2018-19

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001): 09X457
School Name: SHERIDAN ACADEMY FOR YOUNG LEADERS
Principal: LISETTE FEBUS
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Sheridan Academy For Young Leaders
School Number (DBN): 09X457
BEDS Code: 320900010457
Grades Served: K-5
School Address: 1116 Sheridan Avenue, Bronx, New York, 10456
Phone Number: 718-538-3411
Fax: 9294523672
Email Address: LFebus@schools.nyc.gov
School Contact Person: LisetteFebus
Principal: LisetteFebus
UFT Chapter Leader: Stacey Moskowitz
Parents’ Association President: Maria Mata Flores
SLT Chairperson: Stacey Moskowitz
Title I Parent Representative (or Parent Advisory Council Chairperson): ShelbieHoward
Student Representative(s): NA
CBO Representative: TeatroSea / Boy Scouts/Girl Scouts Morris Heights Clinic

District Information

Geographical District: 09 Superintendent: Leticia Rodriguez-Rosario
Superintendent’s Office Address: 1245 Washington Avenue Suite 102, Bronx, NY 10456
Superintendent’s Email Address: LRosario2@schools.nyc.gov
Phone Number: 718-579-7143 Fax: 7188286280

Field Support Center (FSC)

FSC: Bronx Executive Director: Jose Ruiz
Executive Director’s Office Address: 1 Fordham Plaza Bronx, New York 10458

Executive Director’s Email Address: JRuiz2@schools.nyc.gov

Phone Number: 718-828-7776

Fax: 718 828 6280
Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisette Febus</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Stacey Moskowitz</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Maria Mata Flores</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Jacqueline Vargas</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Shelbie Howard</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
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</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Evelyn Vivas</td>
<td>Member/ UFT/Recorder</td>
<td></td>
</tr>
<tr>
<td>Richard Nelson</td>
<td>Member/ UFT/</td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP
<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
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</thead>
<tbody>
<tr>
<td>Christina Ikwuazom</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Judith Concepcion</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Bakary Cisse</td>
<td>Member/ Parent</td>
<td></td>
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<tr>
<td>Itesha Daniel Brazier</td>
<td>Member/ Parent</td>
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<tr>
<td>Krystle Neidkowski</td>
<td>Member/ Parent</td>
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<td>Shelbie Howard</td>
<td>Member/ Parent</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

The Quality Review and the Framework for Great Schools

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

**NYCDOE’s Quality Review (QR)**

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

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

**School Quality Guide**

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

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

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

### Section 4: CEP Overview

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

   **Our MISSION** is *Learning today to lead tomorrow!* We envision that through clear and consistent academic supportive feedback students will become independent and responsible community members that will lead to a successful generation of leaders.
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 Sheridan Academy for Young Leaders (S.A.Y.L.) is an elementary school located in the Morrisania section of the Bronx, New York. Beginning September 2009, S.A.Y.L. began serving students in grades K-2 and was fully phased-in by 2012. S.A.Y.L is one of two schools occupying the George Meany Campus; the other is The Family School. The George Meany Campus is a four-story structure that occupies an entire city square block with an annex building which is solely occupied by the Family School. S.A.Y.L. serves an average of 600 students in grades K-5.

Instructional Focus: If teachers ‘step back’ and allow students to productively struggle then students will tap into the mental resources to independently complete tasks.

CORE Beliefs L.E.A.D.E.R.S Be Loyal, Be Enthusiastic: Love learning, Be Ambitious: Set a goal and work to achieve it!, Be Determined: Persevere, keep trying and never give up., Be Empathetic: Think about, and try to understand how others feel., Be Reflective, Resourceful, Responsible, and Respectful, Be Selfless & Sympathetic: Care about others.

SOME OF THE UNIQUE AND SPECIAL FEATURES OF OUR SCHOOL INCLUDE: Covey’s 7 Habits for Highly Effective People. These are the core beliefs of our school. We live by the 7 habits. It inspires greatness in our students and in our learning community. The 7 Habits are embedded in to the school curriculum to reinforce, build and teach character.

- Habit 1: Be Proactive: Stop, think, and make good choices.
- Habit 2: Begin with the end in mind: Set a goal and work to achieve it.
- Habit 3: Put First Things First: The most important things first. Work before play.
- Habit 4: Think Win-Win: Do what’s best for you and your friend. Share! Compromise!
- Habit 5: Seek First to Understand, Then to Be Understood: Listen to your friends and care about what they are saying.
- Habit 7: Sharpen the Saw: Have fun and take care of yourself.

The PBIS Matrix is used to monitor student behavior and PBIS is employed by all teachers and Mascot –Leo, along with the use of “Sheridan Dollars” to reward positive behavior. Run by student leaders - The Daily Town Hall communicates our mission and vision and serves as a form of communication for the entire learning community.

AREA OF CELEBRATION:

Satisfactory progress was made in this area as 98.3% of all students completed the four TCRWP unit task. As per the scores on the Iready and SAMS overall school progress spreadsheet, the number of students scoring a level 2 (developing) in their writing decreased from 87.7% in their Beginning of Year Assessment to 29.2% in their last unit. In addition, highly effective ratings in designing coherent instruction increased from 0 at the beginning of the school year to 4.55% at the end of the school year. Teachers were consistently observed, coached, and modeled for throughout the school year and were provided with feedback that was concrete, manageable, measurable, and timely. Ongoing meetings were held with grade teams to discuss and develop lesson plans, curriculum, student work products, and instructional practices. These meetings were held in addition to the post observation meetings.

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

Our school has approximately 124 ENL students and approximately 85 students with IEP’s. Their needs range from vocabulary development and language acquisition to modified promotional criteria, 504 plans, and SETSS.

