2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 07X427

School Name: COMMUNITY SCHOOL FOR SOCIAL JUSTICE

Principal: JAIME GUZMAN
Comprehensive Educational Plan (CEP) Outline

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## School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Community School for Social Justice</th>
<th>School Number (DBN): 07X427</th>
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<tr>
<td>Grades Served:</td>
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</tr>
<tr>
<td>School Address:</td>
<td>350 Gerard Avenue, Bronx, NY 10451</td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>717-402-8481</td>
<td>718-402-8650</td>
</tr>
<tr>
<td>Fax:</td>
<td>Jaime Guzman</td>
<td><a href="mailto:guzman19@schools.nyc.gov">guzman19@schools.nyc.gov</a></td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Jaime Guzman</td>
<td></td>
</tr>
<tr>
<td>Principal:</td>
<td>Jaime Guzman</td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Anthony Bernardo</td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Ines Vazquez</td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Jaime Guzman</td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Jeanette Arroyo</td>
<td></td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>Emily Mueller</td>
<td>Nylese Levin</td>
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<td>CBO Representative:</td>
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## District Information

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<tr>
<th>Geographical District:</th>
<th>07</th>
<th>Superintendent: Kathy Rehfield-Pelles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td>335 Adams Street, Room 508, Brooklyn, NY 11201</td>
<td><a href="mailto:krehfield@schools.nyc.gov">krehfield@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td>(718) 923-5181</td>
<td>(718) 923-5145</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>(718) 923-5181</td>
<td>Fax:</td>
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## Field Support Center (FSC)

2018-19 CEP
<table>
<thead>
<tr>
<th>Affinity</th>
<th>Alexandra Anormaliza</th>
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</thead>
<tbody>
<tr>
<td>Executive Director:</td>
<td>131 Livingston Street, Room 606, Brooklyn, NY 11201</td>
</tr>
<tr>
<td>Executive Director’s Office Address:</td>
<td><a href="mailto:AAnorma@schools.nyc.gov">AAnorma@schools.nyc.gov</a></td>
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<tr>
<td>Executive Director’s Email Address:</td>
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<tr>
<td>Phone Number:</td>
<td>718-935-5941</td>
</tr>
<tr>
<td>Fax:</td>
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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>Jaime Guzman</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Anthony Bernardo</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Ines Vazquez</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Jeanette Arroyo</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Emily Mueller</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>NyseLevin</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>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Lucia Pichardo</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
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<tr>
<td>Jillian Beale</td>
<td>Member/Teacher</td>
<td></td>
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<tr>
<td>Jason Schwartz</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Ydania Collado</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Roberto Garcia</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Carmen Sanchez</td>
<td>Member/Parent</td>
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<td></td>
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<td>Member/Student Rep.</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>
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<tbody>
<tr>
<td><strong>Rigorous Instruction:</strong> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</td>
</tr>
<tr>
<td><strong>Supportive Environment:</strong> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers:</strong> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.</td>
</tr>
<tr>
<td><strong>Effective School Leadership:</strong> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties:</strong> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust:</strong> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.</td>
</tr>
</tbody>
</table>

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**

2018-19 CEP
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

### Section 4: CEP Overview

1. **What is your school’s mission statement?**

**School’s Mission**

The Community School for Social Justice is an active and caring learning community. Young people learn to solve and resolve, collaborate and create, and develop the intellectual and social skills to become thoughtful and engaged members of their communities. We honor each student’s heritage and values. We embrace a climate of social activism in which our students feel the confidence to address issues that affect their lives; we help them connect their desires with hope and possibility; and we provide the emotional and academic supports students need to earn a high
school diploma and be successful in life. At CSSJ, we place an emphasis on developing critical thinking through inquiry and project-based instruction. By understanding how to ask questions and examine real-life problems young people learn to consider solutions that are both practical and ideal. As students grow, learn, and reflect, we strive to guide them toward a sense of power and personal discovery to make change for themselves, for their own futures, and for the world in which they live.

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

The Community School for Social Justice has 325 students from grade 9 through grade 12. The school population comprises 25% Black, 73% Hispanic, 1% White & 1% other. The student body includes 15% English language learners and 25% special education students. Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2017-2018 was 76.70%. We have 80% of students who qualify for free or reduced lunch.

Major Partnerships:

Curriculum, Instruction and Professional Development:

Our school is a member school of the NY Performance Standards Consortium. We are one of 47 schools approved by the NYS Department of Education to graduate students through a performance task assessment system in lieu of taking the Regents exams in Math, Science, Global Studies and US History. As such, we have a common belief that is shared by both Consortium schools and by the staff in our school, about effective teaching and learning. This drives our assessments, curriculum development and instruction. The assessment rubrics that we use to assess the students’ culminating performance based assessment tasks (PBATs) in Math, Social Studies, Science and English are ones that are used by every Consortium school. Before we hire teachers, we invite them for a visit and interview in which we explain what it means to be a Consortium school and to be a teacher in a Consortium school. We also conduct professional development training for both new and experienced teachers to help their practice and assessments align to Consortium expectations. Our teachers attend and facilitate Consortium teacher workshops during the year and visit other Consortium schools as part of developing our shared understanding how students learn best.

We have completed our fourth year as a PROSE school. The primary focus of our partnership is around our re-designed teacher evaluation system. In this system, we have implemented a teacher pedagogical practice goal setting process, which involves multiple discussions between individual teachers and administrators and between individual teachers and peers. In this process there is an initial goal setting conference, progress updates throughout the year with peers, a mid-year monitoring meeting with administrators and a summative goal setting evaluation in which teachers present the teacher portfolios they have created to demonstrate the work they have done to successfully meet their professional practice goal. As well, there are organized classroom inter-visitations between colleagues.

Another significant partnership is with the NYC Outward Bound Expeditionary Learning (EL) organization. We became an associate school in the spring of 2016. Philosophically, CSSJ and EL are well-aligned. We are making good use of their coaching staff to support our three year curriculum and instructional shifts plan. Their expertise in curriculum design and pedagogical practices support our staff efforts as we deepen our work around designing courses with worthy themes, strong and relevant guiding questions and case studies, meaningful field work, and assessments that are aligned to guiding questions and educational outcomes.

Another important partnership is with Ramapo for Children, a non-profit organization that provides services to support our restorative justice program, including an RJ coach who is on-site 1-2 days a week to support the development and implementation of our: 100% Respect campaign, peer mediation program, restorative chats process, community norms expectations and our reintegration program. As well, they provide coaching support to our family group advisors in the areas of facilitation of circles, use of RJ and community building curriculum, and facilitation of an advisory; and they provide talented staff to lead parent workshops. In addition, teaching support is provided by their academic coach on a bi-weekly basis with 6 teachers.
Arts:

We have a long-standing partnership with Manhattan Theatre Club. A theatre educator from MTC partners with our 12th grade teacher to co-plan and teach a theatre writing course for six weeks during which time our students produce one act plays that are performed by MTC actors in a school production. They read a play currently in production at MTC’s theatre and they attend a performance. Students are highly engaged in this program which strengthens their writing skills and introduces them to the world of theatre.

Furthermore, this is our second year partnership with Tectonic Theatre Project. This program is a play writing workshop for our 11th graders that uses the exploration of social justice, interviews, Moment Work training, and writing to create short original works. The original works by students, is presented by professional actors for the school community after which there will be a facilitated discussion between audience members, student playwrights and performers.

In addition, this is our fourth year of a partnership with the "Open Doors" Theatre Program. Theatre Development Fund's "Open Doors" program and is a Tony Award-winning program that pairs a distinguished theater professional with a high school teacher to mentor a group of eight students every year.

Corporate - Career and College Mentoring:

Through our PENCIL collaboration, we are celebrating our seventh year of partnership with the consulting and financial services/accounting/consulting firm of Deloitte. This partnership has grown from an annual Impact Day college and career preparation full day event for our junior class, to include Deloitte Academy, the college and career readiness program in which students in grades 9 - 12 meet twice monthly on Friday afternoons with mentors from Deloitte to develop career and college readiness skills. Students research colleges, talk to the mentors about the skills and habits necessary for success in college and careers, visit colleges and participate in presentations and career-related activities at the Deloitte Manhattan offices, create and present business plans, and learn how to use social media responsibly. An addition to the partnership is a college scholarship program that began five years ago and has distributed $47,000 in scholarships to CSSJ Deloitte Academy recipients.

University and College:

This upcoming year we have established a partnership with Lehman College to commence "Shadow Day", a community service event lead by Chi Alpha Epsilon (XAЕ) through the SEEK Program. The program will build a collaborative partnership and establish a rapport with CSSJ students. The goal is to engage our students to college life experiences through interactive workshops. Furthermore, the goal is to also provide students with an opportunity to understand that attending college is a realistic goal and achieving a degree is attainable for all students.

Over the years we have also partnered with several colleges and universities to train student teachers at our school. They include: Barnard, Lehman, and Teachers’ College. As well, we partner with New York University and Lehman College to train social worker interns.

Community

The Morris Heights Health Center is another valuable partner. They operate the school-based clinic in our campus, and in addition to medical services, they provide both health educator and mental health services to our students. As well, five years ago the then CEO and President of Morris Heights Health Center and Foundation and the recently retired principal of CSSJ partnered to create a scholarship program to provide financial support for students who want to go away to college, but who cannot do this without additional financial assistance. To date, 28 CSSJ students have received scholarships from MMHC’s foundation in total of over $247,000! Our first scholarship recipient graduated from Ithaca College and is enrolled in a Masters program at Seton Hall University. Of the remaining 28 students, 9 are enrolled to attend a university in the fall of 2018, and 17 are currently successfully enrolled in colleges, with 15 of
those students in schools outside of NYC and two in NYC CUNY colleges. The remaining student is serving in the armed forces after successfully completing one year of college.

The NYPD Explorer’s Program is a community-based partnership that is entering its 3rd year. Students participate in team building and community activities and events with NYPD officers as mentors and leaders. They learn the fundamentals of community-based policing practices and are mentored by police officers who participate in this program. The program meets weekly at the school and students also participate in off-site community service events including marching in city parades and attending workshops and conferences and conducting community service trips throughout the south Bronx.

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

Each year, 90 - 95% of our students live in poverty. An increasing number of our students live in temporary housing. The number of ACS cases reported in the last three years are greatly increased than those in previous years. Both our students and their families are struggling under the weight of poverty. This greatly impacts the behaviors of students in school, their parents’ behavior and participation in their child’s education, and student daily attendance. Historically, 50%-55% of our incoming 9th graders come to CSSJ with attendance challenges, specifically, we have 36 upcoming students with 20 or more absences from 8th grade. To support this attendance challenge, we have two full-time social workers, one guidance counselor, a parent coordinator, and a school-based health center to assist our students and their families. In addition, we have one Single Shepherd social worker and two guidance counselors to further support our students and their families.

Our number of students with disabilities is large with an average of 25.46% of our population having IEPs. The majority of our IEP students are students who receive ICT services. We currently have 59 students who receive ICT services, 12 students who receive SETS, and 12 who receive self contain services for a total of 83 special education students.

Our growing ENL population is currently at 19% of our overall student population. The breakdown for each level is listed below:

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<th>ALL GRADE LEVELS</th>
<th>NUMBER OF STUDENTS</th>
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<td>EMERGING</td>
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<td>COMMANDING</td>
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<td>Total</td>
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</table>

We have an ENL teacher and Chemistry teacher, who is dual certified, in providing support for our ENL population. In September, we distribute welcome letters to all parents in English and Spanish. The Parent Coordinator translates the document into Spanish and uses the NYC Translation Services for all other languages to be translated (Albanian, Fulani, Hausa, Mandingo, English, Spanish, Soninke, Yoruba). Our handbooks, calendars and welcome packets are translated over each summer and sent home with students through our family group advisory system. In addition, this translation unit offers parents free translation services and connects schools with over the phone interpretation services for parents when needed.

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.
The Framework for Great Schools

The element of the Framework for Great Schools in which we have made the most progress this year has been on rigorous instruction. Our professional development all year has been focused on rigorous instruction, specifically on teachers participating in curriculum development, review, and revision cycles in order to receive revision feedback on their curriculum and assessments that will better align their assessments to the overarching guiding questions and case studies for their courses, which reflect the PBAT standards, to ensure all students engage with complex materials and concepts that promote higher order thinking and build the conceptual understanding and knowledge, which is necessary to complete the graduation level PBATs. Peer observations and supervisor observations provide strong anecdotal evidence for successful implementation of these in classrooms on a regular basis.

We continue to have a strong supportive environment for students, staff and families. We high levels of trust among all members of our school community and we have a highly collaborative school culture.

For next year we will continue our focus on rigorous instruction. We have made big strides and will continue our work on this through use of our professional development time to teach, learn and share instructional strategies, to co-develop unit and lesson plans, to design and implement assessments fully aligned to guiding questions, and to look at both student and teacher work. Our partnerships with the Consortium and Expeditionary Learning will support this work.

