnering with the Elevate program to address our students' study skills and habits through the implementation fo specific strategies across the curriculum and grades. At the beginning of each year students are given diagnostic tests in each subject to identify areas of strength and weakness, and each semester students participate in Mock Regents and Midterm tests. Additionally, students take SRI tests that track Lexile scores. Interventions are administered to ELL students and SWD’s and these may take the form of additionally programmed classes that focus on literacy skills, the use of educational software such as Read 180 or Rosetta Stone, or after school and Saturday classes. 2014-15 School Quality Snapshot reported the school as Fair in this area and it is our hope that through the expansion of our intervention services, and through our partnerships with the Writing Revolution and Elevate we will improve in this area.

Collaborative Teaching

Teachers at the School For Excellence meet monthly as a full staff, and weekly in both Department and Grade teams. The school has adopted a protocol for sharing best practices and examining student work at these meetings. Likewise
the school has adopted specific instructional strategies that are implemented uniformly and across the curriculum. These are use of Writing Revolution strategies, annotation, and the 7 Habits of a Good Reader. Teachers also engage in planning interdisciplinary projects. Teachers share and analyze the resulting student work that is generated by the implementation of these strategies. This is an area of strength for the school and was given a "Good" rating in the 2014-15 Snapshot.

The following is a list of partnerships in which the school is involved.

Partnerships:

1. Hostos College Now
2. Institute of Student Achievement (ISA)
3. Robotics/Columbia University
4. Pathway through the ARTS
5. Metropolitan Opera Guild
6. New York City Commission on Human Rights
7. Morris Campus Restorative Justice
8. Leadership
9. NFT
10. Writing Revolution
11. Alchemy
12. Posse Foundation
13. Urban Ambassadors
14. Bronx District Attorney Office
15. Montefiore Clinic
16. College Bridge
17. Brooklyn Gypsies
18. Elevate
19. College Access Inquiry Institute
20. Bronx Connect
21. Ramapo
22. CUNY/ LINCT Program

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

According to NYC DOE statistics, 90% of our students come to us with test scores of Level 1 or Level 2 on NYCDoe 8th grade ELA and Math assessments. In other words, they are already reading below level, or far- below level by the time they get here. According to the ATS RATH report, 15% of our student population is living in temporary housing and approximately 1/3 of them are living in shelters. Of our current enrollment for the upcoming 2017-18 school year, 26% of our students are Special Ed., 30% are English Language learners, and 5% are SIFE students. Due to these numbers, instruction is appropriately scaffolded for different learner levels and teachers periodically run inquiry cycles to determine the most effective differentiation strategies to meet our students' needs.
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.

**Strengths And Needs As They Relate To The Framework For Great Schools**

Effective School Leadership: One key area of focus for our school is to improve literacy of our students. Our SRI Lexile tests indicate 80% of our population reads below grade level. As per the Framework For Great schools, the school's administration, in conjunction with our instructional team oversees the implementation of literacy interventions and strategies that are implemented across the curriculum. School leadership holds teachers accountable for implementation through observations/evaluations. This is an area of strength for the school.
### School Demographics and Accountability Snapshot for 09X404

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>09,10,11,12</td>
<td>375</td>
<td>No</td>
</tr>
</tbody>
</table>

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

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

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

- # Special Classes (ELA): 28
- # SETSS (ELA): 62
- # Integrated Collaborative Teaching (ELA): 104
- # Special Classes (Math): 16
- # SETSS (Math): 3
- # Integrated Collaborative Teaching (Math): 58

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

- # Visual Arts: 9
- # Music: N/A
- # Drama: N/A
- # Foreign Language: 4
- # Dance: N/A
- # CTE: N/A

**School Composition (2017-18)**

- % Title I Population: 86.0%
- % Attendance Rate: 65.2%
- % Free Lunch: 84.3%
- % Limited English Proficient: 29.6%
- % Students with Disabilities: 25.9%

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

- % American Indian or Alaska Native: 0.3%
- % Black or African American: 24.5%
- % Hispanic or Latino: 71.7%
- % Asian or Native Hawaiian/Pacific Islander: 1.3%
- % White: 1.3%
- % Multi-Racial: 1.1%

**Years Principal Assigned to School (2018-19)**

- 1.83

**% of Teachers with No Valid Teaching Certificate (2014-15)**

- 0%

**% of Teachers with Fewer Than 3 Years of Experience**

- 0%

**Average Teacher Absences**

- 7.5

**% Teaching Out of Certification (2017-18)**

- 0%

**% Reduced Lunch (2017-18)**

- 0.3%

**% Students with Disabilities (2017-18)**

- 25.9%

**# of Assistant Principals (2016-17)**

- 4

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

**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

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

- N/A

**Science Performance at levels 3 & 4 (8th Grade) (2016-17)**

- N/A

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

**ELA Performance at levels 3 & 4**

- 58%

**Mathematics Performance at levels 3 & 4**

- 63%

**Global History Performance at levels 3 & 4**

- 61%

**US History Performance at Levels 3 & 4**

- 57%

**4 Year Graduation Rate**

- 51.6%

**6 Year Graduation Rate (2011 Cohort)**

- 75.0%

**Regents Diploma w/ Advanced Designation (2015-16)**

- 0.0%

**% ELA/Math Aspirational Performance Measures (2015-16)**

- 7%

**In Good Standing**

- Yes

**Focus School Identified by a Focus District**

- No

**Priority School**

- No

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

### Elementary/Middle School

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

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

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

### High School

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

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

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

**2018-19 CEP**

14
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.

Data on the 2016-17 QR, and 2016-17 PPO shows the school as "Developing" in 1.1 and 1.2. According to the 2016 School performance dashboard the school was 2 percentage points below city average for the CC Algebra test. This past school year, Math teachers led an inquiry into the efficacy of the Meaningful Math curriculum and Think Through Math software; analysis indicated that both programs had no impact on student performance on diagnostic tests.

Strengths: Math Regents scores have improved over the last 3 years. In 2017 we had a 7% increase form 2016 in students scoring 65% or above. 48% of our special ed. students scored 65% or above compared to %24 from the previous year.

This year the Math department began using the IXL software program and did preliminary inquiry work to judge its effectiveness.

Needs: School is still below city average score for the Math Regents and needs to meet or exceed city average.

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 the Math department using the IXL Math program’s Diagnostic tools as a an area for department inquiry , the average score for all students taking the Algebra 1 CC Regents will increase from 65% to above 70% by the end of June 2019, as measured by the June 2018 Algebra 1 Common Core Regents.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Math students</td>
<td>1 cycle of inquiry per semester (1 by February 1st, 1 by May 1st)</td>
<td>Admin. and Math department</td>
</tr>
</tbody>
</table>

**GOAL:** Improve average of 2018 Math CC Regents scores by 2% or more.

**Data Analysis**

Teachers will use Data Driven Classroom (Skedula) to analyze data from assessments (Algebra diagnostic tests and Mock Regents) to determine specific Algebra skills students are weak in.

**Inquiry Teams:**

Focus on ENL and SWD students, completing 2 inquiry cycles per semester.

**Math department teachers will implement IXL Math program weekly for each unit of study in each math class (i.e. Linear Equations, Quadratics, etc.). Teachers will gather data from IXL Math assessments. Teachers will use IXL "Troublespot" graphs and class data to review student performance.**

<table>
<thead>
<tr>
<th>All Math students</th>
<th>IXL implemented in class once per week</th>
<th>Admin., Math department</th>
</tr>
</thead>
</table>
Student work and resulting data from IXL program will be shared and discussed in department meetings. Student exemplars will be shared with staff.

Administration will ensure that teachers are regularly implementing the IXL program according to a set schedule.

Diagnostics will be regularly administered to monitor student progress.

Math department will run 1 cycle of inquiry using the SFE Inquiry Template and assessment data from IXL program and diagnostic tests and Mock Regents to analyze efficacy of the IXL program for sub groups SWD’s and ELL.

Department will use Data Driven classroom in Skedula to run data analysis of assessment in order to perform data analysis for gen. ed. students.

After school tutoring will be regularly offered as well as Saturday classes. Additionally students will be assigned work on the IXL program to do after school and on weekends.

<table>
<thead>
<tr>
<th><strong>3b – Parent and Family Engagement</strong></th>
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<tbody>
<tr>
<td><strong>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.</strong></td>
</tr>
<tr>
<td>Teacher will use Skedula IO Classroom messenger, parent teacher conferences and phone calls weekly to inform parents of the IXL program and the expectations for students to log in to the program and use it after school and weekends. User names and passwords will be disseminated to parents of students to ensure student access to the program.</td>
</tr>
</tbody>
</table>
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.