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.
LEADERSHIP FOCUS: IMPROVE THE LEADERSHIPS’ ABILITY TO BUILD CAPACITY IN AND ACROSS SCHOOLS

ORGANIZING FOR SUCCESS: The creation, the monitoring and revising (QR: 5.1) of structures that support teacher collaboration and develop teacher capacity. Structures that support sub groups such as ENLs and SWDs.

Supports: Professional development, readings, sharing of best practices, feedback.

Evidence: School calendars, school programs, professional development offerings (cycles), NTC mentoring, coaches, lab sites, Advance data, schedules/feedback, teacher team agendas/notes, data trails, reflections/trends on student work, feedback from instructional focused walks, etc.

TEACHER TEAMS: The programming, monitoring, and structures of teacher teams (QR 4.2) to support teacher collaboration and develop teacher capacity.

Support: Work with Teaching Matters consultants for grades K-3 and 4-5, books/readings, sharing of best practices and professional development, feedback, and Teacher Teams.


TEACHER ROUNDS: The scheduling of focused instructional walks that include multiple stake holders within and across schools.

Supports: Teaching Matters consultants for grades K-3 and 4-5, norms and protocols for walks, professional development, inter-visitations, both vertical and horizontal, and feedback cycles with actionable feedback.

Evidence: Schedules (minimum of four for the year per school tied to the Comprehensive Educational Plan (CEP), agendas/sign in sheets, reflections/feedback

FEEDBACK: Focus on the quality of the feedback provided to schools, teachers, teacher teams and leaders.

Supports: Teaching Matters consultants for grades K-3 and 4-5, school personnel, readings, professional development, the sharing of best practices.

Evidence: Observations, feedback cycles, professional development feedback forms.

Instructional Foundation: will be specific to implementation of productive struggle evidenced in Teacher College Reading Writing Program (TCRWP) curriculum support, assessment alignment, and pedagogical guidance.

Collaboration for Outcomes: will be focused on working together as a learning community to strengthen individual teacher’s performance that benefits student’s work as well as developing teacher team coaching and in-class support.

Leading for Impact: will be specific to providing actionable support and feedback as well as elevating teachers to lead focusing on peer observation, walk-through, and labsites in ELA and Math. The support must focus and impact and identify the teaching and learning gaps to guide professional development and strong curricula.

Consistency across the School

The consistency of the instructional focus and the shared understanding across the school can be seen in various ways:
1. Shared expectation that each student has the ability to take ownership of his or her questioning and discussion during teacher team meetings; Professional development support around questioning and discussion embedded in collaborative teacher teams throughout the year.

2. Professional collaboration, including reflecting on student performance and teacher practice to monitor work around questioning and discussion specifically peer observations and actionable feedback after labsites.

and,

3. Student discussions in the classroom will focus on the use of academic vocabulary measured by the student writing displayed throughout the school via turn and talk or think pair share.

Every classroom will show a clear emphasis on using assessments, questioning and discussion, demonstrating knowledge of content evidenced by student writing. All students will be engaged in whole-class discussions and collaborative conversation with diverse partners, which support them in meeting the speaking and listening Common Core Standards for K-5. Around the school there are many visual supports around productive struggle and close reading strategy.

For example, when students are having discussions with their partners, they will and can use sentence starters and the ILS protocol. The lenses will help create the turn and talks and think pair shares around discussion in the classroom. Another type of visual support that will be seen in classrooms and hallways is a display of the students’ wondering around a topic. The questions from the students help the teachers determine their plans for the unit based on students’ background knowledge and interest.
### School Demographics and Accountability Snapshot for 09X457

**School Configuration (2018-19)**
- **Grade Configuration**: 0K,01,02,03,04,05
- **Total Enrollment (2017-18)**: 477
- **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)**: 62
- **# SETSS (ELA)**: 36
- **# Integrated Collaborative Teaching (ELA)**: 25
- **# Special Classes (Math)**: 59
- **# SETSS (Math)**: 31
- **# Integrated Collaborative Teaching (Math)**: 24
- **Types and Number of Special Classes (2018-19)**
  - **# Visual Arts**: 16
  - **# Music**: 16
  - **# Dance**: 16
  - **# CTE**: 16

**School Composition (2017-18)**
- **% Title 1 Population**: 97.0%
- **% Free Lunch**: 94.1%
- **% Limited English Proficient**: 20.1%
- **% Title 2 Population**: N/A
- **% Reduced Lunch**: 2.9%
- **% Students with Disabilities**: 25.6%
- **% Special Education**: N/A

**Racial/Ethnic Origin (2017-18)**
- **% American Indian or Alaska Native**: 0.6%
- **% Black or African American**: 28.1%
- **% Hispanic or Latino**: 60.4%
- **% Asian or Native Hawaiian/Pacific Islander**: 1.0%
- **% White**: 0.6%
- **% Multi-Racial**: 0.8%

**Years Principal Assigned to School (2018-19)**
- **Years**: 9.25
- **# of Assistant Principals (2016-17)**: 4

**% of Teachers with No Valid Teaching Certificate (2015-16)**
- **% Teaching with Fewer Than 3 Years of Experience**: 19%
- **% Average Teacher Absences (2014-15)**: 6.7

**Student Performance for Elementary and Middle Schools (2017-18)**
- **ELA Performance at levels 3 & 4**: 28.8%
- **Mathematics Performance at levels 3 & 4**: 31.7%
- **Science Performance at levels 3 & 4**: 65.0%
- **Science Performance at levels 3 & 4 (4th Grade)**: N/A

**Student Performance for High Schools (2016-17)**
- **ELA Performance at levels 3 & 4**: N/A
- **Mathematics Performance at levels 3 & 4**: N/A
- **US History Performance at Levels 3 & 4**: N/A
- **4 Year Graduation Rate**: 65.0%
- **6 Year Graduation Rate (2011 Cohort)**: 71.4%
- **% ELA/Math Aspirational Performance Measures (2015-16)**: N/A