Strengths

Collaboration and self-reflection are highly valued in our school community and are embedded in our guiding principles, practices and policies.

As a school community, we have a long-standing practice of using a goal setting and monitoring process to establish individual, department, grade-level and school-wide goals.

Our school has created numerous teacher teams and committees to ensure that teacher voice is fully present in all aspect of the school. These include: planning committee, department teams, grade level teams, family group grade level teams, and hiring committee.

Student voice is valued and present at our school through participation in multiple groups including hiring committee, recruitment team, sustainability team, student council, peer mediation team, 100% Respect campaign respect reps, and school leadership team, and by acting as attendance success peer mentors and restorative justice peer mediators.

Fostering our students’ social and emotional development is a priority at our school and we have developed and implemented structures, such as family group (advisory group) in which every student entering the school becomes a member of a family group of approximately 15 other students and led by a teacher. This group meets four times a week to provide social and emotional support and to help students develop the necessary social-emotional skills and habits necessary for success. Family group also focuses on college and career readiness, using a school-developed curriculum, and provides weekly tutoring for students. This year we will use our advisory group time to focus on helping peers improve attendance in order to be more successful academically.

Our Performance Based Assessment Task (PBAT) system guides our assessments, instruction and curriculum development. The process of producing and presenting PBATs prepares students for the reading, writing, oral presentation, problem-solving and analytic-thinking demands of college and helps students learn how to better manage time and organize their tasks. Our educational program is centered around our PBAT system.
## School Demographics and Accountability Snapshot for 07X427

### School Configuration (2018-19)
- **Grade Configuration**: 09,10,11,12
- **Total Enrollment (2017-18)**: 330
- **SIG Recipient (Y/N)**: No

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

### Special Education Programs/Number of Students (2015-16)
- # Special Classes (ELA): 6
- # SETSS (ELA): 33
- # Integrated Collaborative Teaching (ELA): 106
- # Special Classes (Math): 4
- # SETSS (Math): 15
- # Integrated Collaborative Teaching (Math): 103

### Types and Number of Special Classes (2018-19)
- # Visual Arts: 2
- # Music: 1
- # Foreign Language: 1
- # Drama: 1
- # CTE: 1

### School Composition (2017-18)
- % Title I Population: 90.0%
- % Free Lunch: 89.1%
- % Limited English Proficient: 14.5%
- % Black or African American: 58.3%
- % Hispanic or Latino: 1%
- % American Indian or Alaska Native: 76.7%
- % Multi-Racial: 0.6%

### Racial/Ethnic Origin (2017-18)
- % American Indian or Alaska Native: 0.3%
- % Hispanic or Latino: 0.6%
- % Black or African American: 62.0%
- % Multi-Racial: 0.6%
- % Asian or Native Hawaiian/Pacific Islander: 27.3%

### Years Principal Assigned to School (2018-19)
- # of Assistant Principals (2016-17): 4

### % of Teachers with No Valid Teaching Certificate (2014-15)
- 4%

### % Teaching with Fewer Than 3 Years of Experience (2014-15)
- 8%

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

### ELA Performance at Levels 3 & 4 (2016-17)
- % of Students who Met ADE Yearly Progress (AYP): 11%

### Mathematics Performance at Levels 3 & 4 (2016-17)
- % of Students who Met ADE Yearly Progress (AYP): 14%

### US History Performance at Levels 3 & 4 (2016-17)
- % of Students who Met ADE Yearly Progress (AYP): 1%

### Science Performance at Levels 3 & 4 (2016-17)
- % of Students who Met ADE Yearly Progress (AYP): 1%

### Regents Diploma w/ Advanced Designation (2015-16)
- % of Students who Met ADE Yearly Progress (AYP): N/A

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

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

#### Elementary/Middle School
- **American Indian or Alaska Native**: N/A
- **Black or African American**: N/A
- **White**: N/A
- **Students with Disabilities**: N/A
- **Economically Disadvantaged**: N/A

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

### High School
- **American Indian or Alaska Native**: N/A
- **Black or African American**: N/A
- **White**: N/A
- **Students with Disabilities**: N/A
- **Economically Disadvantaged**: N/A

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

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2018-19 CEP

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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.

Rigorous Instruction Strengths:

According to our last Quality Review from the 2014-2015 school year, we received Well Developed scores in the Instructional Core areas of:

- Section 1.1 "Ensure engaging rigorous and coherent curricula in all subjects."
- Section 2.2: "Align assessment to curricula, use ongoing assessments and grading practices, and analyze information on student learning outcomes to adjust instructional decisions as the team and classroom levels."

Our partnership with Expeditionary learning has enabled the instructional staff to revise and improve their curriculum with a focus on guiding questions that offer students thought provoking, engaging and rigorous questions that increases their connection to the course. Our staff has also worked on creating case studies that are connected and focused on answering the course guiding questions.

In our most recent Principal Performance Observation feedback from November 2017 states the following strengths:

- The Principal can point to a clear relationship between core instructional beliefs and practices across classrooms. Classes observed had learning targets, essential questions, alignment to the literacy standards, and students seated in groups. We saw students engaged in a blood splatter science lab, a math class decoding and translating secret messages, an Algebra class presenting solutions to word problems with an emphasis on the method they chose to solve the problem and why they chose that method. We also visited a Chemistry class learning about the Periodic Table, another science class taking assigned roles in the debate over sustainable energy debate and another science class utilizing the Carousel protocol to have a structured “conversation”.
- Review of teacher curricula, assessments and passing rates demonstrate that teachers are creating rigorous curriculum, aligned to the Common Core Standards, and are creating assessments that are aligned to the curricula. Curriculum review and observations of teachers, using the Danielson Framework, show that teachers are implementing diagnostic, formative and summative assessments, aligned to the curricula, to meet the needs of all students.

These strengths can be attributed to the planning sessions the principal, AP, and Expeditionary Learning coach have had in the summer of 2017 and 2018 in creating and revising the three year school plan. We have also created the "cabinet team" comprised of the leaders of each department that meet bi-weekly to discuss the actions and support
each department needs to achieve our CEP goals. The cabinet team also helps outline PD for the month and find topics that staff need further support.

Other areas of celebration regarding the Spring 2017 PPO around curriculum, instruction and assessment educational shifts are:

- The Principal engages teachers in a process of adapting or adopting to ensure that curricula are PBAT-aligned and meet all student needs. Principal has invested in sending the math department to the Bronx-run mathematics professional development group that has yielded positive changes in observed math curriculum. Continue to support teachers in finding engaging and rigorous resources for their courses and make sure that teachers are aligning their units and lessons to content area standards.(1.1)

Our 2017-2018 high school graduation rate is 65.7% an increase of 11.5% from the 2016-2017 school year. This indicates that students are better prepared to successfully pass their graduation level assessments, i.e., the ELA Regents exam and the History, Science and Math Performance Based Assessment Tasks. Our college and career readiness index is 48% for students who graduated from high school and enrolled in college or other post secondary program within 6 months, and 58% for students enrolled in college 18 months.

**Needs of the School:**

Although we have made significant strides in strengthening course curriculum, there are areas that we still need to improve. Below are the instructional needs we still need to focus on according to our latest PPO:

- The Principal establishes and articulates clear rationales for the investment of resources in school goals, and directly connects those goals to student achievement. Continue to explore ways to expand your course offerings to allow students to take more higher-level college-ready courses such as physics, pre-calculus, and calculus. (1.3)
- The Principal supports and evaluates best practices for frequent assessment strategies across classrooms including checks for understanding and student self-assessment. Continue to work with teachers to systematize the ways in which they effectively formatively assess student learning during the lesson across classrooms. Teachers were observed doing thumbs up/thumbs down to indicate readiness to switch activities in chemistry and peer assessment of student group presentations in math. (2.2)
- The PPO in November 2017 also recommends that we should, "Continue to explore ways to expand your course offerings to allow students to take more higher-level college-ready courses such as physics, pre-calculus, and calculus. (1.3) As a result, we have implemented a computer programming and robotics course for our 11th & 12th grade students. In addition, we have created a Teens and the Law class to further educate our students rights and ability to make change within their community.

Observations of teachers show that they are implementing rigorous, Common Core aligned curricula, but that we need to continue training and supporting teachers to consistently design and implement lessons that challenge all learners to think analytically and be engaged in intellectual inquiry. This year we will continue our work on strengthening the rigor of the curriculum and improving both engagement and critical thinking. The priority area of our educational shifts that will be targeted this year is continue aligning course assessments to the guiding questions and case studies. This will increase the college readiness skills and habits of our students and will result in higher graduation rates.

**Part 2 – Annual Goal**

Indicate your school's 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019, 100% of teachers will participate in curriculum development, undergo three curriculum revision cycles and review two major assessments through the National School Reform Faculty tuning protocol in order to receive revision feedback on their curriculum and assessments that will better align their assessments to the over-arching guiding questions and case studies for their courses, which reflect the PBAT standards, to ensure all students engage with complex materials and concepts that promote higher order thinking and build the conceptual understanding and knowledge, which is necessary to complete the graduation level PBATs.
### Activities/Strategies

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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</thead>
<tbody>
<tr>
<td>All teachers, Targeted departments</td>
<td>Sept 2018-June 2019</td>
<td>EL coach; Peer Collaborative teachers; Department Leaders Overseeing: Principal and AP for instruction</td>
</tr>
<tr>
<td>All teachers</td>
<td>Sept 2018-June 2019</td>
<td>Implementing: EL coach; Peer Collaborative teachers; AP for instruction Overseeing: Principal</td>
</tr>
<tr>
<td>All teachers</td>
<td>October 2018, February 2019 and May 2019</td>
<td>Implementing: AP, Peer Collaborative Teachers, department leaders Overseeing: Principal</td>
</tr>
<tr>
<td>All teachers</td>
<td>Sept 2018-June 2019</td>
<td>Implementing: Department leaders; Assistant Principal Overseeing: Principal</td>
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**We will utilize our EL coach, 2 peer collaborative teachers and department leaders this year to co-plan courses with department members and focus on worthy themes/topics, are focused around strong, open-end and thought-provoking guiding questions, engage students in relevant case studies and field work experts, connect to student lives, and in which the assessments are complex and fully aligned to the course guiding questions and case studies. All courses developed by teachers will clearly define how access will be provided to all learners.**

**We will utilize the EL coach, Peer Collaborative teachers and the AP in charge of instruction this year to engage in co-planning and professional development support with targeted departments.**

**We will implement a minimum of two formal peer inter-visitation cycles this year to assist teachers in aligning their curriculum, instruction and assessments to both our PBAT standards and to the CC standards. In addition, teachers will conduct one inter school visit with one of the Bronx 8 consortium schools.**

**We will utilize department teams to review curriculum to better align it to our educational shift priority area for this year (aligning assessments to guiding questions and case studies) and to both PBAT and CC standards and to provide better access for all learners and tasks which develop students’ higher order thinking skills.**

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**3b – Parent and Family Engagement**

2018-19 CEP
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.

To help familiarize parents/guardians with our curriculum, instructional approach and assessments, and to help them better understand how they can support their child’s educational studies, we will:

1. Conduct an annual parent meeting for each grade level in which we review course curriculum and during which time we will provide all parents/guardians with copies of the grade level assessments and the syllabus for each course. This will occur at a parent meeting in September 2018. Grade level leaders will be responsible for organizing the curriculum information meeting or their grade level as well as providing all related curriculum materials such as course syllabi, assessments and grade level summative PBAT descriptions. The parent coordinator and family group advisors will be responsible for outreach to parents by mail, phone messenger, phone and email to encourage parent attendance. The APs and Principal will be responsible for overseeing this.

2. Invite parents to participate in grade level PBAT presentations to better understand the PBAT standards, and the rigorous teaching and learning occurring in their child’s courses. This will occur in January 2019 and May/June 2019. Grade level leaders and teams are responsible for organizing this and for creating an invitation letter for parents/guardians. Family group advisors and the parent coordinator are responsible for outreach to parents/guardians. APs and Principal are responsible for oversight.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Professional development time to co-plan curriculum and to give and receive feedback on units, lessons and student work; schedule adjustments to include additional non-instructional days to provide sustained professional development time; and per session hours for professional development and curriculum development/revision.

Use of an instructional coach from EL to provide targeted assistance to departments identified as in need of assistance, as well as to provide whole staff professional development workshops and support.

Use of two collaborative teachers to provide assistance with targeted and new teachers in need of curriculum support.

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

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<td>Other</td>
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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.

As a result of teachers undergoing three curriculum revision cycles and a review of two major assessments in order to better align their assessments to the over-arching guiding questions and case studies for their courses will result in a 5% increase in grade level and graduation level PBATs by Mid-February 2019. In addition, we will also monitor the following:

- All staff will have participated in their department cycles of sharing and receiving feedback on course plans that focus on aligning assessments, guiding questions, and case studies for each unit that result in students producing higher quality written work that demonstrates deeper, critical thinking.
- The EL coach will have conducted six week coaching cycles with targeted departments.
- The EL coach will have conducted a series of professional development whole group workshops to all staff.
- The peer collaborative teachers will have conducted six week coaching cycles with targeted teachers.