INSTRUCTIONAL RESOURCES:

- Math CC Algebra Regents
- Mock Regents
- Datacatiation (Skedula),
- IXL software
- Math department Algebra DIAGNOSTIC TEST

Human Resources:

- Math department,
- department leader,
- Administration

Other Resources

- per session (approximately 6 per session hours for additional meeting hours and professional development beyond contracted hours, for 2 teachers)

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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<th></th>
<th>Tax Levy</th>
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<td>In Kind</td>
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<td>Other</td>
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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 second semester (February 1st, 2019): the Math department will have

1) Administered baseline Diagnostic tests assessments and mock Regents tests to students.

2) Implemented IXL program according to a weekly schedule.

2) Identified students from the sub-groups to be part of the inquiry group and have performed data analysis of the Algebra Diagnostic tests, Mock Regents.

3) Administered follow up Diagnostic tests to assess students' growth.

4) Completed 1 cycle of inquiry that review resulting student work and assessments to determine efficacy of IXL.
5) Use Skedula to perform data analysis on both diagnostic tests and Mock Regents

6) Quantifiable Midpoint Benchmarks: Student performance on December Mock Regents and January Regents.

Instrument Of Measure: Math baseline diagnostic tests, Mock Regents exams, June and August Regents exams

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

- Algebra 1 Diagnostic test.
- IXL assessments.
- In class formative assessments.
- Student work generated from IXL program

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

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

Part 1 – Needs Assessment

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

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

   Strengths: Last year the school partnered with the College Access For All program and was successful in administering the PSAT and SAT tests, administering a career survey to all students, and holding a Career Day with guest speakers for 9th graders. The school also partnered with the Elevate program that held workshops in classes that focused on study skills.

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.

   Priority Needs: SY 2016-17 School snapshot data reports that the school is weak in supporting students college and career readiness skills. Only 4% successfully completed approved college and career preparatory courses and only 23%, graduated college ready.

Part 2 – Annual Goal

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

Through the school’s increase of AP classes from one to three for SY 2018-19, and our partnerships with College Access For All and AP For All, the number of students successfully completing approved college or career preparatory courses and exams will increase from 4% to 8% as measured by the 2016-17 School Quality Snapshot.
### Activities/Strategies

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

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

#### Target Group(s)
Who will be targeted?

#### Timeline
What is the start and end date?

#### Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>During SY 2018-19 the school will offer 3 AP classes</td>
<td>Students in grades 12</td>
<td>September - June 2018/19</td>
<td>AP, G.C., College/Career team comprised of teachers</td>
</tr>
<tr>
<td>School will partner with the Elevate program that will push into 9th, 10th, 11th grade classrooms to provide students workshops that focus on study skills that will prepare them for their remainder of high school and college. 3 sessions will occur each semester. Each session meets for 1 1/2 hours with grades 9, 10, and 11. The Elevate program will address study skill habits for all ELL and SWD students in grades 9, 10, and 11.</td>
<td>Students in grades 9,10,11</td>
<td>3 visits between September and June</td>
<td>Elevate presenters, AP</td>
</tr>
<tr>
<td>School will partner with CUNY/ LINCT and provide a CUNY class for 12th grade seniors in ELA. Class meets for one period daily throughout SY 2018-19. CUNY teacher attends PD's throughout the year. Students will take the CUNY/ LINCT ELA test during 2nd semester.</td>
<td>12th grade students who scored between 65 and 74 on ELA Regents.</td>
<td>Sept. through end of SY</td>
<td>CUNY/LINCT teacher</td>
</tr>
<tr>
<td>School will offer an ELA AP class in addition to the AP US History class offered this past year for Seniors that meets NYCD/E/ NYS guidelines. Class meets daily.</td>
<td>12th Grade students</td>
<td>Both classes meet daily</td>
<td>Assistant Principal, admin. and AP teachers</td>
</tr>
<tr>
<td>School will partner with the College Now program that helps students meet graduation requirements and prepare them for college. Throughout SY 2018-19, selected Seniors attend Hostos College after school to take a college level course with college bearing credit.</td>
<td>11th and 12th grade students.</td>
<td>SY 2018-19</td>
<td>Guidance Counselor</td>
</tr>
<tr>
<td>School will partner with AP For All</td>
<td>Students in 11th and 12th grades</td>
<td>SY 2018-19</td>
<td>AP Teachers and admin.</td>
</tr>
<tr>
<td>The school will regularly provide all students with opportunities to participate in field trips to various colleges in the area. 1 field trip per semester for each grade.</td>
<td>Students 9th - 12th grades.</td>
<td>SY 2018-19</td>
<td>Grade team leaders, Guidance, College/Career team</td>
</tr>
<tr>
<td>Each grade will host a college career awareness day during Spring Semester of 2018-19 SY. All students will take a career inventory survey by end of Fall Semester. In addition, ENL students and SWD's will participate in a research project that focuses on careers of interests and goal setting for achieving those careers.</td>
<td>All Students in 9th - 12th and college/career team</td>
<td>SY 2018-19</td>
<td>College/Career team, AP</td>
</tr>
</tbody>
</table>
2nd semester of SY 2018-19, 11th and 12th grade students will have the opportunity for SAT prep offered after school. Will start Spring semester and will meet for one hour after school weekly.

<table>
<thead>
<tr>
<th>11th and 12th graders</th>
<th>Once per week after school for one hour</th>
<th>Admin. SAT prep teacher</th>
</tr>
</thead>
</table>

A college career awareness team will be formed that is comprised from teachers in each grade team. Meetings occur once per month throughout SY 2018-19 and participants attend CA4A PD’s

| All students and at least one teacher from each grade, Guidance Counselor and AP | Meet once per month SY 2018-19 | at least one teacher from each grade, Guidance Counselor and AP |

### 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.

College application information will be disseminated at Saturday open houses. Guidance counselors will meet with parents of all seniors to discuss FAFSA and application procedures. Parents will be invited to participate in each grade’s Career Day.

### 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.

- CUNY/ LINCT Partnership
- CUNY/ LINCT teacher
- NFTE partnership
- College Now program.
- College Access Inquiry Institute and College Access supervisor
- Fordham Univ. (training for AP History teacher)
- Guidance dept..
- CTE teacher
- SAT prep class tutor
- Elevate: 9 sessions in the year, each session meets with 9, 10 and 11th graders 3 times a year. 2 consultants.
- Elevate point people
- Parent Coordinator
- Career speakers

#### 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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<tr>
<th>X</th>
<th>Tax Levy</th>
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</tbody>
</table>
### Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 1, 2019:

- 100% of students in grades 9-12 will have taken the career inventory survey.
- All 9th, 10th, 11th grade students will have participated in 3 ELEVATE workshops (a total of 4 hours per grade).
- 100% of Seniors that have scored below acceptable CUNY ELA Regents scores will have taken one semester of CUNY ELA.
- One cohort of Senior students will have taken a semester of AP US History and AP ELA.
- Guidance counselors will have scheduled meetings with parents of all (100%) Seniors on track for graduation to review the college application process.
- Grades 9, 10, and 11 will have participated in one field trip to a college campus.
- College/Career Access team will have participated in 2 PD’s and have created a timeline/action plan for the school.
- College/Career Access team will have planned for Career Day in each grade.
- CTE teacher will have established field trip and entrepreneurship program/timeline for second semester.

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

- Completion of the career inventory survey.
- Regents passing rate.
- Passing rate of the CUNY tests.
- Passing rate of 1st semester of AP US History and ELA class.
- Completion percentage of Guidance meetings with parents of graduating seniors.
- Completion of action plan and action plan timeline by College Team.
- Number of college trips.

### 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

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.

---

Data shows:

- **90%** of our entering student population score at level 1 or 2 on 8th grade ELA assessments.

In house SRI testing indicates that **80%** of all students read below proficiency for their grade level.

Data analysis of Regents assessments indicates that students struggle with the written portion of the Regents exams they take across all subject areas (ELA, Global, US History, Liv. Env.).

The 2016-17 QR rating for Pedagogy was Developing for 1.1 Curriculum and 1.2 Pedagogy. Though teacher practices are becoming aligned through the use of consistent strategies, there is an "inconsistent provision of multiple entry points into the curricula" leading to "uneven engagement".

Data Analysis of History Regents (Global and US) show students struggle on these tests due to poor performance on thematic and DBQ essays. School performance dashboard indicates that average score on Global Regents is below city and borough and ”approaching target“ in the 2015-16 school quality guide.