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

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

#### Elementary/Middle School

<table>
<thead>
<tr>
<th>Category</th>
<th>American Indian or Alaska Native</th>
<th>Hispanic or Latino</th>
<th>White</th>
<th>Students with Disabilities</th>
<th>Economically Disadvantaged</th>
</tr>
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<tbody>
<tr>
<td>AYP (ELA)</td>
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<td>Black or African American</td>
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<tr>
<td>AYP (MATH)</td>
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<td>Asian or Native Hawaiian/Other Pacific Islander</td>
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<tr>
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#### High School

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<td>NO</td>
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<tr>
<td>AYP (ELA)</td>
<td>N/A</td>
<td>ALL STUDENTS</td>
<td>N/A</td>
<td>NO</td>
<td>NO</td>
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<tr>
<td>AYP (MATH)</td>
<td>N/A</td>
<td>ALL STUDENTS</td>
<td>N/A</td>
<td>NO</td>
<td>NO</td>
</tr>
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</table>

2018-19 CEP 13
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.

During the 2018-2019 school year, we will continue to implement systems for monitoring curriculum and teacher pedagogy aligned with the professional development to ensure that instruction is rigorous, customized, inclusive, and aligned to the Common Core state standards.

DATA TRENDS

Across the grades, basic foundation skills relating to the Numbers and Operations strand, are paramount to increasing performance in the area of Mathematics. In grades K – 2 (lower grades), the concept of ‘subitizing’ has displayed itself to be a central focus. Our student’s inability to break numbers apart and to visualize number sense without counting by ones is a critical skill, which is a precursor to successfully adding and subtracting numbers. In grades 3 – 5 (upper grades) the area of focus is fractions. Giving students time to productively struggle helps identify areas of deficiency and supports the work as mentioned in the book *Five Mathematical Practices for Orchestrating Productive Mathematical Discussions* by Margret Schwann Smith and Mary Kay Stein.

Improvements in the area of Literacy will be realized from analyzing and identifying the ‘gist’ of different text types. Allowing students time to productively struggle to accomplish this task is critical. The work centered around this ideal will be supported by features in the book *Falling in Love with Close Reading* by Christopher Lehman.

Teacher teams will continue to analyze student work products and analyze curriculum to ensure their instructional strategies are aligned to the needs of the students and that instruction is impacting the teaching and learning evidenced in the classroom. Providing students with the actionable feedback that would elevate the students’ performance and to continue to make necessary adjustments to the curriculum on an ongoing basis. The inquiry based teacher team system will focus on refining instructional practices and ensure student progress is evident for all populations serve.

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.
Section 5A (Goal 1)

By June 2019, Sheridan Academy for Young Leaders will continue strategic implementation of research based instructional approaches and strategies across all content areas to ensure all students, especially targeted subgroups have access to rigorous instruction. This will result in equitable instructional practices that improve achievement for all students measured by a 3-5% increase in NYSESLAT, ELA/Math State Assessments, Measures of Student Learning (MOSL), MPPR and Quality Review Ratings.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
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</tbody>
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<table>
<thead>
<tr>
<th><strong>Activities/Strategies</strong></th>
<th><strong>Target Group(s)</strong></th>
<th><strong>Timeline</strong></th>
<th><strong>Key Personnel</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Support the implementation of at least four writing units of study inclusive of Narrative, Informative, Argumentative, and Poetry in every grade in a balanced literacy model.</td>
<td>Teachers, Coaches, and Administrative Team</td>
<td>During the 2018-2019 school-year</td>
<td>School Principal and Administrative team.</td>
</tr>
<tr>
<td>Partner with TCRWP to support K – 5 grades specifically designated lab sites.</td>
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<tr>
<td>Provide P.D. focused on the administration of TCRWP performance based assessments in writing and the scoring of student work using the TCRWP learning progressions, rubrics, checklists to gather qualitative and quantitative data to drive daily instruction.</td>
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<tr>
<td>Support year 2 of second grade Literacy initiative to support best practices in literacy instruction and assessment to develop lead teachers.</td>
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<td>Support the implementation of constructive approach in order to (Five Practice) Math, improve student outcomes in math by focusing on problem solving skills and mathematical thinking.</td>
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<tr>
<td>Collaborate with the C.King consultant to create Math PLC’s for teachers classes aligned to the specific needs of in the bottom 1/3 as determined by the math data to build Content Capacity specifically focusing on grades 2 – 5.</td>
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<tr>
<td>Support the implementation of a strong social studies inquiry and research based instructional program across all grades.</td>
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<tr>
<td>Collaborate with BFSC social studies team and to build capacity in the implementation of social studies core curriculum through PLC’s.</td>
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<tr>
<td>Integrate Orton Gillingham Reading program to meet the needs of students at risk, English Language Learners, and Students with Disabilities Populations</td>
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<tr>
<td>Use formative assessment techniques to assess the degree of every student’s understanding during the lesson by using conferring notes.</td>
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<tr>
<td>Collaboration with other schools for Best Practices</td>
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<td></td>
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<tr>
<td>Creation of Literacy and Math Lab-sites across all grades</td>
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<tr>
<td>Intra-Inter visitations.</td>
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</tr>
</tbody>
</table>
- Design and schedule instructional focus, Common Planning Time, Teacher protocols, Class Inter-visitations, as well as, institute weekly Professional learning to support curriculum development

| Teachers, Coaches, and Administrative Team | During the 2018-2019 school-year | School Principal and Administrative team |

Teacher teams will:

- Collaboratively plan with a colleague who has strong content knowledge. (partnerships)
- Analyze the evidence for patterns of understanding, both by groups and for individuals.
- Adjust instruction based upon the evidence of student understanding.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Based on Quality Review Recommendations, ‘the school needs to continue to ensure that all staff members understand how to create and sustain high levels of family engagement by developing strong parent partnerships. We need to expand the current practices to include professional development for parents that provide strategies they can use at home to support their child’s academic needs. We will also act upon the Chancellor’s Initiative to run campus based parent learning sessions in conjunction with the partnering school with which we share the campus.