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

The following measure will be used to assess progress:

- Feedback of teacher curriculum from school leaders, EL coach and peer collaborative leaders.

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

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

Part 1 – Needs Assessment

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

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

Our supportive and positive school culture is a strength and the backbone of our community. As a result, we have seen a significant decrease in our SVTI score that measures level 5 incidents in public schools. Our 2017-18 SVTI score dropped to .075 down from 1.15 in 2016-17. We firmly believe that this decrease is due to the expansion of the restorative justice program. Through our partnership with Ramapo for Children who have provided coaches, assisted in creating the 100% Respect Campaign, re-establish community core values and establish a peer mediation program and reintegration circles for our community. We have also built a three tier restorative justice program to build school community culture and respond restoratively to incidences when the school values are broken.

Another reason for the decrease of our SVTI scores is family group. Family Group (Advisory) has been embedded into the school culture since the beginning of CSSJ. We have used it effectively to develop the bonds between student and advisor, between parent and advisor and among students in the group. As well, we have used it effectively to support the social and emotional development of our students and the college and career readiness capacity of our students. Family Group also supports the implementation of our restorative justice processes and structures.

The following data trends from the 2017-18 Learning Environment Survey affirms this in student responses in the "Supportive Environment" and "Trust" sections, including:

- 98% of students report that teachers treat them with respect (Q4e)
- 96% of students say that there is at least one adult in the school that they can confide in. (Q4b)
- 96% of high school students say that adults at their school help them plan for how to meet their future career goals. (Q10d)

This year we will focus on continuing to build and solidify our restorative justice program, focusing primarily on:

1. consistent use of circles, at least two times a week, in Family Group in order to build and maintain trust, student voice, participation and accountability, and peer support of one another and of the school community culture

2. All school members will implement with fidelity the behaviors defined in each of the three areas of the 100% Respect Campaign this year. the areas are: Student to Student; Student to Staff; Staff to Student.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019, our restorative justice program will further develop so that:

1. Our community will reduce incidents on high and low level infractions that will result in a 5% decrease in referrals on OORS.

2. 100% of family group advisors will consistently use circles in their family groups a minimum of twice a week and students in 100% of family groups will participate in circles.

3. 100% of staff members will participate in professional development training to increase capacity to consistently implement the 100% Respect actions in each area and help students in their family groups develop their capacity to do the same.

4. 100% of teachers will consistently define clear expectations and restorative responses for the community with a focus on cutting class, lateness, cell phone use and language.
### Activities/Strategies
Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

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

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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<tbody>
<tr>
<td>Use Ramapo for Children coach and RJAT (Restorative Justice Action Team) team members to facilitate a series of professional development trainings on use of circles, the use of our Community Wide Expectations and on how to make the 100% Respect campaign actions routinized in their pedagogical practice for all family group advisors.</td>
<td>Family Group advisors</td>
<td>September 2018 - May 2019</td>
<td>Implementing: RJAT Team (Restorative Justice Action Team) and Principal/AP</td>
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<tr>
<td>The 9th, 10th, 11th and 12th grade family group teams will meet at least once a month during professional development meeting time to co-plan circles activities, as well as lessons around implementing the actions from the 100% Respect campaign. They will use the RJ coach from Ramapo for Children, to provide assistance and further training.</td>
<td>Family Group grade level teams</td>
<td>September 2018 - June 2019</td>
<td>Implementing: Family Group Grade Level Teams, Restorative Justice coach</td>
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<td>The Ramapo for Children coaches will model circle use in family groups with teachers in need of additional assistance and provide support one-to-one for targeted teachers.</td>
<td>Family Group Advisors needing further assistance</td>
<td>September 2018 - May 2019</td>
<td>Implementing: RJ coaches</td>
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<td>The family group advisors will participate in monthly professional development trainings to strengthen circle and advisory group facilitation skills.</td>
<td>Family Group advisors</td>
<td>September 2018 - June 2019</td>
<td>Implementing: RJ coach and RJAT</td>
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<tr>
<td>All students will participate in family group circles as well as a series of family group activities to identify how they can make the 100% Respect campaign actions &quot;live&quot; in our school community, enacting them and support them in their daily interactions.</td>
<td>All students including ENL and IEP students</td>
<td>September 2018 - June 2019</td>
<td>Implementing: Restorative Justice Action Team, Family Group Grade Level Advisors, Peer Leaders</td>
</tr>
</tbody>
</table>
School leaders will create and implement a walk-through schedule to monitor the consistent use of circles in all family groups.

| All family group advisors and family groups | September 2018-June 2019 | Implementing: school leaders: AP’s & Principal
|                                           |                           | Overseeing: principal

### 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.

The school will engage families and support their understanding of Supportive Environment in the following ways:

- Calls home by family group advisors to the parents/guardians at the beginning of the school year to welcome students back to school and to explain/review our family group and restorative justice programs. Timeline: beginning of September 2018. Key personnel: family group advisors and parent coordinator.
- Review of all the elements of our supportive environment during the summer orientation (bridge) program for students and families. Timeline: July 9-July 25, 2018. Key personnel: summer school teachers, social worker, parent coordinator, and school leaders.
- Written information sent home in all languages. Timeline: September 2018 and January 2019. Key personnel: parent coordinator, school leaders.
- Parent/Family workshops on social emotional support topics led by RJ coaches throughout the school year. Timeline: October, January and April. Key personnel: Ramapo for Children coaches and parent coordinator.

### 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.

Restorative Justice coach from Ramapo for Children and the RJ grant from the DOE; Principal, assistant principals,, family group advisors, social workers and guidance counselors, and parent coordinator; professional development time, per session for curriculum development and attendance at outside workshops.

#### 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, as a result of the implementation of Restorative Justice Circles, there will be a 5% decrease in the number of suspensions and incidents, as measured by the OORS report for the period of September 2018 to February 2019, compared to the number of suspensions and incidents, as measured by the OORS report for the period of September 2017 to February 2018. We will also measure the following benchmarks:

- 100% of FG advisors will have demonstrated consistent use of circles twice weekly in family group
- Each family group advisor will have planned and taught family group lessons that employ circle use and that provide s 100% Respect campaign training for advisees”
- The RJ coach and RJAT committee will conduct a minimum of 6 staff restorative circles.

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

**Specific measure to assess progress:**

- Ramapo for Children's mid-year climate walk through assessment twice a year. A score is given that measures school culture from prior years.
- Completed unit and lesson plans for advisory
- Walk-through observations by school leaders and RJAT coach.

**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.
   - We have a strong habit and consistent practice of teacher/staff collaboration in order to improve curriculum, instruction and assessment, as well as a strong history of creating structures and routines to promote a culture of continuous collaboration and improvement. Evidence to support this includes our last Quality Review in 2014-15:
     - We received a score of Well Developed in the "Systems for Improvement" (4.2) section which rates the school on how well they engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.
   - Furthermore, according to our 2017-18 Learning Environment Survey that further illustrates the strength of teacher/staff collaboration is as follows:
     - 100% of teachers report that the principal and the teachers collaborate to make the school run effectively (Q5b)
     - 100% of teachers say that they design instructional programs (for example, lessons and units) together. (Q8a)
     - 100% of teachers say that they talk with one another about instruction. (Q8d)

   As a result of our teacher/staff collaboration we have a low teacher turnover rate every year, which shows the strength and unity of our community.

   According to our Principal Performance Observation (PPO) in November 2017 the Superintendent cites evidence of teacher collaboration (QR indicator 4.2) as an area of celebration, stating, "The Principal builds structures for teachers to meet regularly within teacher teams. Science department meets regularly, has a shared document on Google Docs for recording keeping and the teachers use school created PBAT progressions documents to support their practice in preparing students for the science PBAT. Teacher leaders are chosen and run the meetings independent of administration". (4.2)

   Next Steps:

   Both our department and our grade level teams meet weekly or bi-weekly, are teacher-led, and are experienced in creating, critiquing and refining curriculum and PBAT assessments collaboratively. Our next step is to have teachers work collaboratively in departments to align courses vertically and in grade levels to align courses horizontally, all working backwards from the identified exit CCSS skills and standards and from the PBAT graduation level rubric.

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

By June 2019:

- 90% of teachers participating in collaborative planning will receive an end of year MOTP ratings of Effective or Highly Effective in components 1a and 1e, as measured by 2018-2019 Advance end of year MOTP ratings.
- Department teams will have created a comprehensive curriculum plan that vertically aligns the skills, content, concepts and standards, which all graduating seniors are expected to demonstrate, across all courses in that subject area, grades 9-12, and which clearly defines how the identified skills, content, concepts and standards are built upon from one grade level to the next;
- Grade Level teams will have created a comprehensive plan that horizontally aligns the skills, habits, concepts and standards which all students in their grade level are expected to demonstrate through the grade level PBATs, across all courses in the grade level and which clearly defines how the identified skills, habits, concepts and standards are embedded in each course in that grade level.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept leaders and grade level advisors</td>
<td>Sept 2018-Dec 2018</td>
<td>Implementing: EL coach, principal and AP for instruction/curriculum</td>
</tr>
<tr>
<td>Dept and grade level team members</td>
<td>Sept 2018 - June 2019</td>
<td>Overseeing: Principal and Assistant Principal</td>
</tr>
<tr>
<td>Social Studies and Math depts</td>
<td>Sept 2018 - June 2019</td>
<td>Implementing: Coach from EL for Social Studies dept</td>
</tr>
<tr>
<td>Dept and grade level teams</td>
<td>Early Feb 2019; early April 2019</td>
<td>Overseeing: Principal and Assistant Principal</td>
</tr>
</tbody>
</table>

**Grade level advisors and department team leaders will be provided additional training and support by school leaders, the EL coach and peer collaborative teachers to effectively facilitate team meetings.**

**Department and grade level teams will be provided with regular professional development time to collaboratively work on aligning their courses.**

**Social Studies and Math departments will work with coaches from partner organizations to further develop and align curriculum, instruction and interim assessments. A template has been created by the consortium to align departments.**

**Progress monitoring:** Department and grade level teams will present their interim work two times during the school year and their completed document at the end of the school year.
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.

To engage parents/guardians in this goal, and to help them better understand how they can support their child's educational studies, we will:

1. Conduct an annual parent meeting in which we identify and discuss the department and grade level skills, concepts, habits, content and standards. Timeline: at the beginning of the school year September/October 2018.

2. Provide all parents/guardians with copies of the department and grade level assessments and the syllabus for each course. Syllabi will be distributed to students in their classes during the first week of school and PBAT assessment task descriptions will be distributed and discussed at a parent meeting. Timeline: beginning of the school year September 2018.

Key Personnel:

Department and grade level leaders will be responsible for organizing the curriculum information meeting for their team, as well as for providing all related curriculum materials, such as course syllabi, assessments and grade level summative PBAT descriptions.

The parent coordinator will be responsible for coordinating the family events and family group advisors will be responsible for outreach to parents by mail, phone, messenger, phone and email to encourage parent attendance.

The APs and Principal will be responsible for overseeing this.

3. Invite parents to participate in grade level PBAT presentations to better understand the PBAT standards, and the rigorous teaching and learning occurring in their child’s courses. Timeline: January 2019 and May/June 2019.

Key Personnel:

- Grade level leaders and teams are responsible for organizing this and for creating an invitation letter for parents/guardians.
- Family group advisors and the parent coordinator are responsible for outreach to parents/guardians.
- APs and Principal are responsible for oversight.

Part 4 – Budget and Resource Alignment
**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Professional Development time; department leaders; grade level leaders; EL coach; Math coach; per session funding for grade level and department leaders; per session for team members; use of principal and AP time

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

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

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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 department teams will have completed, presented and received feedback on their draft comprehensive curriculum plan.
- By February 2019, all grade level teams will have completed and received feedback on their draft comprehensive grade level plan.

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

- Consortium graduation rubric in the four core content areas
- CCSS graduation level standards in each core content area
- Expeditionary Learning designed curriculum planning and alignment tools

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

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

Part 1 – Needs Assessment

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

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

Strengths:

The school leadership works collaboratively with the attendance team, grade level teams and FG advisors to establish and implement an attendance monitoring system that supports our students who fall between 69%-89% attendance, as well as chronically absent students. ATS attendance data shows that for the 2016-2017 school year we had a 78.6% attendance rate and 60.1% of our students were chronic absentees. After an analysis of student attendance and identifying a targeted group to work with for improvement, our school began a pilot attendance success mentoring program last spring with a targeted number of students and mentors.