Strengths: The school has a literacy plan that is implemented across the curriculum. ELA and S.S department ran inquiry teams leading to scaffolded Writing Revolution outlines and strategies for CC Regents writing tasks. These were adjusted to different learner levels and modified for ENL and SWD’s.

Last year the students scoring 80% or better on the ELA CC Regents was **28%** as compared to **16%** in 2016.

Special ed. students scoring 65% or better went from **38%** in 2016 to **50%** in 2017. In 2016 **0%** of SWD’s scored 80% and above while in 2017 **23%** scored an 80% or better.

Teachers successfully collaborated to implement the Writing Revolution program in the 11th grade last SY and the 9th grade the previous year.
**Need:** For teachers to collaborate across the curriculum and across grade teams in the implementation of Writing Revolution strategies in order to improve student performance on written portions of state assessments.

### Part 2 – Annual Goal

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

Through the implementation of Writing Revolution strategies prescribed at monthly PD sessions, students’ performance on the written sections of the June 2019 Global History Regents (Thematic and DBQ essays) will increase by an overall student average of one performance level on the scoring rubric.
### Part 3a – Action Plan

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

<table>
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<tr>
<th>Target Group(s) Who will be targeted?</th>
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<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| 9th, 10th, 11th and 12th grade teachers | SY 2018-19, 2 per semester | Asst. principal of instruction, 9th, 10th 11th and 12th grade team leaders, department heads, 9th 10th, 11th and 12th grade teachers,  
Admin. of instruction, grade team leaders for grades 9, 10, 11, and 12 and teachers of 9, 10 11, and 12th grades |
| 9th, 10th, 11th and 12th grade teachers | Each 12th grade teacher will visit a 9th, 10th or 11th grade implementing WR strategies once per semester | |
| 9th, 10th, 11th and 12th grade teachers | 9th Grade Teachers will follow the WR curriculum throughout the year. Because all other grades have been exposed to all the strategies, teachers of these grades will be prescribed specific strategies that match their units of study. Teachers will implement specific WR strategies across disciplines and regularly submit student work samples to admin. Teachers will be given regular feedback on their implementation from teachers that have  
Samples collected twice a semester | |

Ms. DeAngelo (WR point person) will be appointed Writing Revolution point person. She will adapt the Writing Revolution scope and sequence to the school year with breaking down strategies by month. Teachers will implement the monthly strategies in the curriculum and will meet once a month to review student work resulting from those strategies. Feedback regarding implementation will be given and the next month’s strategies will be reviewed.

12th grade teachers will visit 9th, 10th and 11th grade classes to observe implementation of WR strategies.

9th Grade Teachers will follow the WR curriculum throughout the year. Because all other grades have been exposed to all the strategies, teachers of these grades will be prescribed specific strategies that match their units of study. Teachers will implement specific WR strategies across disciplines and regularly submit student work samples to admin. Teachers will be given regular feedback on their implementation from teachers that have
implemented WR strategies and asst. principal.

Beyond the in house PD’s, teachers will meet in weekly grade teams and department meetings for presentation of strategies used and resulting student work. Departments and Grade teams conduct 2 inquiry cycles to review the WR strategies and adjust for different learner levels.

Teachers will embed the WR scope and sequence and strategies into their current curriculum.

Teachers will administer a WR diagnostic test in September from which student growth will be measured continually throughout the school year. The same assessment will be given at the end of the year.

ESL department and Special Ed. department will meet monthly to discuss adapting and scaffolding strategies to meet the needs of ELL's and SWD's, and will conduct data analysis of student work generated by such strategies.

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.

Strategies and basic principles of the Writing Revolution will be reviewed with parents at open school nights, during SLT meetings and during Saturday open houses.

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.

WR strategies, schedule adjustments to allow for regular meetings, and schedule adjustments for classroom inter-visitations between 9th, 10th, 11th and 12th grade teachers.

Per session for Writing Revolution point person.

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

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Part 5 – Progress Monitoring

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

By February 2019, all teachers will have participated in 4 Writing Revolution PD sessions, all teachers will have completed one inter-visitation, and will have submitted 4 rounds (1 per month) of student samples of strategies they have embedded in their subject areas. ELA teachers in grades 9 - 12 will have administered the WR diagnostic test by the end of September. Departments and grade teams will have reviewed strategies and resulting student work in weekly meetings and have completed 2 cycles of inquiry. During their monthly meetings, the ESL and Special Ed. departments will have conducted action research of English Language Learners and students with disabilities to determine appropriate scaffolds for and adaptations of WR strategies in order to accommodate these levels of student learners.

Benchmarks: Student performance on written sections of Diagnostic assessments, Midterms, mock regents, January assessment tests and any assigned Regents writing task essays.

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

- Writing Revolution diagnostic tests.
- Written portions of US History and ELA Regents tests, Mock Regents and mid term tests and any assigned Regents writing tasks.
- Collected samples of student work that reflects implementation of Writing Revolution strategies.

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

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

Strengths: During the second semester of 2017-18 SY school leadership identified the need for a vocabulary initiative. Teachers began to focus on various vocabulary strategies and reviewed these in a staff wide PD and during department meetings.

Needs: 2017-18 Regents scores, SRI tests, baseline diagnostics and department's Data Analysis of these assessments show that students' lack of vocabulary hinders student achievement.

2016-17 Spring PPO rating for 1.2 was developing: “Further support students who have IEP’s, or your ENL students who may struggle with the language and literacy components for each content area...It is important that ICT teachers get training and on going support round co-planning and co-teaching models to ensure they plan optimal lessons together and seamlessly provide instruction in a manner where both teachers are seen leads in the classroom.”

1.1 from QR was developing: Curricula reflected limited use of language supports for ELL’s and students with disabilities. Thus students have reduced opportunities to engage in rigorous tasks that emphasize critical thinking.

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. |

Through the prioritization of teaching vocabulary as an instructional focus area, where teachers will participate in 3 school-wide professional development workshops and receive feedback from class observations, there will be an increase in the passing rate of the June 2019 ELA, Living Environment, Global, US History and Algebra 1 Regents scores by 3%.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
</thead>
</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). |
| Target Group(s)  
Who will be targeted? |
| Timeline  
What is the start and end date? |
| Key Personnel  
Who is responsible for implementing and overseeing the activity/strategy? |
| 1. Work with BFSC and to identify and provide appropriate PD's in vocabulary strategies for Instructional Team (Department Heads and Grade Team leaders) to attend. |
| 1. Admin. and instructional team |
| 1. Identify PD's by mid point 1st semester |
| 1. Admin, department and grade team leaders, teaching staff. |
| 2. Have Instructional Team turn key relevant information in department, grade teams and staff meetings. School leadership will design and implement a schedule for teachers to demonstrate best practices for teaching vocabulary strategies at staff and department meetings. |
| 1. Admin, instructional team, Teaching staff |
| 2. Grade teams and dept.'s meet weekly. Diff. strategies will be shared 1/X month, Assessment also shared 1X/ month. One diff. and one assessment strategy shared at each monthly staff meeting. |
| 2. Admin. Department heads, grade team leaders, teachers |
3. Under supervision of school leadership, departments will review student work and implement 2 inquiry cycles per semester, that review vocabulary strategies generated from student work to refine these strategies for ENL's, SWD's and varying learner levels.

4. All team teachers will visit exemplars 2x per semester.

3. Admin and dept. heads. ENL and SWD teachers. All students.

4. ICT teachers, ENL teachers, admin.

3. Admin. Dept. Heads, Grade Team Leaders, teachers
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.

Vocabulary strategies will be shared at all SLT meetings, Saturday open houses, and all parent/teachers meetings. These meetings will also be used to inform parents of students in ICT/co-teaching classes of current compliance laws and SFE’s team teaching expectations, including use of appropriate team teaching models.

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.

Instructional Team (Grade team leaders, department heads), ICT Teachers, ENL and SP. Ed. teachers. Team Teachers, BFSC. Grade team, department meeting times, staff meetings. Exemplar Teachers to model use and practice of vocabulary strategies.

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

Part 5 – Progress Monitoring

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

By 2/2019:

- Instructional Team teachers will have participated in: one PD’s focusing on vocabulary, differentiation strategies.
- Each department will have reviewed vocabulary strategies
- One staff meeting ill have addressed appropriate team teaching models
- Exemplar team teachers will have been identified.
- Appropriate PD's in these areas will have been identified and attended by members of Instructional team
- Information from PD's will have been turn-keyed in Dept., Grade Team or staff meetings.
- Each dept will have completed an inquiry cycle for differentiation and one for assessment
- All team teachers will have visited exemplar team teaches twice
- Admin. will have collected samples of student work from each teacher 2 times.
- **School leadership will have devised a schedule for the sharing of vocabulary practices and differentiation strategies at staff meetings for remainder of SY 2018-19.**

<table>
<thead>
<tr>
<th>Part 5b.</th>
<th>Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Samples of student work resulting from chosen vocabulary strategies. All inquiry work from inquiry cycles.</td>
</tr>
</tbody>
</table>

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

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

### Part 1 – Needs Assessment

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

**Strengths:**

This past year the school used the Kinvolv program that is an computer program and a smart phone application that allows all staff to send text messages and email to parents/guardians of any student.