**Strengths:** At the Sheridan Academy we include parents in all aspects of our educational and social plans. Our School Leadership team, along with our Parent Teachers Association, welcome parent involvement and input as evidenced by the 98% participation of parents in the 2018 School Survey and 95% satisfaction rate with our Instructional Core and School Culture. We offer parent workshops on a variety of topics such as the Common Core Learning Standards, supporting students at home, preparing students for the NYSESLAT, ELA and Math state exams, bullying prevention, safety, how to handle difficult children, and a variety of other topics. Communication is paramount and we send home a monthly newsletter, School leadership team bulletin Board, calendar and flyers reminding parents about our school events and professional learning.

By June 2019, using a variety of outreach strategies and the Tuesday parent engagement time, visitation and participation in parent workshops will increase by 20% as compared to year ending 2018.

### 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 Survey results and Measures of Teacher Practice (MOTP) guide Monday Professional development opportunities. Administration in consultation coaches and consultants will assist in developing and providing weekly professional development that will be differentiated to meet the needs of individual teachers based on their self-reflections and 1:1 conferences that will be conducted 3 times as year in addition to the mandated IPCs conferences.

Teacher Team meetings will be scheduled and will focus on promoting data analysis. Teacher Team protocols will be established to ensure continuity in how student work products are analyzed and how to effectively utilize that information when planning lessons and designing curriculum evidenced by teacher team norms.

Monthly learning walks by the instructional cabinet, district support personnel, and consultants to assess instruction and develop informed and pertinent professional development as well as instructional improvement plans.

Provide Per diem coverage so teachers can participate in class and school inter-visitations to share best practices and support teacher development for productive lab-sites.

Cabinet meeting times will be scheduled to evaluate calendar of collaborative practices, evaluate professional development implementation and progression, and assess school progress in adhering to focus and meeting goals.

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

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<tr>
<th></th>
<th>Tax Levy</th>
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<th>Title I TA</th>
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<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
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</table>

Part 5 – Progress Monitoring

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

1. The extended cabinet which will include grade leaders, coaches, consultants and administration will meet quarterly to create, plan, and provide targeted professional development to ensure consistency with school wide pedagogical practices. By January 2019 based on mid-year and chapter assessments, administration will aggregate scores from Fountas & Pinnell, iReady, and end of unit and chapter assessments in Mathematics to ensure at least teachers College Learning Progressions and writing assessments to determine that 65% of students will be at or above grade level performance and simulated assessments.

2. The instructional cabinet will evaluate Common Planning Time, Teacher Team, and Interdisciplinary Team within the school program as well as evaluate professional development needs. Teachers will complete a reflection sheet after each professional learning session to guide professional development needs.

3. Extended cabinet will implement a school based (September, January, and June) calendar of meetings to ensure we are monitoring, revising, and informing collaborative practices.

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

During the 2018-2019 school year, the administration and extended cabinet will analyze aggregate scores from Fountas & Pinnell, iReady, and end of unit and chapter assessments in Mathematics, Teachers College Learning Progressions, and writing assessments to monitor student progress evidenced by quarterly teacher data driven conferences focusing on I-Ready class, grade, and school progress report.
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

| 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? |

Reflections: Based on the Quality Review recommendation for 2018-2019, we will continue to implement systems for monitoring social and emotional developmental health needs. These adaptive measures are implemented specific to individual student’s needs when growth is not actualized. This will create a clear link between students’ social and emotional development and success attaining school level achievement, aligned with the school’s vision for a healthy and safe environment.

Strengths: The School Quality Data from 2017-2018 Community Ties, compared to the citywide average of 91%.

Needs Improvement: While our responses are very close and even exceed the citywide average on two of four measures, our efforts still require attention to ensure that we are providing the most supportive environment possible for our students. In addition, the administration will be partnering with the school guidance department placing emphasis on social and emotional interventions promoting personal/academic behaviors, peer interactions, press toward academic achievement and classroom professionalism. The school is recommitted to infusing the Seven Habits of Highly Effective People into the school culture. Monthly meetings (SIT Team and Teachers) will look closely at and monitor student behavior. Stronger parent-school partnerships are needed to provide parents with the necessary skills to support the students at home. Teacher feedback to be reviewed after professional development sessions.

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, Sheridan Academy for Young Leaders will have created and executed an Equity Goal and action plan, which emphasizes the creation of a more culturally responsive learning environment supported by strategic systems, structures, and policies that support all students, particularly students that have been historically marginalized. These practices will result in increased family empowerment, and a 5% minimum decrease of students performing at level 1 in all schools.
## Part 3a – Action Plan

### Activities/Strategies

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>During the 2018-2019 school year,</td>
<td>School Principal, Assistant Principals, School Leadership Team and Family Worker, and Parent Coordinator</td>
</tr>
</tbody>
</table>

**During the 2018 – 2019 school year,** teachers will monitor student behavior using the online ClassDojo behavior tracking tool.

- Provide expanded opportunities to engage with the Arts and Cultural institutions by partnering with the Borough Arts Liaison (Joanna Berenson) and cultural institutions such as: Teatro Sea, Ballet Tech, and the Arnhold Foundation.
- Develop a school wide student council to provide for authentic student voice and to serve as a model for classroom based student leadership efforts.
- Positive rewards will be tracked using the DOJO system.
- The Guidance PBIS Team will use this data to implement initiatives to support student social and emotional development. This team will also share strategies for teachers to use from the Pre-referral Intervention Manual (PRIM) and Behavior Intervention Manual (BIM) to re-engage students.
- The PBIS team will also schedule PBIS assemblies to encourage exceptional behavior and support anti-bullying.
In September 2018, there will be an emphasis on read-alouds and writing activities that focus on character education within the classrooms using the 7 Habits of Happy Kids by Sean Covey.