Needs:

Our student attendance declined to 78.6% this past school year from 80.1%. Consequently, this coming school year our school leadership will re-introduce and expand our attendance initiative across all grade levels. School leaders will train family group advisors and guidance and social work support staff to play a more active and direct role in working with targeted students and their families to increase attendance. Additionally, school leaders will re-activate and monitor our success mentoring program, using both peer and staff mentors and will introduce activities to bring our parents into this program to support the success of their child.

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.

School leaders will implement and redesign attendance program, in September 2018 and followed throughout the year, involving active participation in all FG advisors and peer mentors in order to increase the school attendance rate to 80% by June 2019.
### Activities/Strategies

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

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

<table>
<thead>
<tr>
<th>Activities</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff training in September will address the structure and procedural aspects of the 2018-2019 success mentor program, along with its purpose and goals.</td>
<td>Students between 69%-89%</td>
<td>Sept 2018</td>
<td>Implementing and overseeing: Principal, Assistant Principals</td>
</tr>
<tr>
<td>Each FG grade level team will select student mentors by using the following criteria (on track for PBATS, graduation, and a certain attendance rate). Peer mentors would be selected by mid September</td>
<td>All FG teachers</td>
<td>Sept 2018</td>
<td>Implementing and overseeing: Principal, Assistant Principals</td>
</tr>
<tr>
<td>Students in each FG, who can be targeted, will be identified using the RAMO report in ATS, and this information will be shared with advisors as they select 3-5 students to mentor within their FG. Every marking period FG advisors will review the list of students targeted for attendance improvement, as well as student mentors to see if list should be altered.</td>
<td>FG advisors</td>
<td>Sept 2018-June 2019</td>
<td>Implementing and overseeing: Principal, Assistant Principals</td>
</tr>
<tr>
<td>Recognize and celebrate the attendance gains made by the mentees. The peer mentors and mentees will receive recognition at the end of classes in Jan/June, and be honored with a ceremony and award certificates, pizza, pictures, and a bulletin board display of the awards and pictures of the students. Smaller recognition actions will include: having the family group advisors email the teachers of the students about their progress and asking them to congratulate them when they see them in class; giving our recognition slips to the mentees when they make progress and to the peer mentors, having FG advisors call home when see attendance improvement.</td>
<td>FG Advisors</td>
<td>Jan 2018 - June 2019</td>
<td>Implementing and overseeing: Principal</td>
</tr>
</tbody>
</table>
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.

Parents of students identified with 69%-89% attendance will be contacted by the FG advisor monthly to update progress. If progress does not improve then a monthly meeting will be held with FG advisor, social worker, parent coordinator and AP to provide additional support to the parent and student.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The use of professional development for FG grade level teams and attendance team members to meet and update the progress of each student. At the end of each semester there will be an attendance celebration honoring students who have made progress.

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

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

Part 5 – Progress Monitoring

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

100% of FG grade level teams and attendance committee will have worked collaboratively throughout the semester to set and monitor student goals. The principal, attendance team, and success mentors will meet in January and June review progress made, lessons learned, and to fine-tune the structure of the program.

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

Instrument of Measure that will be used to measure progress in Part 5a. will be the following:

- RYMA ATS report
- Call logs to parents/guardians of our mentees to involve them in the program
- Parent workshop(s) participation for the parents of our targeted students and all students about attendance beginning with one in September 2018 at our Welcome Back to School BBQ.
- Daily check-ins by staff and peer mentors with their mentee – includes snap chats, texts by peer mentors
- Use of spreadsheet to chart weekly attendance and monitor progress
- ATS reports will be run and reviewed weekly by each team to monitor attendance progress

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

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.</td>
<td>The PPO from November 2017 cites the school's strong, positive learning environment (QR indicator 1.4) as an area of celebration. It states that, &quot;The Principal models and guides the school community towards a culture of respect and trust. The latest School Quality Survey results indicate growth in scores concerning effective leadership, trust, and community in all constituent groups. The Principal and the Assistant Principal form a dynamic team, with great knowledge and dedication to the school and the students, families and staff. They are effective at addressing and solving all manner of student conflict and parent complaints. All members of the school community report that CSSJ is more like a family than just a school&quot;. Our school has steadily expanded our community ties and resources to support both students and their families. For instance, we have increased the use of our guidance and social work team, along with coaches from Ramapo for Children, to provide parent workshops on salient topics; we have increased collaborations with community educational institutions, such as our upcoming partnership with Lehman College, to provide a stronger high school and college academic and social emotional link; and we have increased our community service program to provide increased opportunities for students, three times a year (September, December, &amp; March) to provide a day of service, during the school day and on weekends, and in more community settings, such as soup kitchens, parks, gardens, and elementary schools.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
<td>Needs: Our community will work on improving the overall attendance rate for the year. Through our initiatives of improving school culture (Camp CSSJ, Team building Wednesdays and Community Service Wednesdays) and implementing the attendance mentoring program in the fall 2018 semester we feel very strongly that attendance will increase.</td>
</tr>
</tbody>
</table>

Part 2 – Annual Goal

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

By June 2019, 100% of our parents of students designated as chronically absent, including those whose children are in our attendance success mentoring program, will be contacted by their child's family group advisor and the guidance counselor or social worker assigned to the grade level to discuss their child’s attendance, identify the steps the school is taking to address this, to provide information/assistance on how the parents can become partners in improving their child’s school attendance, and to create action plans for increasing student attendance.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents, students in success mentoring program</td>
<td>Sept-October 2018</td>
<td>Implementing: Family Group advisors, parent coordinator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Overseeing: Attendance committee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Principal, Assistant Principals</td>
</tr>
<tr>
<td>Parents, students in success mentoring program, chronically absent students</td>
<td>Nov 2018 - June 2019</td>
<td>Implementing: Family group advisors, Attendance committee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Overseeing: Principal, Assistant Principals</td>
</tr>
</tbody>
</table>

Create opportunities to actively engage parents in supporting their child’s attendance and academic progress by conducting outreach to parents - in person, by telephone and in written form -- at the beginning of the school year to explain their child’s participation in this attendance improvement program, to identify ways in which parents and school can work together to support their child’s success and to create an action plan.

Engage in follow-up meetings with parents at least one time a semester to assess, and hopefully, celebrate student attendance progress and review academic progress to evaluate the effect of improved attendance on academic progress.

Use coaches from one of our partners, Ramapo for Children, as well as school social workers and guidance counselors to conduct
a minimum of three parent workshops during the school year to support parent efforts to help their child succeed.

<table>
<thead>
<tr>
<th>Attendance Area</th>
<th>2018-2019 Goal</th>
<th>2018 to 2019 Date Range</th>
<th>Parents, Students in Attendance Initiative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low attendance</td>
<td>Parent workshop facilitator from Ramapo for Children, guidance counselors, social workers, parent coordinator</td>
<td>Parent workshop, March 2018; March 2019</td>
<td>Parent workshop facilitator from Ramapo for Children, guidance counselors, social workers, parent coordinator</td>
</tr>
<tr>
<td>Conduct an end of the year recognition event of student and parent efforts to improve attendance in this targeted group to identify potential barriers to regular school attendance and to support these students and their families with school and community resources.</td>
<td>Parents, students in attendance initiatives</td>
<td>June 2019</td>
<td>Parents, students in attendance initiatives</td>
</tr>
<tr>
<td>Conduct meetings with ENL and IEP students and their parents in this targeted group to identify potential barriers to regular school attendance and to support these students and their families with school and community resources.</td>
<td>Parents, students in attendance initiatives</td>
<td>Sept 2018 - June 2019</td>
<td>Parents, students in attendance initiatives</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.

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

- Ramapo for Children, NY Performance Standards Consortium
| Human Resources: Parent coordinator, family group advisors, attendance committee, social workers, guidance counselors, and administrators |
| Community Resources: Ramapo for Children, Affinity Field Support Attendance liaison, NY Performance Standards Consortium |

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

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

### Part 5 – Progress Monitoring

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

By February 2019, 100% of parents whose students are identified of having attendance in the 69-89% range, or identified as chronically absent, will be contacted by family group advisors to establish a connection and elicit participation in parent workshops and in the attendance program. This will lead to a 5% increase in attendance for each targeted student.

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

We will monitor and measure parent participation in workshops and the individual attendance for targeted students that fall between 69-84%.

**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>English Language Arts (ELA)</td>
<td>Scantron diagnostic for 9th and 10th graders; Teacher-designed diagnostics and interim assessments for 11th and 12th grades; ELA Regents exam Mock Regents exam scores for 10-12 grades; NYSES LAT scores; Teacher observations and analysis of student work and student work products.</td>
<td>Reading, writing, and presentation (public speaking) tutoring by ELA teachers Writing skills support using Judith Hochman’s “Basic Writing Skills Program” provided by the special education and general education teachers in grades 9 - 11 to both IEP and at risk students Cohorting of Senior students who have previously not passed the ELA Regents in 11th grade into one Senior English class able to focus on specific skills needed for ELA Regents exam Tutoring and homework help in family group and provided by family group advisors Extended tutoring and homework help sessions at the end of each marking period</td>
<td>One-to-one and small group Full class and small group instruction</td>
<td>After school and on Saturdays During the school day During the school day After school</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Scantron scores for 9th graders;</td>
<td>Mandated tutoring for students who are struggling and in danger of not being promoted to the next grade.</td>
<td>Small group and one-to-one</td>
<td>After school and on Saturdays.</td>
</tr>
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</tr>
<tr>
<td></td>
<td>Graduation-level Math PBAT scores and analysis;</td>
<td>Individual and small group tutoring by math department</td>
<td>Small group and one-to-one</td>
<td>After school and on Saturdays</td>
</tr>
<tr>
<td></td>
<td>Teacher-designed diagnostics and interim assessments for 10th, 11th and 12th grades;</td>
<td>Extended tutoring and homework help sessions at the end of each marking period</td>
<td>Small group and one-to-one</td>
<td>After school</td>
</tr>
<tr>
<td></td>
<td>Teacher observations and analysis of</td>
<td>Family group advisors provide homework help in a small group</td>
<td>Small group and one-to-one</td>
<td>After school</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td><strong>Analysis of the graduation-level Science PBAT results</strong></td>
<td><strong>Individual and small group tutoring to students.</strong></td>
<td><strong>Small group and one-to-one</strong></td>
<td><strong>Before and after school and on Saturdays</strong></td>
</tr>
<tr>
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</tr>
<tr>
<td></td>
<td><strong>Teacher-designed diagnostics and interim assessments;</strong></td>
<td><strong>Make-up science labs</strong></td>
<td><strong>Small group and one-to-one</strong></td>
<td><strong>After school</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Teacher observations and analysis of student work and student work products</strong></td>
<td><strong>Science PBAT prep classes</strong></td>
<td><strong>Full class and small group instruction</strong></td>
<td><strong>During school day</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Family group advisors provide homework help in a small group setting one period a week for 40 minutes and create academic action plans with students and families</strong></td>
<td><strong>Small group</strong></td>
<td><strong>During school day</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Extended tutoring and homework help sessions at the end of each marking period</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Summer program for academic support and credit recovery for at risk students in science.

Saturday school classes for struggling students who need to earn credit.

Writing skills support using Judith Hochman’s “Basic Writing Skills Program” provided by the special education and general education teachers in grades 9 - 11 to both IEP and at risk students.

A supplementary course is offered for 12th graders who need additional support in order to successfully complete their Science Original Experiment PBAT.

<table>
<thead>
<tr>
<th></th>
<th>Small group and one-to-one</th>
<th>Full class and small group instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>After school</td>
<td>Summer</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Analysis of the graduation-level Social Studies PBAT results; Teacher-designed diagnostics and interim assessments Teacher observations and analysis of student work and student work products Social Studies PBAT prep push days and tutoring</td>
<td>Individual and small group tutoring to students. PBAT prep sessions outside of the school day and push days using both school time and non-instructional days Writing skills support using Judith Hochman’s “Basic Writing Skills Program” provided by the special education and general education teachers in grades 9 -</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>407 and other attendance reports; teacher reports; cutting report; Skedula</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**The three guidance counselors provide:**
- Guidance and crisis counseling services to all students and especially to at-risk students in the targeted sub-groups of SWD, LEP, Black, Hispanic and Economically Disadvantaged.
- Mediation and intervention counseling with students who have been referred for behavioral issues.
- Counseling intervention with students who are having attendance and/or academic problems.
- Support and intervention services to students who are not meeting academic expectations.
- Counselor collaborates with grade level advisors and special education teachers to monitor student progress.
- College and career readiness and preparation counseling and small group workshops

All services listed in this section are provided either one-to-one or in small group.

Services in this section are provided both during the school day and after school.
Referrals to alternative programs. (i.e. transfer schools, GED, and vocational services).

Conduct home visits

The guidance counselors are members of the attendance committee and provide support and interventions for students with chronic absenteeism and/ or lateness issues.

The itinerant school psychologist does not provide any at-risk services. He provides evaluations for students identified at risk and who need to be evaluated for possible mandated services. He conferences with IEP teachers, conducts initial evaluations and triennials and chair MDR meetings.