In 2016-17 School Quality Snapshot there was an increase of 4% from last School Quality Snapshot (79% to 83%) that had a positive response (matching 83% citywide) to survey questions regarding Strong Family Community Ties.

Needs: According to 2016-17 School Quality Snapshot the school fell below the borough average of 84% that answered the survey positively.

The school was rated "Fair" for Strong Family Community Ties according to the 2016-17 School Quality Snapshot.

On average, only 10% of parents attend open school nights and less than this for Saturday open houses.

QR rating for 3.4 was "Developing", stating "parents reported they had limited opportunities or were not aware of opportunities to participate in workshops offering strategies to support their children on a path to college and career readiness" despite the fact that workshops were held regularly and correspondence sent.

School needs to have a better system for communicating to parents.

### Part 2 – Annual Goal

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

2018-19 CEP
By June, 2019, all teaching staff, Guidance, administration and Parent Coordinator will use the Skedula IO Classroom messenger to outreach to at least 4 parents/guardians a week regarding students’ attendance, academics, behavior and school events, increasing the percentage of parents responding positively to questions regarding "Strong family - Community Ties" from 83% to over 85%, thereby exceeding the city and borough averages as indicated in the 2016-17 School Quality Snapshot.
### 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 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) All staff will participate in a IO Messenger PD and Google classroom that will address how to use it, expectations. All staff will compose and send an initial intro message to all parents from teacher.</td>
<td>Parents of all students</td>
<td>By end of Sept. 2018</td>
<td>Full staff</td>
</tr>
<tr>
<td>2) All teachers will use IO Messenger in grade teams weekly to reach out to parents of students.</td>
<td>All students</td>
<td>Grade team meetings/weekly</td>
<td>Grade team leaders, admin. grade team teachers</td>
</tr>
<tr>
<td>3) Administration will tie IO Messenger usage to observations and monitor usage.</td>
<td>Teachers</td>
<td>SY 2018-19</td>
<td>Admin., teachers</td>
</tr>
<tr>
<td>4) Appropriate staff will communicate all school events to parents (parent teacher nights, SLT meetings, open house Saturdays).</td>
<td>Parents, Parent Coordinator, SLT parents</td>
<td>Monthly PA/SLT meetings, open door policy for Saturdays</td>
<td>Admin., PA, SLT, Parent Coordinator, Skedula point person</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.*

n/a

### 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.
IO Messenger computer program/app., Teachers, Admin., per-session for teachers attending monthly Saturday open houses.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>X</th>
<th>Title I SWP</th>
<th>X</th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th>X</th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

Mid-point benchmark will be 2/1/2019 and administration will assess the number of parents contacted by each teacher on IO messenger and parent attendance at parent teacher nights, SLT meetings, and open house Saturdays.

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

IO Messenger usage reports, attendance at parent teacher conferences, open house Saturdays for parents, SLT meetings.

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

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>SRI tests..., My On assessments Mock regents 8th Grade assessments Writing Revolution diagnostics</td>
<td>Wilson Reading System, Read 180, My On Reader, Rosetta Stone, Writing Revolution, subject specific literacy strategies, Saturday school/after school for ELL’s, NEWSELA</td>
<td>Classroom instruction, Saturday school, after school small group and tutoring sessions.</td>
<td>School day, after school, Saturday</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Mock regents 8th Grade assessments Think Through Math assessments</td>
<td>IXLMath</td>
<td>Classroom instruction, after school</td>
<td>School day, Saturday</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Mock regents 8th Grade assessments</td>
<td>Writing Revolution</td>
<td>Classroom instruction, after school</td>
<td>School Day, after school</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Teacher diagnostics Mock regents 8th Grade assessments</td>
<td>Writing Revolution</td>
<td>&quot; &quot;</td>
<td>&quot; &quot;</td>
</tr>
<tr>
<td><strong>At-risk services</strong></td>
<td>Attendance, behavioral records, teacher anecdotes. At-risk services (e.g. provided by the Guidance Counselor, School)</td>
<td>Alchemy (CBO) Three Guidance counselors and one social worker that provide one on one counseling.</td>
<td>One to one, Alchemy = small groups</td>
<td>School Day, after school and Saturday Academy</td>
</tr>
</tbody>
</table>

2018-19 CEP
Psychologist, Social Worker, etc.)

school psychologist, Montefiore clinic staff with doctor, nurse, social worker and dentist, Health coordinator and Parent Coordinator, Program coordinator and Advisory facilitator

- Summer school with on-site guidance and nurse
- Conferences with teaching teams and the family to discuss the student’s academics, attendance and behavior
- Peer Health Exchange Program that provides health workshops to all 9th graders.
- Progress sheets with telephone calls upon student’s arrival and departure.
- Positive reinforcement letters from classroom teachers highlighting a student’s daily or recent positive activities or behavior; also, modified conduct sheets based on this model
- Daily telephone master attendance and announcement notification for parents
- SAT prep classes
- Gender specific weekly Advisory classes covering topics communication skills; decision-making skills; personal values, goal setting, time and time and project management; health issues and decision
(e.g., dealing with peer pressure)

- College advisement including: College resume, college selection process, essay assistance, mock interviewing, FAFSA workshops and hands-on advisement with individual computers for students and parents on nights and weekends and follow-up assistance;

- Extensive class presentations and individual sessions with students for all aspects of the college admissions process;

- College trips open to all grades,

- College presentations in the auditorium and the individual classes

- School trips to college fairs

Guidance presentations including but not limited to:

- Graduation requirements, time management, conflict resolution, decision making, health issues, and career development.
Section 7: Support for Students in Temporary Housing (STH)

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

Supporting Students in Temporary Housing (STH)

### Part A: FOR TITLE I SCHOOLS

<table>
<thead>
<tr>
<th>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.)</th>
<th>80 students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>Regular counseling from social worker and counselors. School provides basic school supplies to STH population:</td>
</tr>
<tr>
<td></td>
<td>Book bags</td>
</tr>
<tr>
<td></td>
<td>Notebooks</td>
</tr>
<tr>
<td></td>
<td>Paper, pens/ pencils</td>
</tr>
<tr>
<td></td>
<td>Full fare metro card</td>
</tr>
<tr>
<td></td>
<td>Sneakers for athletics</td>
</tr>
<tr>
<td></td>
<td>Jackets for cold weather</td>
</tr>
<tr>
<td></td>
<td>Thanksgiving Dinner</td>
</tr>
<tr>
<td></td>
<td>CUNY P-Waivers</td>
</tr>
<tr>
<td></td>
<td>Montefiore medical services</td>
</tr>
<tr>
<td></td>
<td>Guidance serves as liaisons between teachers and students to inform them of accommodations such as granting extra time/ space for homework and other assignments</td>
</tr>
<tr>
<td></td>
<td>Guidance works w/CBO's to provide tutoring</td>
</tr>
<tr>
<td></td>
<td>Guidance serves as Liaison to CUNY schools for graduating students to provide services if accepted to CUNY schools</td>
</tr>
<tr>
<td></td>
<td>School holds food and clothing drives - proceeds go to STH population</td>
</tr>
</tbody>
</table>

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

| n/a | n/a |
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).

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

n/a

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

n/a
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.

New and untenured teachers are supported by state-required mentoring, professional development to meet required new teacher PD hours for state licensing, and our connections and programs affiliated with local college and universities (so they can earn required credits for certification). Veteran teachers are offered leadership opportunities and programs to support their continued growth within the school, and have a voice in school leadership through school-wide positions and as part of the SLT team. All staff will participate in ongoing Professional Development activities both within and outside of the school building. Some of these professional development activities will be facilitated by our lead teachers, model teachers, Assistant Principal of Instruction and outside providers such as The Writing Revolution.

Although Teachers have been recruited through NYCDOE Open Market, many of our recent hires come from recommendations we are given by staff from our school, staff and administration from Morris campus, and from the regional District Office.