Students | During the 2018-2019 school year | School Leaders, teachers, paraprofessionals, Guidance Counselors

In September 2018, bullying behaviors and monthly meetings with parents will be held to inform them of our school policies. Monthly meetings will also occur with the School Leadership Team (S. L. T.) to discuss the impact on student life and how to continue or revise initiatives to foster positive social growth.

Students and Parents | During the 2018-2019 school year, | school leaders including the principal, Assistant Principals, Social and Family Worker

In September 2018, school leaders, teachers, and paraprofessionals will facilitate the implementation of

- An anti-Bullying Poster/Writing Piece contest will raise awareness about student positive behavior.
- A Student Council will be created, which will meet to discuss ways to improve the cohesiveness across the student body collaborating during lunchroom.

Students and Parents | During the 2018-2019 school year, | school leaders including the principal, Assistant Principals, Social and Family Worker

### 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.

By June 2019, school staff will build relationships with community members, organizations and families to foster and improve partnerships that benefit all members of the S.A.Y.L. Family. This will be measured by an increase in workshops/events that promote community partnerships.

### 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 using [www.classdojo.com](http://www.classdojo.com) for teachers.

Monthly assemblies highlighting Citizen of the Month, Perfect Attendance, Most Improved based on the PBIS Matrix.
Professional Development focusing on Positive Behavior Intervention Services (PBIS), and behavior management assessment along with Functional Behavior Assessments (FBA) with comprehensive Behavior Intervention Plans (BIP) will be presented by the PBIS / SIT Team.

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

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<td>Other</td>
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### 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.

In June 2019, school staff will evaluate school-wide incident data to better understand the type of incidents occurring in our school and make necessary adjustments to ensure progress toward our intended goals and expected outcomes for a positive learning environment measured by the Learning Environment Survey.

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

Incident data in the OORs system will be used to monitor our progress towards this goal, as well as, qualitative data collected during monthly safety meetings evaluating student to student incidents.

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

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

Part 1 – Needs Assessment

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

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

Based on the 2018 strengths and needs. We must also ensure that all teachers use student performance data to develop individual action plans to support individual learning needs and provide differentiated and academic intervention support.

Strengths: With dedicated PD time each Monday after school, teachers are able to focus more on specific areas of development that are relevant to their current teaching practice and desired areas of growth. Both teachers and school leaders report that the hands-on role of teachers in designing and delivering PD has increased the overall effectiveness of the PD program. The administration has noticed improvements in teacher performance over time, based on qualitative data from teacher observations MOTP report from Advance.

Sheridan Academy for Young Leader’s approach to PD has also had a profound effect on school culture. By instituting quarterly conferences for discussions of professional growth, administration has encouraged a school culture that empowers teachers to communicate to the support staff resulting in a school of trust, collaboration, and more distributive leadership. Additionally, because teachers receive personalized support based on their actual observation data, they have become much more tuned into grade and teacher PLC specific development opportunities. This has led to objective next steps which has enabled them to look beyond the evaluative aspects of Advance and focus on the development opportunities the system presents.

Teacher teams made strides last year in establishing refined protocols and practicing their use to ensure effective implementation in the current year. This year’s focus will be to master the TCRWP curriculum, revise units of study or activities and assessments to ensure the progress of all students being served.

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, Sheridan Academy for Young Leaders will continue to deepen professional learning and collaborative practices that support all learners and will participate in inter-school inquiry based partnerships coordinated by the District 9 Learning Partner Initiative. This will result in sharing of equitable practices that support all learners and will be measured through improvement in Advance Measures of Teacher performance overall ratings, leadership metrics, as well as the annual school survey. June 2019, 100% of the instructional staff will participate in learning activities sanctioned by the Professional Development Committee that improves pedagogy specific to teacher needs. This will be measured by a minimum overall increase of 5% in teacher Advance (MOTP) ratings in the components of 2 and 3.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
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<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
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<td>- 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).</td>
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<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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<tbody>
<tr>
<td>New teachers will be trained in the use of the “Looking at Student Work Protocol” to analyze student work and reflect on teacher practices. Teachers that were previously trained in the protocol will be provided with supports and review to allow them to continue to refine their use of the protocol to impact student achievement outcomes.</td>
<td>Teachers 2018-2019</td>
<td>Administration, Coaches and Teachers</td>
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<tr>
<td>Teachers and coaches will collaborate to ensure that the level of rigor of questions and student tasks within lessons and units are extended to allow all students to engage in higher-order thinking aligned to research-based strategies such as Webb’s Depth of Knowledge (DOK), the Cognitive Rigor Matrix, and ‘Asking Better Questions,’ measured by the Danielson Framework component 3b.</td>
<td>Teachers 2018-2019</td>
<td>Administration, Instructional Coaches,</td>
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<tr>
<td>Teachers will be trained in the use of new pedagogical practices and will be provided with support through feedback to allow them to refine their instructional practices to impact student achievement outcomes.</td>
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### 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.

By June 2019, school staff will build relationships with community members, organizations and families to foster and improve partnerships that benefit all members of the S.A.Y.L. Family. This will be measured by a 20% increase in parent attendance in workshops/parent conferences, as compared to the 2017 – 2018 school year.

### 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.

- Team meeting data and survey results
- Teachers College progress and anecdotal logs through googledocs
- Instructional Coaches and Consultants
- Measures of Teacher Practice Data from Advance after coaches and consultants support
- Individual teacher conferences with administration regarding professional goal
- Teachers will participate in TCRWP lab sites and planning
- Teacher teams will conduct classroom visits to assess progress of instructional practices throughout the school
- iReady, teacher conference notes, interim data benchmarks, and teacher team data talks will be used to progress monitor.