The three school social workers provide individual and small group counseling, family interventions, crisis management, and conflict resolution support to at risk students, especially those students in the targeted sub-groups of SWD, LEP, Black,
Hispanic and Economically Disadvantaged. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting their progress.

One social worker facilitates a small group to help acclimate students who have been transferred into the school through the over-the-counter process.

One school social worker facilitates a small counseling group for students in their fifth year of high school in order to help them graduate.

The special education teachers, school psychologist, and school social workers meet regularly to conference about struggling students and identify strategies to meet their needs, which are presented and discussed at weekly grade level team meetings.

Conduct home visits

The school social workers are members of the attendance committee and
|   | provide support and interventions for students with chronic absenteeism and/or lateness issues. |   |   |
Section 7: Support for Students in Temporary Housing (STH)

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

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

Part A: FOR TITLE I SCHOOLS

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

   |13 students as of 6/26/2018|

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

   At the beginning of the school year, our designated social worker meets with our students in temporary housing individually to conduct a needs assessment for each child and offer them services to meet these needs. In addition, a supply kit of both school supplies and toiletries is given to each of these students and is replenished over the course of the school year. Before the winter vacation, our STH population is given a $25 gift certificate to Target to assist them with the holiday season. Graduation seniors are given a college supplies package. The social worker also meets with the parents/guardians of our students in temporary housing to offer emotional support and to assist them with acquiring other services and supports. Finally, the school-based health center also supports our STH population with supplies and medical and mental health support as needed.

Part B: FOR NON-TITLE I SCHOOLS

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

   N/A

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

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

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

**Recruitment:**

We recruit teachers by:

- Contacting teaching universities with which we have an on-going relationship, such as Teachers College, Barnard, New York University and Lehman
- Attending DOE sponsored hiring fairs
- Posting on-line teaching position vacancy notices with our member organization, The NY Performance Standards Consortium
- Participating in the Select Fellows Recruitment Program and reaching out to the Peace Corps Fellows program
- Viewing applications on the Open Market system

All teachers must first submit a resume and copy of a valid teaching license, or demonstrate that they will be ready for hire by the start of the school year. This is reviewed by our hiring committee comprised of teachers, students and administrators. Teachers who meet the criteria, collaboratively established by our staff, are then invited to visit the school to conduct a demonstration lesson in a subject and grade level appropriate class of students and participate in an interview conducted by hiring committee and department members. If their lesson and interview meet the criteria, they are invited back for a second interview with the principal.

Teacher references are checked by an administrator and/or hiring committee teacher. Licenses are reviewed by the school business manager to ensure that the teacher candidate is appropriately licensed and credentialed.

**Retention and Support**
● In addition to the DOE mandated mentor support provided to all first year teachers, we also link our first year general education teachers with a special education teacher to help them better learn to differentiate and scaffold skills and knowledge for all students.

● We have a new/newer teacher support group, led by our master teacher, which meets twice monthly after school to orient new teachers to the school, to address issues and concerns and to provide curricular and/or instructional support for new, newer or struggling teachers.

● Our social workers and senior staff conduct professional development sessions for our new teachers prior to the beginning of the school year.

● Our social workers, senior staff and restorative justice coaches provide professional development for new/newer teachers on leading an advisory group at the beginning of the school year and then provide additional support throughout the school year.

● For all teachers, walk-throughs and observations target professional, pedagogical goals that the teacher has identified for him/herself for the school year.

● A professional development plan is designed by the Planning committee and targets areas in which teachers have expressed a need and/or in which there has been an observed need.

● Teachers work collaboratively in grade level, department and family group grade level groups to plan curriculum, design PBATs and share teacher and student work. These collaborations support our teachers, especially those who are new(er) or struggling.

● All teachers are part of smaller professional learning groups and use these groups to conduct two rounds of inter-visitations of classes during the year. This is supported by providing coverages so that teachers can visit colleagues. As well, teachers visit classes of colleagues in both network and Consortium schools.

Assignments:

Department heads and school leaders work collaboratively with new teachers to make decisions on teaching assignments that best suit the strengths of the new teachers. The number of preps is kept to a minimum for new teachers.

2b. High Quality and Ongoing Professional Development

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assignments:</strong></td>
</tr>
<tr>
<td>Department heads and school leaders work collaboratively with new teachers to make decisions on teaching assignments that best suit the strengths of the new teachers. The number of preps is kept to a minimum for new teachers.</td>
</tr>
</tbody>
</table>

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).

Ongoing professional development is provided to ensure that all staff members are equipped to help all students meet the CCSS. The school’s planning committee meets at the beginning of the school year to develop the school’s professional development plan, which includes a strong focus on development staff capacity to ensure that all students are better prepared to meet the CCSS.

We are a PROSE school and we use expert teachers to support the development of our teachers. These teachers use their classrooms to model highly effective teaching practices, they work one-to-one with teachers to assist with aligning their curriculum and assessments to the CCSS, and they work with the administration to design the professional development plan and activities for the school year.

We are a member school of the New York Performance Standards Consortium. On a regular basis, teachers attend professional development workshops during the school year on aligning curriculum with the CCSS with other member schools. They bring existing unit plans to examine and norm with teachers from other schools. They use this to then
revise their curriculum. In addition, teachers and members all participate in a twice yearly school inter-visitations and in an annual professional day of workshops.

In addition, we are an associate Expeditionary Learning associate school and make use of an instructional coach from EL to assist us in the creation of our annual professional development plan, to facilitate PD workshops for the whole teaching staff, for departments and for new teachers, as well as to conduct coaching cycles with individual, targeted teachers.

We are in our 3rd full year of a restorative justice grant and coaches from Ramapo for Children provide professional workshops and in-classroom coaching/modeling to all staff, as well as to new teachers and those targeted for additional assistance.

Another vehicle for professional development activities is through department professional development meeting time. Department members co-create and examine curriculum together including course overviews, unit maps and lesson plans against the CCSS to ensure alignments. The department members collaboratively develop and revise curriculum during the school year to maximize alignment to the CCSS.

All unit maps and lesson plans developed by teachers at CSSJ follow a jointly developed template that requires teachers to explicitly identify how the unit/lesson aligns with the CCSS.

School administrators receive professional development about the CCSS through both their Superintendent's office staff and through the NY Performance Standards Consortium

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

N/A
4b. Measures to Include Teachers in Decisions Regarding Assessments

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

We are a member school of the NY Performance Standards Consortium. As such, we use performance based assessment tasks (PBATs) in lieu of the Math, Science and Social Studies NYS Regents exams to graduate students. All teachers use the Consortium-developed graduation level rubrics in those areas to assess students. Teachers make decisions about formative assessments, in the form of smaller grade level and class level PBATs, as well as about culminating, graduation assessments. They work collaboratively in departments and in grade level teams to make curricular and instructional decisions and to co-create curriculum and assessments. Each smaller PBAT is assessed using a rubric based on the graduation level rubric in the appropriate area, or using the actual graduation level rubric. These PBATs and rubrics are collaboratively developed by teachers in their department and grade level groups.

Teachers receive professional development in activities led by staff members and school leaders, as well as by staff from our partner organizations: NY Performance Standards Consortium, Expeditionary Learning and Ramapo for Children. In addition, they engage in instructional and curriculum development coaching cycles facilitated by coaches from the Consortium, Expeditionary Learning and Ramapo for Children; they attend Consortium designed professional development workshops; and engage in inter-visitations with member Consortium schools.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>298,585</td>
<td>X</td>
<td>5B, 5C, 5D, 5E</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>p</td>
<td>p</td>
<td>p</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>12,366</td>
<td>X</td>
<td>5E</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>p</td>
<td>p</td>
<td>p</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>2,597,718</td>
<td>X</td>
<td>5A, 5C, 5D, 5E</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 aim to improve instruction and address the identified needs.
- **Title II, Part A**: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A**: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

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

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

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

*(Required for All Title I Schools)*

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

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

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

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

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>[Community School for Social Justice]</strong> will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;</td>
</tr>
<tr>
<td>● providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; providing parents with access to an interactive grading system, and training on how to use it, so that they can monitor their child's progress in each class on a weekly basis;</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;

### Parental Involvement and School Quality

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

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

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

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

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

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

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

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

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

● host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act;
● schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

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

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

### Encouraging School-Level Parental Involvement

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

● holding an annual Title I Parent Curriculum Conference;

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

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

● supporting or hosting Family Day events such as the back to school Curriculum/BBQ held in September 2018;

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

● encouraging more parents to become trained school volunteers;

● providing parents with access to the school's online grading system, and training in how to use it, so they can monitor their child's academic progress on a weekly basis. As well, written and verbal progress reports will periodically be 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)

Community School for Social Justice, in compliance with 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 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;

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

<table>
<thead>
<tr>
<th>II. Parent/Guardian Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● check and assist my child in completing homework tasks, when necessary;</td>
</tr>
<tr>
<td>● read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);</td>
</tr>
<tr>
<td>● set limits to the amount of time my child watches television or plays video games;</td>
</tr>
<tr>
<td>● promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;</td>
</tr>
<tr>
<td>● encourage my child to follow school rules and regulations and discuss this Compact with my child;</td>
</tr>
<tr>
<td>● volunteer in my child’s school or assist from my home as time permits;</td>
</tr>
<tr>
<td>● participate, as appropriate, in the decisions relating to my child’s education;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
</tbody>
</table>
• 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 learn more about teaching and learning strategies whenever possible;
• take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
• share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

Student Responsibilities:
• attend school regularly and arrive on time;
• complete my projects and other homework and submit all assignments on time;
• follow the school community core values and be responsible for my actions;
• show respect for myself, other people and property;
• 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>
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<tbody>
<tr>
<td>This school is (check one):</td>
<td>☒ conceptually consolidated (skip part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
<th>Before school</th>
<th>☒ After school</th>
<th>☒ Saturday academy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of ELLs to be served: ____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades to be served by this program (check all that apply):</td>
<td>☐ K</td>
<td>☐ 1</td>
<td>☐ 2</td>
</tr>
<tr>
<td>Total # of teachers in this program: ____</td>
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<tr>
<td># of certified ESL/Bilingual teachers: ____</td>
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<tr>
<td># of content area teachers: ____</td>
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</table>

http://schools.nyc.gov/Academics/ELL/default.htm
### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: ____

---

**A. Saturday School Academy:**

During the school year, CSSJ will provide students with high quality instruction during a Saturday Academy program to increase achievement in core content areas. Staff at this program will include 1 licensed ENL teacher, and at least 1 licensed content area teacher from Math, Science, Social Studies or English for a total of 2-5 staff members to provide support for ENL students. The program will be conducted in English. In addition, a supervisor will also be on site but not paid through Title III.

A total of 6 sessions will be held between January 2019-June 2019. Students will work for 3 hrs, from 9:30am-12:30pm in two sessions, with the ENL teacher. At Saturday Academy sessions, the ENL teacher will work with the English content teacher, if present, on preparing students for the English PBAT, the Humanities PBAT, the English Regents and/or the NYSESLAT. If the English teacher is not present, the ENL teacher will work with ENL students in the content area they are working in (Science, SS, or Math) to provide additional support.

During the first session, the ENL instructor will co-teach with the Math teacher from 9:00-10:30. During the second session, the ENL teacher will co-teach with the Science teacher from 10:30am-12:00pm. The following week, the ENL teacher will co-teach the first session (9:00am-10:30am) with the English teacher and the second session (10:30am-12:00pm) with the Social Studies teacher. The ENL teacher will rotate with the Math/Science teachers and English/Social Studies teachers on a bi-weekly basis. The Saturday School dates are as follows:

- **January:** 5, 12
- **April:** 13
- **May:** 11
- **June:** 1, 8

The ENL teacher will assist to deconstruct the concepts for ELLs while targeting skills needed to succeed in the content areas. The Saturday School program will service 30 students from grades 9-12. The teachers, consisting of a Math, Social Studies, Science and English teacher will co-plan with the ENL teacher. Teachers will be paid through Title III during the time they are teaching ELLs with the ENL teacher.

**Rationale:**

To offer enrichment in language development and increase achievement in core content areas. We will focus on 20 Intermediate and Beginner students in 9th and 10th grades. Additionally, Special focus will be paid to improving reading and writing skills to transition into college writing for 17 students in the 11th and 12th grades. Upper grade focus will be on Advanced students and our one intermediate students for a total of 12 eleventh and twelfth graders.