**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).

Besides teachers being engaged in on site professional development during staff, department and grade team meetings, teachers are trained off site at various PD’s:

BFSC PD’s on Vocabulary strategies

CCS: Teachers have attended Bronx BFSC PD for ELA Collections (CCS curriculum)

Math teachers have been trained for Think Through Math and Meaningful Math/ It's About Time
9th and 10th grade teachers attend regular Writing Revolution PD’s

ESL: One teacher will finished being trained in Wilson Reading System this summer and SY 2018-19

Teachers regularly attend Kinsella’s academic vocabulary toolkit, and have been trained in Q-Tell strategies

Teachers will have a PD in using the NEWSELA program

Teachers will receive PD in using Google Classroom

Teachers will receive PD in using IO messenger

Special Ed teachers have attended G and R training

We have 3 teachers in the Model Teacher program that assist in providing PD’s (turn keying Elevate strategies) and work with administration in scheduling and developing protocols for teacher inter-visitations.

PD is differentiated by reviewing teacher evaluations and finding areas of weakness/need according to Danielson components. Teachers strong in particular components of the Danielson rubric work with administration to provide differentiated PD to teachers weak in the same components at designated staff meetings. Areas of need are also pinpointed/discussed with teachers when they establish teacher goals at the start of each school year.

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.).
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.

During grade team, department and instructional meetings teacher teams work in collaboration with administration reviewing the following:

- Teachers in each department have collaborated to create diagnostic tests for each core subject and these are submitted for approval by administration
- IXL Math program assesses students' progress in each Math unit
- Teachers in each department collaborate to create mid term tests that mirror questions posed on State Regents Assessments and these are submitted for approval by administration
- Teachers create Mock Regents exams from questions on previously administered Regents tests
- Teachers share types of exit slips/ formative assessment strategies at grade and department meetings
- Administration oversees data analysis of diagnostic tests, mid term via Skedula of Regents tests, Mock Regents exams, mid-terms and subject specific diagnostic tests to monitor student mastery of the CCS
- Writing Revolution writing assessments are administered at the beginning and end of each school year
- ELA department reviews results of SRI (reading Lexile) tests that are administered at the beginning and end of each school year - results are disseminated to students using a specific protocol
- Analysis of student work resulting from a variety of exit tickets (which are implemented each lesson and across the curriculum) during department meetings, including those that employ Writing Revolution strategies
- Teacher teams in collaboration with administration use above data to determine student weaknesses and strengths in mastery of the CCS and effectiveness of implemented assessment strategy. Teachers and admin. explore which instructional strategies can best address student weaknesses. Teacher input is valued in this process.
- Departments run Inquiry Cycles to assess appropriate differentiation strategies for different learner levels and SWD's and ENL's.

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</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>338,179.00</td>
<td>x 5</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>13,774.00</td>
<td>x 5</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>2,502,775.00</td>
<td>x 5</td>
</tr>
</tbody>
</table>

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

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

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

The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:
- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
• **Title I 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>
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</thead>
<tbody>
<tr>
<td><strong>Parent Involvement Policy</strong></td>
</tr>
<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. 09X404, 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. The School For Excellence will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>● providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;</td>
</tr>
<tr>
<td>● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>● providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

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

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

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

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

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

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

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

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.

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Support for Parents and Family Members of Title I Students

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. **09X404**, 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. The School For Excellence will support parents and families of Title I students by:

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

- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;

● providing assistance to parents in understanding City, State and Federal standards and assessments;

● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

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

Parental Involvement and School Quality

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

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

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

School-Parent Compact

09X404, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities: High Quality Curriculum

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
● offering high quality instruction in all content areas;

● providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

● conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;

● convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;

● arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

● respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;

● providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

● involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

● providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

● ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

● notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;

● arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;

● planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:
● creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

● assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

● sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

● supporting parental involvement activities as requested by parents;

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

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

II. Parent/Guardian Responsibilities

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

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

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

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

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

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

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

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

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

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

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

● become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
● participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;

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

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

III. Student Responsibilities

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

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

● show respect for myself, other people and property;

● try to resolve disagreements or conflicts peacefully;

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

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

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

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

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

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

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

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
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<tbody>
<tr>
<td>This school is (check one):</td>
<td></td>
</tr>
<tr>
<td>☒ conceptually consolidated (skip part E below)</td>
<td>☐ NOT conceptually consolidated (must complete part E below)</td>
</tr>
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### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of:</th>
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<tbody>
<tr>
<td>■ Before school</td>
<td>☒ After school</td>
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<table>
<thead>
<tr>
<th>Total # of ELLs to be served:</th>
<th></th>
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</table>

<table>
<thead>
<tr>
<th>Grades to be served:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ K</td>
<td>☐ 1</td>
</tr>
<tr>
<td>109</td>
<td></td>
</tr>
<tr>
<td>Part B: Direct Instruction Supplemental Program Information</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Total # of teachers in this program:</strong> _____</td>
<td></td>
</tr>
<tr>
<td><strong># of certified ESL/Bilingual teachers:</strong> _____</td>
<td></td>
</tr>
<tr>
<td><strong># of content area teachers:</strong> _____</td>
<td></td>
</tr>
</tbody>
</table>

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: _____

*Rationale for Program(s):*
As many of our ENL students have just arrived in this country and SRI tests indicate that these students are reading significantly below grade level we have determined the necessity of implementing after school classes for these students.

Students to be served: Entering, emerging and SIFE ENL students in grades 9-12

There will be one supplemental, stand alone class for these students.

Instruction delivered in English

4 participating teachers are ENL certified, one is certified foreign language teacher.
Mulero: ENL
Kloppenburg: ENL
Timpani: ENL
Vinas: Foreign Language

*Schedule: October 2018 - June 2019.*
Four times a week (Wednesday, Thursday, Friday, and Saturday); 1 hour per session after school: 2:30 pm - 3:30 pm
Language of instruction: English, with native language support (bilingual glossaries, translated texts, bilingual audio media materials)

Total number of sessions: 30 sessions (every Wednesday, Thursday and Friday after school from 2:30 - 3:30 from October through beginning of June.
Total number of sessions: 12 Sessions (every Saturday from 10 - 12) from now (10/14/17) through end of school year.

Wednesday and Friday: 9th and 10th grade students (33:1)
Thursday: 11th and 12th graders (24:1)
Saturday: 9,10,11,12th graders (27:1)

Students are programmed in STARS and bubble sheet attendance will be taken by teacher and submitted to secretary.
Part B: Direct Instruction Supplemental Program Information

Each session will contain 1 class taught by one teacher.

3 teachers are certified ENL teachers, one teacher is a Foreign Language teacher.

All ENL students in this program are Entering/ Emerging.

Instruction: Direct instruction and flexible groupings. Team teaching when 2nd teacher is available.

Program notification is sent by mail and Kinvolve text messaging informing parents of program. Parent Coordinator calls homes of parents. Correspondence is translated into student's home language and mailed home.

Materials/ Resources: translated texts, supplemental core subject reading materials, bilingual classroom libraries, standard-based instructional materials, Wilson Reading Program, Discovery videos, Rosetta Stone, Q-Tell strategies, Kinsella's Academic Vocab. Kit, Writing Revolution strategies
These materials are also used in regular classes.

Data Analysis: NYSITELL, NYSELAT, SRI (Reading Lexile test). ENL department conducts Data analysis in regularly scheduled ENL department meetings. Data sources include students performance on content class diagnostics, Writing Revolution diagnostics, Mock Regents, mid terms, student formative assessments. The ENL department identifies areas of student weakness by looking at assessment data and student work resulting from school adopted ENL strategies (Q-Tell, Kinsella Academic Toolkit) These strategies are adjusted and implemented in after school sessions. Findings from data analysis is relayed to all content area teachers that have ENL students during grade team and department meetings.

One teacher per one afternoon class.

Supplemental Materials: Wilson Reading Program, Newsela, Rosetta Stone, Discovery videos, Q-Tell, Academic Vocabulary Toolkit

Activities: One on one instruction, small group instruction, independent work on Rosetta Stone

We plan to use the full allocation given to us to carry out the Title III initiatives. The funds allotted to our school this year was $13,390. We are expected to receive a small amount of additional funds later in the year to support language translation. It is usually less than $2,000 that we will receive to pay per session for someone to do translation.
### 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: ______ |

Throughout the school year, the ENL teachers attend ENL related professional development sessions. Content area teachers are also encouraged to attend professional development that will support their instruction of ENL’s in their classrooms.

PD's regarding differentiation for ENL’s will be held for the entire staff during 3 faculty meetings, 1 hour and 20 minutes each (a Monday in December, one in February, and one in April).