**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.

1. By the end of the school year we will increase student performance on Post Unit Assessments in both ELA/Math
2. By the end of the school year we will increase in student performance on rubrics indicating progression and mastery of CCLS Aligned Unit goals
3. By the end of the school year we will increase in Baseline (BOY), Midline (MOY), and End-line (EOY) results in Mathematics
4. By the end of the school year we will measure the implementation of instructional shifts as discussed/recommended by teacher teams, coaches, consultants and administration according to Charlotte Danielson’s Measures of Teacher Effectiveness.
5. By the end of the school year teachers will see progress in student performance utilizing student portfolio work products.

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

Student performance in grades K-2 will be evaluating beginning, middle, and end of year math data and pre and post ELA assessments in grades 3-5 by analyzing the results of our simulation and administered at three points in the academic year.

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

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

Part 1 – Needs Assessment

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<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>action plan for this Framework element?</td>
<td>B2% of teachers report that school leaders need to provide time for collaboration among teachers. It also indicates that our administrative team encourages teachers to play integral roles in key decisions that affect student learning across the school. This supports our prior Quality Review rating of Well Developed in 3.4 High Expectations. Our school needs are that we need to provide students more time to productively struggle. Also, we need to continue to foster trusting relationships with our staff.</td>
</tr>
</tbody>
</table>

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Sheridan Academy for Young Leaders’ Principals and Assistant</td>
<td>By June 2019, Sheridan Academy for Young Leaders’ Principals and Assistant Principals will participate in professional learning that supports instruction that is consistently responsive to child development and learning needs, by creating experiential learning opportunities that are rigorous, interactive and support student engagement through an examination of equitable instructional practices and priorities. Professional learning and feedback for school leaders and teachers will be meaningful and actionable in support of the elements of P.R.I.D.E, (Pupil centered, Responsive and Rigorous, Interactive, Diverse, Engagement). This will be measured by the quality of feedback given to teachers for the Danielson indicators focused on the instructional core (3b, 3c, 3d) and a 5% decrease in the percentage of level 1 students at each school.</td>
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<tr>
<td>Principal’s will participate in professional learning that</td>
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<tr>
<td>2018-19 goal for improving student outcomes and school performance</td>
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<tr>
<td>that addresses this element of the Framework for Great</td>
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<tr>
<td>Schools–Effective School Leadership. Your goal must be</td>
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<td>responsive to the identified priority need(s)</td>
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<tr>
<td>indicated in Part 1, and be written as SMART: Specific,</td>
<td></td>
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<tr>
<td>Measurable, Achievable, Relevant, and Time-bound.</td>
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</tr>
</tbody>
</table>
### Part 3a – Action Plan

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>2018-2019</td>
<td>Administration(Principal and Assistant Principals)</td>
</tr>
<tr>
<td>Teachers, Supervisors</td>
<td>2018-2019</td>
<td>Administration(Principal and Assistant Principals)</td>
</tr>
<tr>
<td>Teachers, Parents</td>
<td>Workshops will occur monthly</td>
<td>Administration(Principal and Assistant Principals)</td>
</tr>
<tr>
<td>Administration, School Leadership Team</td>
<td>2018-2019</td>
<td>Administration(Principal and Assistant Principals)</td>
</tr>
</tbody>
</table>

In September 2018, the principal will align budgetary sources to purchase hardware: Smart Boards, Computers, i-Ready and Reading A-Z, Writing focused afterschool and Saturday Academy program materials as well as professional development and training for all staff and coaching.

- Provide tiered grade level tiered support that focuses on best practices instructional coherence, consistency and alignment of curriculum across the school in order to strengthen the relationships between students, teachers, and administration.
- Plan and facilitate teacher leader conferences – meetings to support each grade with the implementation of the school goals.
- Schools administration will make inclusive strategic decisions to provide teachers with necessary resources to improve teacher practice and student outcomes. These decisions will include program changes, human, and fiscal resources.

By June 2019, the principal will align budgetary sources to implement professional learning opportunities for teachers and parents, beginning reading skills seminars, homework assistance workshops and math concepts workshops provided by learning leaders.

By June 2019, the administration will have hosted at least 3 feedback sessions for Shared Decision Making to evaluate the effectiveness of the resources, programs, and consultants being utilized with assistance of the instructional committee through a needs assessment.
3b – Parent and Family Engagement

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

By June 2019, using a variety of outreach strategies during the Tuesday parent engagement time, visitation and monthly participation in parent workshops and student award ceremonies will increase by 20% as compared to year ending 2017.

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.

1. Principal and Assistant Principal will participate in Bi-weekly cabinet, monthly teacher, and parent meetings for Shared Decision Making will take place to discuss the effectiveness of instructional resources using observations and student data based on both summative and formative assessments, Learning Environment Surveys, and School Quality Review and/or PPO visits feedback.

2. Principal and Assistant Principal will conduct budget meetings will take place with budget personnel to ensure monetary resources are being used to make adjustments and implement Professional Learning Opportunities to support teacher pedagogy including hiring subs to allow for greater inter-visitations amongst teachers.

3. Principal, Assistant Principals, coaches, and consultants will meet on a monthly basis to assess the impact of the pedagogical practices through PLcs and the integration of technology.

4. Principal and Assistant Principals will sit in on teacher teams to assess the teachers’ practices with regard to analyzing data and how it impacts school curricula.

5. Principal and Assistant Principal will align budgetary resources for Morning Book Clubs- (November –March), ELA/Math After-School program (October – March), and Saturday programs (November – March) with funding for session for supervisors, teachers, family worker, and/or secretary to ensure collegial conversations that consistently impact initiatives to maximize student learning.

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>[X]</td>
<td>[X]</td>
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</tbody>
</table>

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.