**Materials for Saturday Academy:**

- 30 copies of Merriam Webster Spanish/English dictionaries and French/English dictionaries
- Laptops so students can access class materials on Google chrome and Rosetta Stone
**Part B: Direct Instruction Supplemental Program Information**

After School-Small Group Instruction:
We offer small group instruction for approximately 20 students in grades 9-12. This small group instruction will help those students improve their reading and writing skills. Students are targeted based on their classroom grades, practice English Regents writing samples, as well as their NYSESLAT reading and writing scores. Skills will focus on acquisition of academic lexicon, essay writing and reading comprehension. The small group instruction will begin in October 2018 and continue through June 2019. Below are the days, times, and staff members providing support:

- Every Tuesday and Thursday from 2:45-3:45 (about 4 times a month for a total of between 10-14 meetings a year ) 1 ENL teacher will work with targeted students in collaboration with co-teachers in providing academic support

**Rationale:**
To offer enrichment in essay writing and language acquisition to high need ELLs. In addition, the small group instruction will significantly impact academic development in core content areas. The program will utilize the following methodologies:

- Scaffolding as an essential part of the instructional delivery of the program, such as: modeling, bridging, schema building, contextualization, text representation and meta-cognition.
- Conferencing with students and informal assessments.
- Acquisition of lexicon for academic progress.

Materials to be used for After School-Small Group Instruction Program:
- Bilingual dictionaries and thesaurus
- Paper, markers, pens, poster paper and chart paper.
- Co-planning will occur during the school day during the ENL and co-teacher preps

-Funding will include pay for ENL teacher and the co-teachers during the time the ENL teacher is working with them after school if necessary.

**Part C: Professional Development**

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

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

Begin description here: ___

The ENL teacher, Lucia Pichardo, will be working with the English department as a push-in teacher for the 2018-2019 school year. The teachers will work together to target skills ELLs need to succeed in English classes. The teachers will include the ninth, tenth and twelfth grade English teachers and one 9th grade Special Education teacher. Special professional development focus will be paid to targeting our sped./ELL sub-group, as well as entering and emerging ELL students. PD will focus on techniques for content area vocabulary acquisition and writing skills for ELLs in preparation for the eleventh/twelfth grade English PBAT and Regents as well as how to modify lessons to aid in language acquisition and content area success for ELLs. The NYSESLAT shows that students’ greatest need for improvement is in reading and writing. The professional development session will discuss ways to target those skills in a content area class.
**Part C: Professional Development**

Rationale: To help teachers improve instructions for our increasing ELL population in preparation for the PBAT in all grade levels and overall academic achievement.

Schedule and Topics:
October 11: Understanding our ELL Population and Services Provided

November: 15 Addressing the 3 vocabulary tiers (Basic, Academic and Content Vocabulary)

January 17: Scaffolding reading for ELLs

March: 21 Scaffolding writing for ELLs

May: 14 Editing research papers for ELLs

June 6: Presentation skills

Materials:
- Consortium rubrics for each subject

**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: _______

Ninth Grade parental activities for the 2018-2019 school year:
- Promotional Requirements - Program focuses on the support available to ELLs, as well as programs the school offers, such as Saturday Academy and after school tutoring, to help them succeed and graduate. In addition, we will provide a list of outside resources available to ELLs and their families to help students be more successful in school. This meeting will take place on 9/27/2018 from 4:30-5:30 pm by Candida Cocco and Lucia Pichardo (English and Spanish).
- Skedula Workshop - Tracking your ELL students' learning. Parents will learn how to use Skedula, an electronic grade book, in order to track their child's progress. This program will be taught by our ENL teacher, Lucia Pichardo, and parent coordinator, Candida Coco, and will help parents become more proactive and an empowered facilitator in their child's learning. This meeting will take place on Wednesday, October 18, 2018 from 4:30-5:30 and will be provided in English and Spanish.
- End of the year review and transitioning into the new grade - Discussing any changes to the ENL program and how transitional services work for students who pass the NYSESLAT. Jaime Guzman, Assistant Principal, Candida Cocco and Celeste Hill (English and Spanish) 5/16/2019 from 4:30-5:30 p.m.
- Agendas, attendance sheets and invitations in parents' preferred languages will be maintained in the ENL Binder located in the Principal's office.

Upper Level students: Grades 10-12
Part D: Parental Engagement Activities

-Promotional Requirements - Program focuses on the support available to ELLs, as well as programs the school offers, such as Saturday Academy and A.M. Tutoring, to help them succeed and graduate. In addition, we will provide a list of outside resources available to ELLs and their families to help students be more successful in school. Celeste Hill and Jaime Guzman (English and Spanish) 9/27/2018 4:30-5:30

-College application and Financial aid assistance workshop - Working with ELLs and their parents to successfully navigate the college application process and financial aid available regardless of immigration status: Anabel Burgos and Celeste Hill (English and Spanish) 1/15/2019 4:30-5:30

-Pbat Graduation Review - How to help your ELL stay on track and graduate on time. Candida Cocco and Celeste Hill (English and Spanish) 4/12/2019 - 4:30-5:30

Parents will be notified by monthly parent newsletter, school messenger and phone calls made by the parent coordinator and the ENL teacher.

Providers - Jaime Guzman, Assistant Principal, Candida Cocco, Parent Coordinator, Celeste Hill, Guidance Counselor, Lucia Pichardo, ENL Teacher

- Notifications of events will be provided in the home language as well as translation services at the events by calling the DOE translation number.

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>____</td>
<td>____</td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>____</td>
<td>____</td>
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<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
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<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>Travel</td>
<td>____</td>
<td>____</td>
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<tr>
<td>Other</td>
<td>____</td>
<td>____</td>
</tr>
</tbody>
</table>
### Part E: Budget

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

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>_____</td>
<td>_____</td>
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</tbody>
</table>

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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>07</td>
<td>Bronx</td>
<td>427</td>
</tr>
</tbody>
</table>

| School Name | Community School for Social Justice |

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>Jaime Guzman</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td>Dana Sutherland</td>
</tr>
<tr>
<td>Coach</td>
<td>N/A</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Lucia Pichardo</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Celeste Hill</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Beatriz Reynoso</td>
</tr>
<tr>
<td>Parent</td>
<td>Giselle Hernandez</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Dana Sutherland</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Candida Coco</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>type here</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>Daniel Walsh</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Kathy Pellis</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>type here</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

| Number of certified ENL teachers currently teaching in the ENL program | 2 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 1 |
| Number of teachers who hold both content area/common branch and TESOL certification | 1 |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12) | 1 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 1 |
| Number of special education teachers with bilingual extensions | 1 |

D. Student Demographics

| Total number of students in school (excluding pre-K) | 300 |
| Total number of ELLs | 63 |
| ELLs as share of total student population (%) | 21.00% |

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

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

- Transitional bilingual education program (TBE) □ Yes □ No
  If yes, indicate language(s): N/A
- Dual language program (DL) □ Yes □ No
  If yes, indicate language(s): N/A
- Freestanding ENL □ Yes □ No

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Language</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
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<tbody>
<tr>
<td>TBE</td>
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<td>TBE</td>
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<td>N/A</td>
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<td>TBE</td>
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</table>

Part III: Assessment Analysis

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

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

   Paste response to questions here: We are a portfolio assessment school with a Regents waiver from the state except for the ELA exam. Therefore, we do not give assessment exams except Scan-tron, which is administered to all ninth and tenth grade students and assesses their current reading levels. Our ninth grade ELLs all scored between the 4th and 6th grade reading levels. Our tenth grade ELLs scored between the 5th and 8th grade reading levels. The scores only test through the ninth grade. We do targeted reading intervention through English classes, which is where the ESL teacher pushes in. We use small group instruction including literature circles and Socratic seminars to address reading concerns. The ENL teacher reinforces phonemic awareness to build fluency. We also offer Saturday instruction several times a year to target remediation for students in need of additional support. The emphasis is on building reading and writing skills.

   Students are also assessed on the results of their NYSESLAT scores. The ENL teacher then meets individually with students and assesses their academic needs. We use this information to adapt and revise class curriculum and focus on the skills each
student needs. We currently have three new ENL admits this year and they are completing their first year of service. According to their NYSITEL scores they were non-English speaking when they arrived.

We emphasize building reading and writing skills in classroom instruction. The majority of our students who have difficulty progressing on the NYSESLAT are our long term ENL students (over six years). Looking at our trends over time, we see that many of our newer students pass. Therefore, we focus on our own assessments and instruction on pinpointing areas where students are struggling and focusing instruction specifically to these needs.

2. What structures do you have in place to support this effort?
ENL students are scheduled for after school tutoring 1-2 times a week. In addition, Saturday school support will also be provided during the December, January and May months.

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?
Paste response to question here: 77.4% of our ENLs made AMAO so we found the push-in section of our program successful. The ENL teacher will continue to push-in to our English classes across grade levels. As 11 students are scoring at the entering and emerging levels in the ninth and tenth grade, we have added a separate section/course of ENL for those students. Our ENLs have been successful in earning 10 credits or more and as a result have moved onto the next grade level. For example, 87% of our ENLs were promoted during the 2016-17 school year, which was the highest achieving subgroup in our population. Furthermore, we will have the 2016-2017 NYSESLAT results in August 2017 for further summative assessments.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Meet with students to work on specific skills.
After school tutoring
Saturday school

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.]
Paste response to question here: N/A

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)
Paste response to question here: Three new students entered the school in the second semester of ninth grade and were non-English speaking based on the HLIS and NYSITEL score. Most students are either achieving a higher score or passing the listening/speaking sections while scoring in the intermediate/advanced range in the reading and writing sections. Newly admitted students (1-6 year range) are progressing more quickly than the long term ENLs. Special education ENLs who have been ENLs for their entire school careers are having difficulty passing the reading/writing section. Most of our newly admitted ninth grade ENLS were long-term ENLs and ELLS with IEPs. Most of our current 10-12th grade general education students progressed on the test, improving in one or more modalities.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
The Enl teacher will work with the SPED department and general education teachers to further support long term ENL students. Weekly co-planning sessions will occur during or after school.
## Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   
a. Freestanding ENL program.
   
   Paste response to questions here: A stand-alone nine/ten ENL class has been implemented to address the needs of the lower level grade students. It consists of entering and emerging students. It is given four periods a week for a total of 254 minutes. The ENL teacher team teaches a heterogeneously grouped (integrated) English class in the ninth grade and tenth grade. Our ENL teacher also pushes in the 12th grade Civics/Economics course to support our older ENL students. We have a dual certified Science/ENL teacher that will be providing ENL support in the 11th grade. The students in each grade level travel as a block.

b. TBE program. If applicable.
   
   Paste response to questions here: N/A

c. DL program. If applicable.
   
   Paste response to questions here: N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   
a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
   
   Paste response to questions here: Mid to late August of every year, our ENL teacher and grade level advisors meet to cohort ENL students according to their NYSESLAT results. Co-horting the students ensures each student receives their mandated minutes and we only provide Stand Alone ENL for our entering and emerging students. The ENL teacher team teaches in an English class for 9th & 10th grade and team teaches a 12th grade Civics/Economics class. Our 11th graders are supported by our dual certified Science/ENL teacher. Our ENL teacher and programmer work together to ensure all students are programmed into an ELA class for support. Students are provided with one period of HLA support a day during their lunch period if needed.

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.

   Paste response here: Content areas are taught in English. Using the push-in model, the ENL teacher co-plans with subject area teachers and also provides direct instruction on occasion. She ensures that ENL students receive explicit instruction throughout the course. As a projects based school, the ENL teacher works directly with the students in small groups providing instruction through the content areas and supplementing as needed to target each students' needs. This allows the ENL teacher to work with the subject area teachers to better scaffold and differentiate instruction for the ELLs. The subject area teachers are also able to extend this training throughout other areas of their instruction. The ENL Teacher is also able to learn the mainstream content and target entry points for their students. Teachers have access to bilingual materials, such as Spanish dictionaries and a Dual Lingo program, to supplement their assignments. Students are paired with a non-ELL bilingual student who can provide translation when necessary. Students are supplied with pictures to help them understand concepts. Additionally, each class with beginners has a bilingual para-professional assigned to the class to help with those students' translation needs. Additional time is provided after school. Many assignments are adapted to students' levels. Students receive bilingual dictionaries when needed as there are sets available in every classroom and one has been provided for the beginners to carry with them and bring home.

Minutes are broken down as follows:

<table>
<thead>
<tr>
<th></th>
<th>ENTERING: 1 unit of stand-alone and 2 units of integrated</th>
<th>EMERGING: 1 unit of stand-alone and 1 units of integrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENTERING</td>
<td>1 unit of stand-alone and 2 units of integrated</td>
<td>1 unit of stand-alone and 1 units of integrated</td>
</tr>
<tr>
<td>EMERGING</td>
<td>1 unit of stand-alone and 1 units of integrated</td>
<td></td>
</tr>
</tbody>
</table>
TRANSITIONING: 1 units of integrated
EXPANDING: 1 unit of integrated
COMMANDING: 1 unit of integrated

Some of the methods teachers employ are the use graphic organizers in the subject area classes, including; T-Charts (list ideas and explain), Venn Diagram (categorize, compare and contrast) Tree Diagram (Organize pre-writing) to help with comprehension. We also implementation cross-curricular word analysis and language dissection: Word Walls, reinforcement of content area vocabulary in ENL, English, Science and Social Studies Classes focusing on cognates, definitions and usage of prefixes and suffixes Direct Vocabulary instruction including the use of student generated personal dictionaries to define new words using first formal definitions then re-phrasing, visuals and sentences. Definitions include content area terminology as well as conversational language.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
   Paste response to question here: Materials are provided in their native language throughout the year.