ENL Department Head/ teacher attends 2 PD’s per semester regarding ELL compliance offered by the district.  
(This is a teacher in the program)

All 3 teachers in the program each attend 2 PD’s per semester that deal with ENL strategies. These PD's are offered through the UFT or district. PD's deal with differentiating for ELL's, and ENL specific strategies.

This year the school is working with an instructional coach from BFSC to provide additional PD for teachers of this program.

Teachers attending PD's must submit PD agendas and attendance must be verified by school secretary.

Per session is paid to teachers attending PD's outside of school hours.

Attendees of PD's share turn key information/ strategies to staff at grade team, department and faculty meetings.

Monthly, the ENL teacher meets with content area teachers after school to discuss research based strategies that can be implemented in all content area classrooms. Such strategies include scaffolding techniques, differentiated instruction, testing accommodations, ENL/ELA common core learning standards and performance indicators, academic language for ELL’s, and differentiated instruction for ELLs in the content area.

In House PD Times: Department meetings and Grade Team Meetings: 1/ week; Faculty Meetings once per month; per session after school sessions
### 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: ____

Parents and families of students in the School For Excellence, are provided with opportunities to participate in Parents Association, the School Leadership Team, and parents educational activities that relate to building strong home/school partnerships, family literacy, family math, workshops which promote an understanding of performance standards and graduation requirements, ENL accommodations, information regarding Regents tests, translated texts from Kinvolved app, the parent volunteer program, and accessing the services of community resources.

Once a month parents of ELL’s are invited to attend an after school workshop held by the Parent Coordinator Waleska Bonaficio in conjunction with the ENL Department chair, that is specifically for parents of ELL's (though as indicated below, parents of ELL's are encouraged to be part of the SLT and PA). Parent coordinator, ESL teacher and administration communicates information regarding ELL accommodations, compliance, interventions, ENL curriculum, graduation requirements, college and career information, and all ENL programs at the School For Excellence. Parents are also encouraged to register for Pupil Path and check on the progress of their children in their individual classes and towards graduation requirements. This parental outreach to parents of ELL's occurs in the form of letters (in parents' native language), Kinvolved translated text messages through the kinvolved app and phone calls. Agendas are created by ESL Dept. head in conjunction with Parent Coordinator and submitted for approval by administration. Attendance records are maintained by the Parent Coordinator. The school's open door policy welcomes all parents to come to the school with out an appointment.

SFE has an open door policy and parents of ELL’s are welcome to come in at any time to discuss their child's education and any ENL related matters.

To encourage parent involvement at SFE we:
- conduct yearly Parent’s Association elections for Executive Board members
- conduct monthly Parent’s Association meetings;
- through the School Leadership Team develop a plan for increasing teacher’s ability to effectively involve parents in their children’s education;
- hold orientation meeting to present the overall goals of our school, as well as specific grade/class goals;
- conduct outreach activities and training parents;
- distribute all notices in English and Spanish;
- provide resources for family outreach to assist and inform parents, and involve them in the school community;
- encourage parents to network with each other and to communicate with school staff;
Part D: Parental Engagement Activities

Maintain a school bulletin board to provide parents with information related to parent meeting/event and to their children’s education programs; meetings are scheduled at various times during and after the school day to accommodate parents; Parent contact will be made through monthly calendars, letters and phone calls to inform of school’s instructional programs and performance standards, student assessments and summer programs. Parents can also keep up with their children by utilizing the new Skedula website.

This year we are opening our Saturday school to parents interested in partaking in the Saturday ENL program. They are invited to learn alongside their children. Parents who attend will be given tips on how they can become productive partners in their child's education. Parents of ELL's are invited to participate in the Saturday class if they wish to improve their English language skills. All non English speaking parents are also given access to Rosetta Stone to work on the program from home. There will be 12 sessions starting 10/14/18 from 9 - 12

Part E: Budget

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

Allocation Amount: $

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

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

| Allocation Amount: $ |

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Bronx</td>
<td>404</td>
</tr>
</tbody>
</table>

School Name: School For Excellence

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>Jeff Houston</td>
<td>Steve Bernstein</td>
</tr>
</tbody>
</table>

Coach: BFSC

ENL (English as a New Language)/Bilingual Teacher: Guy Kloppenburg

School Counselor: Linaida Blass

Teacher/Subject Area: Nancy Timpani/ ENL

Parent: type here

Teacher/Subject Area: Candida Mulero/ ENL

Parent Coordinator: Lenny Perez

Related-Service Provider: Ivan Rozon

Field Support Center Staff Member: Anita Bush

Superintendent: Alcoff

Other (Name and Title): Holly Reichert

C. Teacher Qualifications

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

| Number of certified ENL teachers currently teaching in the ENL program | 3 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 0 |
| Number of teachers who hold both content area/common branch and TESOL certification | 3 |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12) | 0 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| 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) | 3 |
| Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| Total number of students in school (excluding pre-K) | 380 |
| Total number of ELLs | 145 |
| ELLs as share of total student population (%) | 38.16% |
Part II: ELL Demographics

A. ELL Programs

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>☐</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>☐</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>☑</td>
<td>☐</td>
<td></td>
</tr>
</tbody>
</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.

![Bilingual Program Breakdown 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?

   The SRI in Read 180 for English. Students also take a Writing Revolution writing diagnostic. To measure their Spanish literacy our native language teachers of those students evaluate a writing assessment designed to measure the students literacy skills. In addition those ELLs who have an IEP have been tested through their annuals. The data tells us that many are below reading level (3rd or 4th grade) in their own language. We have trained our teachers in Writing Revolution, Q-tell, and Kinesella Academic Vocabulary Toolkit. This year we are training a teacher in the Wilson reading program to work with our lowest performing ENL students.

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

   SRI reading tests determine student Lexile levels and Writing Revolution writing assessments are administered at the beginning and end of each school year. New admits take the NYSITELL. ENL teachers and administration review data in data analysis meetings, SIFE students are identified and ENL students are programmed according to compliance rules as indicated.

2018-19 CEP 65
by their testing levels in NYSITELL. The data is also used to determine which students will be taking additional after school and Saturday tutoring sessions. The school has a bank of tested differentiation strategies to implement, and teachers have been trained in Writing Revolution, Q-Tell, and Kinsella’s Academic Vocabulary toolkit. Teacher teams also run inquiry cycles to determine effective differentiation and teaching strategies for ENL students. This year the school is training a teacher in Wilson reading program to work with our lowest performing ENL students.

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?
Summative assessments include the NYSELAT, ELA, Global History, US History and Living Environment exams. The ENL department use the DDC data analysis capability of the Skedula program to run item and error analysis to perform an in-depth data analysis of these summative assessments. Students' strengths and weaknesses are determined. Additionally, teachers implement diagnostic tests at the beginning of each year to determine baseline performance and identify areas of need. SRI scores, and Writing Revolution diagnostic tests also serve as baseline diagnostic tests and are given at the beginning and end of each year. These scores are used to track student progress and identify additional areas of need.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Students are programmed appropriately such that each level of ENL's get required hours. Inquiry teams run inquiry cycles on strategies and instructional tasks to determine appropriate differentiation strategies and scaffolds to implement for different levels of ENL students. All ENL students have access to Rosetta Stone and those that need extra support are programmed for after school and Saturday ENL tutoring sessions.

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.]
We are not K-5.

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].
NYSELAT, Regents exams, SRI Reading Level tests, teacher baseline tests and Writing Revolution writing diagnostics all provide relevant data. Students are programmed according to their NYSELAT scores.
RLAT Report indicated the following:
3 Entering/ 20 Emerging/ 20 Transitioning/ 37 Expanding

Entering, Emerging students struggle to pass all Regents exams. Students in need of Regents exams are programmed to take Regents prep classes. Typically these students need to take the exams several times before they are capable of passing. Likewise these students are programmed for after school and Saturday school classes.

All newcomer ELL's are programmed to take our after school and Saturday tutoring classes. Regents prep is also offered to these students on Saturdays.

Newcomer ELL's, Special Ed. Ell's also need extra supports as mentioned above to pass Regents exams.

All ENL students are programmed for required hours as indicated by their levels (Entering, emerging, transitioning, expanding)

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
ENL team meetings refer to the EDAT, Regents scores and NYSELAT scores and disseminate findings in teacher team meetings, grade teams meetings, department meetings, and Guidance meetings where data is reviewed in order to indicate students that need additional supports.
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.
      1. We have an ENL instructional program that uses a variety of approaches - push-in, pull out, and self-contained ENL classes. All ENL students are programmed to be in compliance with CR PART 154 and are programmed to meet the required number of hours in accordance to their ENL designations according to testing. Therefore these students are integrated into general education with a push in ENL teacher and receive stand alone ENL classes. The main component of our program is collaborative team teaching that occurs between content area teachers and the ENL teachers. Both teachers plan are given planning time daily and during after school meeting times. and together they consider the special needs of ENL students in mind and implement the lesson cooperatively according to accepted and appropriate team teaching ENL collaborative teaching models.