By the end of the school year we will use the Learning Environment Survey for the 2018-2019 school year in the area of ‘Effective School Leadership’ to measure improvement in:

1. Teacher input in hiring new personnel,
2. Planning how discretionary funds will be used
3. Communicate a clear vision
4. Know what is going on in the classroom
5. Carefully track student progress  
6. Participate in instructional planning with teacher teams  

g. Initial Planning Conference goals identified by teachers should be attained by June 2019 evidenced during the end of year conference and will be refined during the midyear review scheduled for January 2019.

h. Throughout 2018-2019, teachers will implement technology in their daily practices (Smart Boards, iPads, and Desktops, and Promethean boards).

i. Throughout 2018-2019 school year, all staff will have access to Reading A-Z, I-Ready Math/ELA curriculum and associate materials.

j. Throughout 2018-2019 school year, all students will have been offered opportunities Saturday and morning programs.

k. Throughout 2018-2019 school year, all staff and students will have access to new guided reading and classroom libraries as well as online reading resources such as iReady, Reading A-Z, Time For Kids, and many more.

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

By the end of each quarter, administration will evaluate the impact of all the programs and resources and make strategic adjustments with staff input via school needs assessment survey.

By the end of each quarter, administration will evaluate the impact of the teacher team initiatives as well as the Professional Learning opportunities reviewing and participating in weekly and monthly meetings.

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**

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.

Based on the 2018 Initiative to run campus based parent learning sessions in conjunction with the partnering school with which we share the campus.

**Strengths:** At the Sheridan Academy we include parents in all aspects of our educational and social plans. Our School Leadership team, along with our Parent Teachers Association, welcomes parent involvement and input as evidenced by the 98% participation of parents in the 2018 School Survey and 95% satisfaction rate with our Instructional Core and School Culture. We offer parent workshops on a variety of topics such as the Common Core Learning Standards, supporting students at home, preparing students for the NYSESLAT, ELA and Math state exams, bullying prevention, safety, how to handle difficult children, and a variety of other topics. Communication is paramount and we send home a monthly newsletter, School leadership team bulletin Board, calendar and flyers reminding parents about our school events and professional learning.

**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, Sheridan Academy For Young Leaders will engage and empower families, community partners and parent coordinators in creating a shared understanding of the Equity work needed in the district to narrow the achievement gap and ensure equitable practices for all of our students. This will result in strengthened family and community partnerships as measured by the annual school survey, decrease in 311 calls, and an increase in participation at District and School events and utilization of Family Empowerment Center.
**Part 3a – Action Plan**

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s)</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>
</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | Parents | 2018-2019 | School Leaders, Parent Coordinator, Family Worker, Parent’s Association, support staff |
| Throughout the 2018-2019 school year the principal will coordinate with homeroom teachers to monitor parent submission of emails to enroll in the program as well as work with the Parent Coordinator to conduct parent technology nights to promote online communication programs i.e., my class dojo and i-ready. | Parents | 2018-2019 | School Leaders, Parent Coordinator, Family Worker, Parent’s Association, support staff |
| Throughout the 2018-2019 school year, we will conduct parent workshops to encourage parent support of all instructional and behavioral school policies and goals. | Parents | 2018-2019 | School Leaders, Parent Coordinator, Family Worker, Parent’s Association, support staff |
| Throughout the 2018-2019 school year, we will conduct more parent – student activities, in conjunction with the Parents Association and the School Leadership team to encourage greater accessibility for parents. | Parents | 2018-2019 | School Leaders, Parent Coordinator, Family Worker, Parent’s Association, support staff |

**3b – Parent and Family Engagement**

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

| **Teatro Sea:** Established in 1985, SEA (Society of the Educational Arts, Inc.), is the premiere Bilingual Arts-in-Education Organization and Latino Children’s Theatre in the United States. SEA has created and produced a combination of educational theatre productions and art workshops/programs specifically designed to examine, challenge and create possible solutions for current educational, social and community issues. Its internationally celebrated programs include school, outdoor, community and main stage performances, workshops and residencies, among others, reaching over 75,000 children and young adults every year. The organization, established by Dr. Manuel A. Morán, currently has offices in San Juan, New York, and Florida. In celebration of its 25th Anniversary in 2010, SEA opened a brand new state-of-the-art performance space at the Clemente Soto Vélez Cultural and Educational Center on Manhattan’s Lower East Side. Currently, SEA is celebrating its 30th Year Anniversary. |
| **Boy Scouts:** Programs: Urban Emphasis |

Scoutreach is a character education program that delivers traditional Scouting programs to youth in New York City. Chartered partners host units located in neighborhoods that are economically challenged, underserved, or where
there is a lack of volunteer leadership. The Scoutreach after-school program has a proven track record in over 53 public schools located in the Bronx, Brooklyn, Queens and Manhattan. The program has a proven track record designed to help to foster self-mastery, and develops new interests and skills through fitness and citizenship training in a fun, interactive environment. Boys learn about accountability and responsibility to themselves, their families and their communities.

Leadership in the Scoutreach program is provided by our trained program specialists, primarily college students who serve in the traditional roles of Cubmaster, Den Leader, etc...

Strategic partnerships such as this enables Scoutreach to help facilitate the Boy Scouts of America’s commitment to ensure that youth have an opportunity to join Scouting, regardless of their circumstances, neighborhood, or ethnic background.

**Morris Heights Health Clinic:** The MHHC School Based Health Center network has been in existence since 1982. This is a partnership with a variety of schools in the community to improve the well-being of children and families by providing onsite access to healthcare, including mental health and health education services. Currently, the program operates in twenty schools in the Bronx serving over 10,000 children from kindergarten to the 12th grade. In addition to onsite healthcare, the MHHC health team educates parents about obtaining health insurance for their children and the entire family.

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### 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.