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
   Paste response to questions here: A. SIFE students are identified at the beginning of the school year. Parents of all SIFE students are called and the ENL teacher, Assistant Principal, Parent Coordinator and the students staff advisor attempt to meet with the student and their parent to identify the cause of the concern, discuss a plan to aid the student in improving their attendance and implementing a tutoring schedule with the ESL teacher and the subject area teachers to help bring the student up to grade level. If the parent is unavailable, the meeting is held with the student and the parent is called to seek their assistance in implementing the program. The student’s attendance is monitored by the Advisor, ENL and grade level team teacher and the parents are called if a pattern begins to develop. Should attendance become an issue, the Parent Coordinator brings the concern to the attendance committee who use their resources to help the student. During tutoring, subject are teachers focus on each students’ deficiencies while reinforcing new material. Each content area teacher works with a Special Education teacher in one of their cohorts. They jointly modify their materials for the special education students. These materials are often used to differentiate instruction for SIFE students in conjunction with grade level materials to help scaffold the students to be able to work at grade level. When necessary, although we use a monolingual program, materials are given in the students’ native language to aid in acquisition. Students can also receive help during our daily advisory period called Family Group. Their advisor, a licensed teacher, works with students to help them better understand and complete their assignments. They have access to each students progress reports on SKEDULA, an online grade book system, to help monitor their progress in each content area, consulting with content teachers to provide supplementary materials to students as needed.

B. Newcomers will receive ENL methodologies through a stand-alone and integrated programs by the ENL teacher. New ENL students will pair up with another bilingual English proficient student who speaks their native language. They will also receive tutoring during the week and on Saturdays. They will receive periodic assessments based on the information being taught in their classes, including ENL, to ensure that they are progressing, and intervention strategies will be provided if they are not. Subject area teachers make use of bilingual materials available to them to help aid the student. Bilingual paraprofessionals are assigned to each class with newcomers and they help translate for the students. The paras have received extensive professional development from our ENL Teacher and work with her during class so they can observe her techniques. During tutoring and Saturday School, the ENL teacher addresses the English Regents. Students are given direct instruction on the test starting in the second semester of tenth grade, practicing their reading comprehension, listening and note taking and learning about the different forms of writing required. Students are given materials, including extra vocabulary, to study at home.
C. 4th-6th year students are individually assessed by the ENL teacher at the start of school to determine their strengths and weaknesses. Writing and reading diagnostics are administered and the results are discussed with the subject teachers and the student so target areas can be determined and addressed. The ENL teacher then uses this information along with the NYSESLAT to design a program for use in ENL. Instruction is normally focused on further acquisition of reading and writing skills as the majority of students are at or near proficiency in speaking and listening. The ENL teacher focuses their instruction on helping students acquire the targeted skills and extend its use to the subject areas. Instruction is also more focused at this time on acquiring content area terminology and reading and writing across the subject areas. The teacher works with the subject area teachers to help them differentiate instruction to focus on the students needs. Teachers make use of group assignments, pairing the student with another student who has strong skills in those areas. They also provide extra instruction on content area vocabulary acquisition and give students extra vocabulary sheets to aide in content knowledge acquisition.

D. Long-term ENLs are fully serviced as per their NYSESLAT scores. Assessments are made to determine which modalities need to be addressed. The student’s attendance, admission and test history are researched to help determine possible causes for the student’s status and addressed as needed. Students are encouraged to come to tutoring after school and on Saturdays. Tutoring focuses on content area acquisition as well as intensive language acquisition instruction. We piloted it in the ninth grade last year and are starting it in the tenth grade this year.

E. Former ENLs are programmed into the English class being serviced by the ENL Teacher. They receive a minimum of 90 minutes per week in the twelfth grade and 243 per week in 9-11. Service is given in a heterogeneously grouped integrated class. Students are programmed into the class with the ENL teacher twice a week.

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?
Paste response to question here: All our teachers co-plan and/or co-teach their lessons with a Special Education teacher who is an expert in the subject area. In conjunction with the ENL Teacher, they work together to modify the curriculum to meet each individual students' needs. The special education teacher will often modify assignments and provide supplementary materials in addition to the ENL Teacher. The two departments have worked closely to share techniques and determine what interventions are necessary to aid each child. Vocabulary words are provided to supplement materials. Lessons are scaffolded to ensure comprehension. Materials are often modified and rubrics are modified as needed. Students language needs are targeted with the following programs as necessary: Wilson Reading, Read Naturally, Basic Writing Skills and Scan-tron.

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?
Paste response to question here: Special needs students are serviced as per their IEPs. ICT status is determined by the IEP team with consultation with the ESL teacher. At each annual meeting, continued ICT service is provided contingent upon parental agreement. ICT students are serviced in class by the ENL teacher and the Sp. Ed. teacher. SETTS students are serviced both in and outside of class. The ENL teacher meets with the Special Education team to discuss the student’s needs and helps implement curriculum modification based on their needs. Students whose needs cross-over into both areas are grouped and serviced together. Regular meeting are held between the departments to continue to update and address those students needs. Our ICT students are served in classes with general education students for all their subjects providing them with the least restrictive environment throughout the day. Students are mixed with their non-disabled peers in all electives and gym class and family group.

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.
Paste response to question here: Content areas are taught in English. Using the push-in model, the ENL teacher co-plans with subject area teachers and also provides direct instruction on occasion. She ensures that ENL students receive explicit instruction throughout the program. Teachers have access to bilingual materials to supplement their assignments. Students are paired with a non-ELL bilingual student who can provide translation when necessary. Students are supplied with pictures to help them understand concepts. In math, teachers provide targeted interventions to ELL students by color coding problems.
on the Smart Board to assist students to learn the order of operations, use number sense, and review basic operations. There is also a paraprofessional in the class to give additional support to students. In Social Studies, teachers target vocabulary acquisition to increase content comprehension. In science, teachers target comprehension through the use of manipulative and the use of science-based Duolingo.

8th grade ELA scores showed that approximately 60% scored at a level one and 35% scored at a level 2 and 5% scored at a level 3. We had no level 4 students. All ninth grade students are assessed through Scan-tron. Scores show that 90% are scoring between the 3rd and 5th grade levels. We use this to determine target areas in reading comprehension and create small groups to be taught by the ESL and Special Education English specialist. Native language texts are provided. Additional time is provided after school. Many assignments are adapted to student’s levels. Special Education ELLs are also served through our certified Wilson Reading Specialist. They are also given Read Naturally, Basic Writing Skills and Great Leaps as needed. Our general education ELLs are given Read Naturally and Basic Writing Skills as needed.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
Paste response to question here: A stand-alone class was implemented for ninth and tenth grade entering and emerging students. Consideration is being given to how service will continue as they progress through the grades. We are considering making a separate stand-alone class for 11th and 12th grade entering and emerging students as needed.

10. If you had a bilingual program, what was the reason you closed it?
Paste response to question here: None

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here: ELL students have the same access as any other student to all programs. They are encouraged by the ENL teacher and their family group advisors to participate in extra-curricular activities such as: tutoring, Saturday academy, Deloitte Academy, clubs, and sports teams. All advertising information are provided in English and their Native Language. Ell students are offered additional support by participating in our tutoring program and Saturday academy. We ensure that all communication about school program offerings are sent home in the parent preferred language to encourage participation in our programs.

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.
Paste response to question here: Students have access to texts and worksheets in the Native Language. They have access to computers in every classroom and Smartboards in grades 9-12. Students have access to bilingual books in the Library. Each student is given access to a bilingual dictionary. They can use language learning programs on the Internet. Additionally, students are taught how to use the translation program in google.docs as they begin using our schools network in the ninth grade in order to prepare them to write their Performance Based Assessment Tasks which are all complete on google.docs. The following strategies are used across the curriculum; graphic organizers in the subject area classes. T-Charts (list ideas and explain), Venn Diagram (categorize, compare and contrast) Tree Diagram (Organize pre-writing) Implementation of cross-curricular word analysis and language dissection: Word Walls, reinforcement of content area vocabulary in ENL, English, Science and Social Studies Classes focusing on cognates, definitions and usage of prefixes and suffixes. We also use manipulative where applicable, visuals are provided to help students grasp concepts, and teachers use role playing. Students are given choices of how they want to complete written classroom assessments ranging from oral responses for beginners to letters, essays, pamphlets or posters for more advanced students. Mini-Lessons for direct instruction of identified grammatical errors. Individual student conferencing to address specific student’s needs. Reviewing student generated writing with the individual student to address their specific needs. Direct Vocabulary instruction including the use of student generated personal dictionaries to define new words using first formal definitions then re-phrasing. Definitions include content area terminology as well as conversational language. Students also begin using google.docs to write their essays and P hats in the ninth grade. All their documents are shared with the ENL teacher who is able to give them feedback and direction on their work through the program. As this feedback is also seen by the subject area teacher, they can better focus and adapt their materials for each child and further aid in their individual language acquisition.
13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

Paste response to question here: Materials are translated by teachers for students using google.docs. Additionally, the Science and Social Studies classes have Spanish versions of textbooks that can help students better understand the material presented in class. They are brought to the Library regularly to take out materials in their native language. The students are also taught to use google.docs to help them with translations. Part of the reason we chose WritetoLearn as a language using tool is because it will translate words for students into Spanish furthering comprehension.

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

Paste response to question here: When we have students who require bilingual speech, a speech teacher is brought in to work with him. All SETTS and ICT services are given in English. A bilingual paraprofessional is assigned to each ICT class to provide translation services as needed. No students require counselling in a language other than English.

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?

Paste response to question here: Students have access to texts and worksheets in the Native Language. They have access to computers in every classroom and smartboards in grades 9-12. Students have access to bilingual books in the Library. Each student is given access to a bilingual dictionary. They can use language learning programs on the internet. Additionally, students are taught how to use the translation program in google.docs as they begin using our schools network in the ninth grade in order to prepare them to write their Performance Based Assessment Tasks which are all complete on google.docs. The following strategies are used across the curriculum: graphic organizers in the subject area classes. T-Charts (list ideas and explain), Venn Diagram (categorize, compare and contrast) Tree Diagram (Organize pre-writing) Implementation of cross-curricular word analysis and language dissection: Word Walls, reinforcement of content area vocabulary in ENL, English, Science and Social Studies Classes focusing on cognates, definitions and usage of prefixes and suffixes. We also use manipulatives where applicable, visuals are provided to help students grasp concepts, and teachers use role playing. Students are given choices of how they want to complete written classroom assessments ranging from oral responses for beginners to letters, essays, pamphlets or posters for more advanced students. Mini-Lessons for direct instruction of identified grammatical errors. Individual student conferencing to address specific student’s needs. Reviewing student generated writing with the individual student to address their specific needs. Direct Vocabulary instruction including the use of student generated personal dictionaries to define new words using first formal definitions then re-phrasing. Definitions include content area terminology as well as conversational language. Students also begin using google.docs to write their essays and Pbats in the ninth grade. All their documents are shared with the ENL teacher who is able to give them feedback and direction on their work through the program. As this feedback is also seen by the subject area teacher, they can better focus and adapt their materials for each child and further aid in their individual language acquisition.

ELLs use laptops in all their class. Each student has a google account. They use it to help write their papers and to translate documents. Teachers are able to respond directly onto their papers and to translate any comments needed.

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).

Paste response to question here: Every May, letters are sent home inviting students and parents to a 9th grade orientation. All letters are sent in both English and the native language. The ENL teacher meets with incoming ELLs and their parents to discuss the schools various programs, the Pbat process and explains the options the parent is entitled to. Letters are sent home to all the ninth grade students at the end of the June inviting them to a three day team building workshop stressing collaboration and community building to be held in July. ELLs are called by the ENL teacher and asked to attend to help them become more comfortable and better acclimated. When new students enroll, they are given an orientation with the ENL teacher and a student is assigned to assist them in class. The ENL teacher introduces the student to their classroom teachers and Family Group teacher who assists in the transition.
17. **What language electives are offered to ELLs?**

Paste response to question here: Spanish

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)?

Paste response to question here:

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### Professional Development and Support for School Staff

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

   **Paste response to question here:** The school provides professional development every Wednesday throughout the year. The ESL teacher provides 1 PD a month to staff on curriculum development to meet ELL's needs. She turn-keys PD she attends for staff and works one-on-one with staff members who are struggling to differentiate instruction for ELLs. She also works with Para-professionals assigned to ELLs to help them work more effectively with their students. Teachers are being trained to use SIOP in their classrooms to better meet the needs of ELLs.