      Students receive hours of instruction to be in compliance with CR Part 154. Within core classes, team teachers may use the alternate team teaching model where ENL students are pulled aside to work on differentiated instruction. However, as much as possible, these students are also integrated and grouped with the general ed students during instruction.

      In the stand alone ENL classes, the students are programmed according to proficiency levels. When possible entering and emerging ENL students are programmed together for these classes, as are transitioning and expanding. At times there is differentiation occurring in these classes as well. For example, although transitioning and expanding students may be programmed together in the same ENL stand alone class, instruction is differentiated for each group.

   b. TBE program. If applicable.

   c. DL program. If applicable.

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

      Currently the school is hiring 2 additional ENL teachers in order to be in compliance. ENL students receive required minutes with push in teachers and in stand alone ENL classes. There is a period 9 class for additional ENL stand alone classes. There also Saturday classes for ENL students. Students are programmed in STARS according to mandated hours they need to receive. Integrated ENL minutes are provided in the following content areas: ELA, History and Math.

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.

      The ENL and content teachers plan together to ensure that ENL methodologies are infused throughout the curriculum; this includes scaffolding techniques, strategies to make academic literacy explicit throughout the content areas, as well as infusing language functions and structures into lesson plans. In the ELA class, all instruction is in English. In addition, all written
products of students are expected to be in English and students are encouraged to speak only in English. Of course, appropriate sheltering techniques based on QTEL are used in these classes. However, if with all of this support a student is really struggling to express him or herself, translation assistance by another student or the teacher are provided. The goal is to challenge students to practice their English while allowing them to feel as if they can express themselves and feel as if their native culture and language are respected. For the beginners, the ENL teachers use the following resources to develop a curriculum: Writing Revolution strategies (Hochman method) scaffolded for different learner levels), SFE ENL Differentiation strategies, SFE Methods of Annotation, 7 Habits of a Good Reader, Kinsella's Academic Vocabulary Toolkit, Q-Tel strategies, Rosetta Stone software and Study Guide books, Continental's New York ELL’s, the Northstar series, Reading Explorer series, English in Action series, Basic English Grammar, and Focus on Grammar. Math students use the IXL Math software program. This coming year our ENL teacher is being certified to implement the Wilson Reading System. These systems are incorporated in all classes with ENL students integrated into ELA, Math and History classes that students need to take according to compliance rules. Push in ENL teachers to these classes ensure that students have access to the above mentioned interventions in order to assist them with meeting NYS Learning Standards.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Students take the Spanish LAB when they arrive. In stand alone ENL classes, home language abilities are assessed by the ENL teacher in that class. Last year, one third of our students identified as Entering are SIFE students who are illiterate in both English and their home language.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status
   a. After a student is identified as SIFE, we schedule ENL teachers to provide three periods a week for homework help during and content assistance. This is in addition to the self contained ENL classes they are programmed for in STARS. These are provided 3 days a week after school. Additionally, students are asked to come in for Saturday school sessions. These extra classes are used to help students understand the content and keep up with the work of their core content classes. ENL teachers interact with content teachers to see which students need the most help in various subjects. This year we are training a teacher in the Wilson program to work with these students.

   b. For newcomers (who are usually beginners) we place the student in an ELL stand alone class and in core classes there is an ENL teacher that provides support in content classes and instructional differentiation. Additionally, they are also programmed for the above mentioned after school classes and offered Saturday school. Finally, they are given a self-contained ENL class , after school classes and Saturday school classes. This year we are training a teacher in the Wilson program to work with these students.

   c. For students who have been ENLs from four to six years, we use the model to provide support in core classes, and, depending on skill level, assign the student to a self-contained ENL class.

   d. In order to meet the needs of LTEs at SFE, we have implemented an ENL instructional program with ENL teachers that push-in to classes and stand alone ENL classes.
e. The progress of former ENL students is monitored through the summative and formative assessments previously discussed. Teachers of these students are made aware of their status and accommodations and differentiation strategies are implemented accordingly as needed.

Former ELL’s get testing accommodations, such as extended time, for up to 2 years.

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?

Read 180, Rosetta Stone, Q-Tell strategies, Academic Vocabulary Toolkit, Writing Revolution strategies, annotation, 7 Habits of a Good Reader, Wilson Reading System are also programs and intervention system we use to support these students. ELL-SWD’s have a self contained class in 9th grade in addition to the stand alone ENL class. All ENL and Special Education push in teachers plan with co-teachers in core subject areas and develop differentiation strategies to assist these students.

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?

Students with this status receive IEP accommodation and are programmed according to required number of ENL hours. Students who have tested out of ENL and are deemed proficient by the NYSESLAT continue to be programmed as part of the ELL blocks and receive ENL support in a Collaborative Team Teaching approach. All of our ENL-SWD are evaluated by both the ENL and SPED teachers in the building. If the certified teachers decide that the student’s ENL needs are greater than their special education needs the student is given an ENL program fit to their proficiency with an elective that provides them with special education services. If the student's special education needs are greater than their ELL needs then the reverse is true; the students are given a special education program fit to their needs and receives a freestanding ENL class as an elective to service the student's ENL needs.

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.

ELA: Writing Revolution, SFE Methods of Annotation, 7 habits if a Good Reader, SFE differentiation strategies, after school classes, Saturday classes, Rosetta Stone, Wilson Reading System

Math: IXL Math program

These are provided with translations when necessary. For example, the SFE Methods of Annotation and the 7 Habits are available in translated versions. IXL Math is currently upgrading their software to include Spanish translations. Beyond regular classes, these programs are implemented in the after school and Saturday school classes.

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

The school has hired 2 new ENL teachers and is currently certifying one of these teachers in Wilson Reading System.

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

We never had a bilingual program.

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

ENL’s are given the same access to after school programs and activities as non ENL students. Information regarding these programs is translated and delivered by ENL teachers and other staff members.

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.
Writing Revolution strategies (Hochman method) scaffolded for different learner levels), SFE ENL Differentiation strategies, SFE Methods of Annotation, 7 Habits of a Good Reader, Kinsella’s Academic Vocabulary Toolkit, Q-Tel strategies, Rosetta Stone software and Study Guide books, Continental's Grammarly, New York ELL's, the Northstar series, Reading Explorer series, English in Action series, Basic English Grammar, and Focus on Grammar. This coming year our ENL teacher is being certified to implement the Wilson Reading System.

Rosetta Stone in an interactive program that assists students with acquiring reading, speaking and listening skills. Our students also use Grammarly for writing skills. This program identifies writing errors and gives feedback and suggestions for improving writing.

All our class rooms have interactive smart boards that students can write on and on which text and visuals can be displayed. Teachers use these to display graphics and visuals to help ELL students with reading, writing, and speaking.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
Th LAB-R assesses home language. ENL teachers assess home language in class through testing and conversation. One differentiation strategy implemented often is translated texts. Students’ ability to understand these texts help teachers determine students’ home language levels.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
Regular review of student ENL status and student programming are regularly reviewed to ensure compliance. Each grade level has stand alone, self contained ENL classes. Often these self contained ENL classes are a combination of 9th and 10th graders or 11th and 12th graders. ENL students are programmed into core classes offered in their grade level.

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?
Principals’ weekly meetings coordinate inter-school activities and shared programs. There is an International school on campus. Teachers share instructional materials when necessary. Any professional development that is offered at either school is open to teachers from either school to attend.

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).
Correspondence to home regarding resources, Rosetta Stone is accessible to students and parents at all the time. New admits are given access to the Rosetta Stone program. Throughout the year the school hosts open house Saturdays that specifically targets the ENL population. Parents are welcome come to the school to learn the details regarding ENL programming, resources, and ENL accommodations their children are scheduled to receive. Lenny Perez the parent coordinator runs an orientation session before the school year starts that is open to all new admits. Additionally, he meets with the parents of ENL students to discuss entitlement services. All parents are invited to all SLT meetings where all programs, services and interventions are disclosed.

17. What language electives are offered to ELLs?
Spanish us offered as a foreign language class to fulfill graduation requirements.

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)?
This school does not have a Dual Language program (we are an ENL program school).

**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?

   One of our ENL teachers is being certified on the Wilson Reading System this year. BFSC offers PD targeted to teachers of ENL students that teachers attend throughout the year. PD also occurs during Department and Staff meetings. SFE keeps a running list of differentiation strategies, these are shared with the staff at these meetings and can be referenced on the SFE Teaching Strategies Google Document that is being continually updated and shared with staff. Each semester an in house PD is offered during faculty meeting that is led by one of our ENL teachers. These PD’s usually focus on differentiation strategies for different levels of ELL’s. Monthly the school has department meetings that focus on the use of Writing Revolution strategies. ENL teachers, inquiry teams and administration work together to differentiate these strategies to different ENL levels. Another PD topic is Team Teaching. These PD’s focus on how teacher teams that are comprised of content area teachers and ENL teachers can work effectively together in the planning and implementation of instruction. All records of PD, such as attendance, agendas, and supporting materials are kept by the assistant principal.

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.

   With our monthly staff meetings and monthly Writing Revolution meetings the school easily meets the 15% requirement for all teachers. ENL teachers receive additional hours through the PD’s offered by BFSC and the UFT. Agendas are kept by the school secretary and secretary tracks the number of hours that are required. ENL teachers regularly provide PD on differentiation during staff meetings and in weekly department and weekly grade team meetings.

**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?

   At the beginning of each year the Parent Coordinator meets with the parents of all ELL’s and provides information regarding all entitlement services, chancellor regulations and school programs that concern ELL students. This parent orientation meeting provides parents with an explanation of each ELL program model 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 by our bilingual Parent Coordinator. School has an open door policy and all parents are invited to attend the monthly SLT meetings. Additionally, once a month, the school hosts an open house on Saturdays where parents of ENL student are invited to learn more about our ENL programs and services. Parents are given access to Rosetta Stone and this year we plan to offer the parents English lessons. Teachers meet with parents of ELL students during the 4 parent teacher conferences held each semester. Teachers provide specific information regarding students to their parents such as the students’ progress and additional supports that can be accessed outside of school.

   We have several bilingual staff members in addition to our bilingual parent coordinator. We ensure that these staff members are available during the open school night/parent teacher conferences and Saturday open houses. Parent Coordinator keeps records such as attendance/sign in sheets and agendas.
2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Overall, parental involvement at our school is a struggle. During the 4 open school parent teacher conferences only a small fraction of the parents of ENL students attend. Likewise, few parents attend the initial orientation meeting for parents of ENL students, the monthly Saturday open houses or the SLT meetings. For this reason, the school purchased Kinvolve, which allows any member of school staff to communicate with parents via text messaging in various languages. Staff’s regular usage of Kinvolve will be an expectation and it is our hope that we can increase parent attendance at orientations, Saturday open houses, and parent teacher -conferences. All materials are translated into home languages and there is bi-lingual staff available at ll the above mentioned sessions. We hope to attract more parents of ELL students to the Saturday open houses this year by offering English language lessons, Salsa dance lessons and Pot Luck lunches. All agendas and attendance records are maintained by the parent coordinator.

Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.
Paste response here:
**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, Jeffrey Houston, 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.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeff Houston</td>
<td>Principal</td>
<td></td>
<td>9/8/17</td>
</tr>
<tr>
<td>Steve Bernstein</td>
<td>Assistant Principal</td>
<td></td>
<td>9/8/17</td>
</tr>
<tr>
<td>Lenny Perez</td>
<td>Parent Coordinator</td>
<td></td>
<td>9/8/17</td>
</tr>
<tr>
<td>Guy Kloppenburg</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>9/8/17</td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
<td>9/8/17</td>
</tr>
<tr>
<td>Candida Mulero/ ENL</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>9/8/17</td>
</tr>
<tr>
<td>Nancy Timapni/ ENL</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>9/8/17</td>
</tr>
<tr>
<td>Ivan Rozon</td>
<td>Coach</td>
<td></td>
<td>9/8/17</td>
</tr>
<tr>
<td>Lali Vinas</td>
<td>Coach</td>
<td></td>
<td>9/8/17</td>
</tr>
<tr>
<td>Linaida Blass</td>
<td>School Counselor</td>
<td></td>
<td>9/8/17</td>
</tr>
<tr>
<td>Michael Alcoff</td>
<td>Superintendent</td>
<td></td>
<td>9/8/17</td>
</tr>
<tr>
<td>Holly Reichert</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>9/8/17</td>
</tr>
<tr>
<td>Anita Bush</td>
<td>Other  BFSC</td>
<td></td>
<td>9/8/17</td>
</tr>
<tr>
<td>Steve Chernigoff</td>
<td>Other  BFSC</td>
<td></td>
<td>9/8/17</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>9/8/17</td>
</tr>
</tbody>
</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

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

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

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

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

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

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

   An inventory of the different languages spoken at student’s homes is taken. These surveys should be completed by freshmen and any other new students to the school. The HLIS is conducted by the Parent coordinator and/or Guidance counselor upon admittance. Parents and students are asked to provide home language and preferred language. The parent coordinator cross references with the ATS RAPL. Parent coordinator will then determine if the parents need language assistance. The PC then compiles a list of all the language translations needed.

   Emergency cards are kept on file in the main office with the language information.
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>BENGALI</td>
<td>4</td>
<td>.92</td>
<td>4</td>
<td>.92</td>
</tr>
<tr>
<td>FRENCH</td>
<td>1</td>
<td>.23</td>
<td>1</td>
<td>.23</td>
</tr>
<tr>
<td>MANDINKA</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>.23</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>231</td>
<td>53.1</td>
<td>232</td>
<td>53.3</td>
</tr>
<tr>
<td>SPANISH</td>
<td>193</td>
<td>44.37</td>
<td>192</td>
<td>44.14</td>
</tr>
<tr>
<td>SONINKE</td>
<td>1</td>
<td>.23</td>
<td>1</td>
<td>.23</td>
</tr>
<tr>
<td>TWI</td>
<td>2</td>
<td>.46</td>
<td>2</td>
<td>.46</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?</th>
</tr>
</thead>
<tbody>
<tr>
<td>parent teacher conference announcements,</td>
<td>One week in advance of all conference dates</td>
<td>All documents are translated by fluent Spanish speakers. If speakers of other languages are not available NYCDOE Language Interpretation Unit services and Google translation will be used.</td>
</tr>
<tr>
<td>newsletters/ Kinvolve announcing open house Saturday sessions:</td>
<td>monthly</td>
<td>All documents are translated by fluent Spanish speakers. If speakers of other languages are not available NYCDOE Language Interpretation Unit services and translation will be used.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>student conduct code</td>
<td>September</td>
<td>All documents are translated by fluent Spanish speakers. If speakers of other languages are not available NYCDOE Language Interpretation Unit services and translation will be used.</td>
</tr>
<tr>
<td>after school program info</td>
<td>September and end of January</td>
<td>All documents are translated by fluent Spanish speakers. If speakers of other languages are not available NYCDOE Language Interpretation Unit services and Google translation will be used.</td>
</tr>
<tr>
<td>all NYS testing dates, letters from school administration</td>
<td>2 weeks prior to testing dates</td>
<td>All documents are translated by fluent Spanish speakers. If speakers of other languages are not available NYCDOE Language Interpretation Unit services and Google translation will be used.</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 conferences (NYC DOE open school afternoons/evenings),</td>
<td>see above</td>
<td>see above</td>
</tr>
<tr>
<td>meetings /calls between guidance/deans and parents.</td>
<td>daily basis</td>
<td>see above</td>
</tr>
<tr>
<td>Open house Saturdays</td>
<td>dates distributed at start of semester</td>
<td>see above</td>
</tr>
<tr>
<td>n/a</td>
<td>n/a</td>
<td>n/a</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.

Kinvolve, robo calls in English and Spanish, NYCDOE Language Interpretation Unit services and Google translation letters to other languages
Part C: Training Staff on Policies and Procedure

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

Chancellor’s Regulation A-663 is reviewed at full faculty meeting and included in Teacher Handbook at beginning of year staff meeting.

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.)

A. The parent coordinator, Waleska Bonifacio, houses the translated versions of the Bill of Parent Rights and Responsibilities and are accessible to any parent that comes into the school.

B. At the front entrance of the school, Boston Road and 166 street, there is displayed translated signs for parents/guardians to see upon arrival to the building.

C. Provide parents with direct cell phone numbers of the bilingual administration, Guidance Counselor, Richard Goodwin, and bilingual parent coordinator Lenny Perez.

D. More than 25% of our students' parents speak Spanish as their primary language. All mailings, phone calls and memos sent to parents are translated into Spanish.

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?

Parent surveys implemented during open school afternoons/ evenings and Saturday open houses. Surveys are translated into English and Spanish. For other languages the school uses Google translate.