   1. September 20 - Review new ENL requirements and student data
   2. October 18 - Integrating Vocabulary Instruction into content area classes
   3. November 15 - Using graphic organizer to make content comprehensible
   4. December 13 - Comprehensible input
   5. January 10 - Pbat support for ELLs
   6. February 21 - Re-evaluating ELL progress
   7. March 21 - Presentation skills for ELLs
   8. April 18 - Modifying the Pbat process to meet ELLs language needs.

2. The ELL teacher goes to several workshops each year provided by BETAC and the Office of ELLs such as the LAP workshop to better implement instruction. She also attends workshops with our Network, CFN 102, and works closely with our ELL instructional coach at the Network. This work includes Inquiry groups and Professional Development. In addition, the ENL teacher will often utilize workshops given by outside agencies like the New York Times. All workshops are designed to align with the Common Core. The ENL teacher provides professional development to the Guidance Counselor on working with ELLs and their needs. They meet regularly to discuss the needs of the ENL population. The ENL teacher may bring English and subject area teachers.

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.

   - Teachers are provided with background information on each new student such as: NYSESLAT scores and years of service. Also, the ENL teacher attends the three day ninth grade orientation over each summer to meet and evaluate all new ENL student. She then shares the data with teachers, guidance counselor and administration during the first week of school. During the year, the Guidance Counselor and Social Workers work with ELL students to address individual academic and emotional needs as they transition into high school.
4. The 7.5 hours includes workshops on discussing the individual needs of students during grade level meetings. It also includes workshops in each subject area during department meetings to areas specific to each subject. Teachers are taught to understand the particular needs of ELLs focusing on scaffolding language and targeting each modality in every lesson. Training for staff begins in the start of the school year with the ENL teacher reviewing NYSESLAT scores and testing levels. She also explains the scores to the staff. The ENL teacher attends weekly grade level meeting to review student progress and train teachers on meeting the needs of the ELLs in their cohort. The ENL teacher gives training at staff meeting on improving instruction with topics including: vocabulary acquisition, writing across the curriculum, using visual aids to improve subject comprehension, modifying language on materials and exams, and testing compliance. The ENL teacher also trains teachers on the techniques she acquires from the outside workshops she attends. Our ENL teacher has received extensive training in it and meets bi-monthly with a cross-section of teachers who are then able to turn-key the training to their departments and staff. Training occurs during staff meetings, on professional development days and during department meetings. Agendas are kept by the principal’s secretary and in the ENL Teacher’s binder in her office.

Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
Individual meetings with parents are organized by the ENL Teacher and the individual students' Family Group teacher who is the point person for individual student contact. At the meeting, the ENL teacher attends and discusses their language development and what individual goals are put into place for each student. Translation services are provided by the parent coordinator or a bilingual paraprofessional or the city translation service, should no one in the school speak the parent’s language. Records for meetings are kept by the Family Group teacher and the ENL teacher on a spreadsheet. Parents who are unable to attend in person are scheduled for phone conferences.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Paste response here: Families will be involved through outreach provided by the ENL teacher and family group advisors. Parents have several opportunities each year to meet with teachers including: Student-Parent Orientation for incoming ninth graders in May and July, Meet the Teacher night for all grades in September, and Awards Ceremonies. ENL parents are represented on the PTA advisory board and the SLT team. Opportunities will be provided for parental interaction during the school day. Two additional meeting times are provided for ENL parents during the school day in September and March where our ENL program and parent options and student progress are reviewed. Translation services are provided by our Assistant Principal, Spanish Teacher, Parent Coordinators and Bilingual Paraprofessionals.

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

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jaime Guzman</td>
<td>Principal</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>Dana Sutherland</td>
<td>Assistant Principal</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>Candida Cocco</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>Lucia Pichardo</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>Giselle Hernandez</td>
<td>Parent</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>Anthony Bernardo</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>Dana Sutherland</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Celeste Hill</td>
<td>School Counselor</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>Kathy Pellis</td>
<td>Superintendent</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>Jocelyn Santana</td>
<td>Field Support Center Staff</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td></td>
<td>Member</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 07427  School Name: Community School for Social Justice  Superintendent: Kathy Pelle

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>Candida</td>
<td>Coco</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.

We use ATS reports to identify the home language of our students. In addition, during the Parent/Student Orientation in June 2016 we also identified the students home language and the preferred language of contact. For new admits we use the Home Language Informational Survey (HLIS), which is administered by the ENL Coordinator on the first day entering school. We also use the RHLA and RCPL reports on ATS to further identify languages from our parent community. As well, at the beginning of the school year family group advisors contact the homes of new admits and verify the home language the parents/guardians speak and read in order to provide effective communication with our parent community. If any discrepancies are found, the parent coordinator calls to verify. Finally, the information is then given to the school community during the 2nd week of staff meeting.

We then use this information to ensure that all written and verbal communication (such as the phone messenger system) goes home in English as well as in the parents’/guardians’ preferred choice of language.
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>English</td>
<td>298</td>
<td>57.31</td>
<td>294</td>
<td>56.54</td>
</tr>
<tr>
<td>Spanish</td>
<td>206</td>
<td>39.62</td>
<td>209172</td>
<td>40.19</td>
</tr>
<tr>
<td>Fulani</td>
<td>4</td>
<td>.77</td>
<td>4</td>
<td>.77</td>
</tr>
<tr>
<td>Arabic</td>
<td>3</td>
<td>.71</td>
<td>3</td>
<td>.71</td>
</tr>
<tr>
<td>Albanian</td>
<td>2</td>
<td>.38</td>
<td>2</td>
<td>.38</td>
</tr>
<tr>
<td>Mandingo</td>
<td>2</td>
<td>.38</td>
<td>2</td>
<td>.38</td>
</tr>
<tr>
<td>Hausa</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>.19</td>
</tr>
<tr>
<td>Soninke</td>
<td>1</td>
<td>.19</td>
<td>1</td>
<td>.19</td>
</tr>
<tr>
<td>Yoruba</td>
<td>5</td>
<td>.96</td>
<td>5</td>
<td>.96</td>
</tr>
</tbody>
</table>

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

| N/A |

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Back to school parent letter and welcome packets</td>
<td>August 2017</td>
<td>In September, we distribute welcome letters to all parents in English and Spanish. The Parent Coordinator translates the document into Spanish and uses the NYC Translation Services for all other languages to be translated (Albanian, Fulani, Hausa, Mandingo, English, Spanish, Soninke, Yoruba). Our handbooks, calendars and welcome packets are translated over each summer and sent home with students through our family group advisory system. In addition, this translation unit offers parents free translation services and connects schools with over the</td>
</tr>
<tr>
<td>ENL Parent Letter and welcome packets</td>
<td>September 2017</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>phone interpretation services for parents when needed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In mid-September, letters are sent home to ENL parents for the first parent meeting to discuss the ENL school program, course options, after school program and services available to ENL students. The Parent Coordinator translates all documents into Spanish and uses the NYC Translation Services for other languages for translation (Albanian, Fulani, Hausa, Mandingo, English, Spanish, Soninke, Yoruba). Furthermore, the translation unit offers parents free translation services and connects schools with over the phone interpretation services for parents when needed.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bi-Monthly Parent letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 2017</td>
</tr>
<tr>
<td>December 2017</td>
</tr>
<tr>
<td>February 2018</td>
</tr>
<tr>
<td>April 2018</td>
</tr>
<tr>
<td>June 2018</td>
</tr>
<tr>
<td>We send bi-monthly parent letters in English and Spanish keeping parents involved in upcoming school events such as club activates, sport games and Saturday school and tutoring. The Parent Coordinator translates all documents into Spanish and uses the NYC Translation Services for other languages for translation (Albanian, Fulani, Hausa, Mandingo, English, Spanish, Soninke, Yoruba).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent-teacher conference postcards</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2017</td>
</tr>
<tr>
<td>October 2017</td>
</tr>
<tr>
<td>February 2018</td>
</tr>
<tr>
<td>April 2018</td>
</tr>
<tr>
<td>All parent-teacher conference announcements are mailed home in both English and Spanish and the school messenger is recorded in both English and Spanish.</td>
</tr>
<tr>
<td>The Parent Coordinator translates all documents into Spanish and uses the NYC Translation Services for other languages for translation (Albanian, Fulani, Hausa, Mandingo, English, Spanish, Soninke, Yoruba).</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 conference #1</td>
<td>September 28, 2017</td>
<td>We have four face-to-face meeting dates scheduled throughout the year. Our annual back to school BBQ and curriculum night is held in September. Parents are given the opportunity to meet their teachers, review the curriculum, and have a quick update on their progress.</td>
</tr>
<tr>
<td>Back to school BBQ</td>
<td></td>
<td>Throughout these face-to-face conferences we plan to designate one Spanish translator per grade level to help communicate with Hispanic parents. In addition, we will assign one Spanish translator per floor, a total of 2, to further support and translate for parents. We have a para-professional that speaks Arabic and will assist with our parents that speak Arabic. In addition, the translation and interpretation unit offers parents free translation services for the following languages Albanian, Fulani, Hausa, Mandingo, English, Spanish, Soninke, Yoruba and connects schools with over the phone interpretation services for parents when needed.</td>
</tr>
<tr>
<td>Parent Teacher conference #2</td>
<td>November 9/10, 2017</td>
<td>In November we will hold the second Parent Teacher Conference that updates the student's progress and graduation status.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Throughout these face-to-face conferences we plan to designate one Spanish translator per grade level to help communicate with Hispanic parents. In addition, we will assign one Spanish translator per floor, a total of 2, to further support and translate for parents. We have a para-professional that speaks Arabic and will assist with our parents that speak Arabic. In addition, the translation and interpretation unit offers parents free translation services for the following languages Albanian, Fulani, Hausa, Mandingo, English, Spanish, Soninke, Yoruba and connects schools with over the phone interpretation services for parents when needed.</td>
</tr>
</tbody>
</table>
parents that speak Arabic. In addition, the translation and interpretation unit offers parents free translation services for the following languages Albanian, Fulani, Hausa, Mandingo, English, Spanish, Soninke, Yoruba and connects schools with over the phone interpretation services for parents when needed.

Parent Teacher conference #3  March 8/9, 2018

In March we will hold the second Parent Teacher Conference that updates the student’s progress and graduation status.

Throughout these face-to-face conferences we plan to designate one Spanish translator per grade level to help communicate with Hispanic parents. In addition, we will assign one Spanish translator per floor, a total of 2, to further support and translate for parents.

We have a para-professional that speaks Arabic and will assist with our parents that speak Arabic. In addition, the translation and interpretation unit offers parents free translation services for the following languages Albanian, Fulani, Hausa, Mandingo, English, Spanish, Soninke, Yoruba and connects schools with over the phone interpretation services for parents when needed.

Parent Teacher conference #4  May 3, 2018

In May, we will review our Performance Based Assessment Tasks (PBATs) progress and give parents dates in participating in our school wide PBAT panels.

Throughout these face-to-face conferences we plan to designate one Spanish translator per grade level to help communicate with Hispanic parents. In addition, we will assign one Spanish translator per floor, a total of
2, to further support and translate for parents.

We have a para-professional that speaks Arabic and will assist with our parents that speak Arabic. In addition, the translation and interpretation unit offers parents free translation services for the following languages: Albanian, Fulani, Hausa, Mandingo, English, Spanish, Soninke, Yoruba, and connects schools with over the phone interpretation services for parents when needed.

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

We use our school messenger system to communicate with a majority of our English and Spanish speaking families. We will also use staff members that speak Albanian and Arabic to reach out to those families during school emergencies. We will also work with the Translation and Interpretation Unit to assist us in reaching out to our handful of parents that we are unable to communicate directly.

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.

All staff will receive the Chancellor’s regulation A-663 during the first day of school on September 5th. They will sign that they have read and understood the regulations. Our parent coordinator will identify translation resources within the building and services that we can use from the DOE.

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.)

We strategically posted the Welcome Poster, Parents' Bill of Rights, and Parent's Guide to language Access in the main office and the principals waiting office. The DOE Security and the main office staff have all the required information for our parent community including copies of the Language ID Guide.
We also provide notification to our parents through our website and social media such as Facebook and Instagram. In addition, my parent coordinator will consistently work with the translation and interpretation unit that offers parents free translation services for the following languages Albanian, Fulani, Hausa, Mandingo, English, Spanish, Soninke, Yoruba and connects schools with over the phone interpretation services for parents when needed.

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?

Parents can contact and provide feedback to the school as they wish. We have an open door policy with our parental population and they are able to stop and visit the school when they have questions or want to provide feedback. Through our family group system, advisors are in weekly contact with parents in updating student academic and behavior progress, upcoming school events, and to inform of our monthly SLT and PTA meetings. During these meetings, parents also have the opportunity to provide feedback regarding school services. In addition, once a year the Learning Environment Survey is conducted giving access to all families in providing feedback regarding our school community. My survey coordinator will work with the parent coordinator to assure that every parent receives a Learning Environment survey in their preferred language.