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<tbody>
<tr>
<td>1.</td>
<td>Class Dojo.com an online behavior management system</td>
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<td>2.</td>
<td>Tuesday Parent Engagement time parent workshops facilitated by classroom teachers. We will provide families with regular feedback of their children’s level of achievement for each unit along with strategies for parents to implement at home to help their children improve. At regular intervals, explain the significance of different achievement levels and learning rubrics to families, especially for high-needs students and those at risk.</td>
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<td>3.</td>
<td>In order to build stronger family ties, Parent and Student Activities will take place focusing on fun activities such as; Book Night, Movie Night, etc</td>
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<td>4.</td>
<td>Parents will participate in District Literacy, Math, and Science Fairs</td>
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<td>5.</td>
<td>Participate in New York Yankee Winter Wonderland</td>
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<td>6.</td>
<td>Family Worker will support at risk students, parents and shelter students for both academic and socio emotional needs.</td>
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<td>7.</td>
<td>Cultural celebrations, Father -Daughter dance, Mother- son dance, Talent show, Parent walkthrough, and Parent volunteer day.</td>
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<td>8.</td>
<td>Mastery Connect data- Training</td>
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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.

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<tbody>
<tr>
<td>X</td>
<td>Tax Levy</td>
<td>X</td>
<td>Title I SWP</td>
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<td>Title I TA</td>
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<td>SIG</td>
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<td>In Kind</td>
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<td>Other</td>
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</table>

### Part 5 – Progress Monitoring

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

1. Monthly check-ins on usage of iReady,
<table>
<thead>
<tr>
<th>Part 5b. Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Monthly check on usage of iReady and classdojo</td>
</tr>
<tr>
<td>2. Check monthly attendance at Parent activities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Monthly check-ins of attendance at Parent activities</td>
</tr>
</tbody>
</table>

Timeline:

1. During the midyear benchmark we will analyze data in IO-Skedula, review IReady reports, analyze F&P running records as well as evaluate class tracking sheets in order to adjust curriculum and inform our instruction.
**Section 6: Academic Intervention Services (AIS)
(Required for All Schools)**

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Running Records, 1:1 Conferences, Pre &amp; Post Unit Assessments, State exam data, report card information, teacher referral, department referral</td>
<td>Orton Gillingham Intervention Program, i-Ready, Guided Reading</td>
<td>Orton Gillingham Intervention Program, i-Ready, Guided Reading</td>
<td>Before school day, zero intervention period, lunch time, Saturday school</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Baseline assessments, Chapter Tests, Fluency Quizzes, State exam data, report card information, teacher referral, department referral</td>
<td>Reflex Math, i-Ready, Guided Math</td>
<td>Small group, one-to-one, tutoring</td>
<td>School Day, Saturday school</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>State exam data, report card information, teacher referral, department referral</td>
<td>Science course work</td>
<td>Small group, one-to-one, tutoring</td>
<td>School Day, Saturday school</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Report card information, teacher referral, department referral, unit assessments</td>
<td>ELA units with infused social studies content and interactive writing for unit task</td>
<td>Small group, one-to-one, tutoring</td>
<td>School Day, Saturday school</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>JEP mandated, State exam data, report card information, teacher referral, department referral, Principal, Agency referral</td>
<td>At-risk counseling, RTI, Positive Behavior Incentive Support Program, Student Incentive Programs, SIT team, BIP plans, 504 Accommodations,</td>
<td>Small group, one-to-one, tutoring</td>
<td>School Day, Saturday school</td>
</tr>
<tr>
<td>Morris Heights Clinic, referrals, and wellness consultation committee</td>
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</table>
Section 7: Support for Students in Temporary Housing (STH)

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

Supporting Students in Temporary Housing (STH)
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

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>121</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.)</td>
<td>121</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>Students will receive school supplies that include notebooks, book bags, uniform shirts and pants</td>
</tr>
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</table>

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<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>121</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td>121</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
All students at time of registration are given the questionnaire as part of the registration packet and are given the McKinney Vento Act Guide. The Secretary will also update the ATS indicator in ATS to ensure that students are captured in the system. We will also provide Counseling At risk, Partnership with CBO, Attendance Outreach, Designate a STH Coordinator or point people, provide information on local Food Pantry, and free After-school program for students.

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.

10,800 was the funding allocated but only 10,662 was used last year.
Section 8: Title I Program Information

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

We attend teacher fairs to recruit teachers or other pedagogues and hiring all teachers will be done by the hiring committee which consists of teachers and administration. All teachers will provide instruction in ELA and Math in their license areas during the school day, after school and Saturday programs. Teachers will be given continual professional development on The Danielson Framework, creating effective Common Core Learning Standards-aligned lesson plans and time management strategies. The school extended cabinet will conduct monthly meetings and appointed mentors will meet weekly with the new teachers to provide support and build trust. Quality professional development to ensure staff is highly skilled will be provided on an ongoing basis throughout the school year. The professional developments will include but is not limited to:

1. New Teacher Center District Nine Initiative for dedicated school based mentor
2. Workshops for teachers on track for tenure
3. New teacher training program conducted by Principal, Assistant Principals, Coaches, Department Chairs and retired Principals (Mentors).
4. Buddy teachers and special emphasis on classroom intra-visitations and school inter-visitation
5. A program schedule that builds common planning time, departmental conferences, and grade conferences
6. Special emphasis on the Depth of Knowledge Wheel and the Cognitive Rigor Matrix to promote rigor and higher order thinking tasks/questions
7. Provide ongoing Professional Development for teachers and staff to ensure effective use of strategies, rubrics, curriculum maps, unit planning and data analysis
8. Partner with other schools to provide lesson plan clinics, Instructional Rounds, and classroom visits
9. Quarterly staff meetings to address teaching practices and data progress

10. Network with other Principals and Assistant Principals with the focus of recruiting teachers or staff members

### 2b. High Quality and Ongoing Professional Development

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

Throughout the 2018 school year, SETSS, ENL and GE teachers will participate in vertical common planning and discussion. Our Literacy Program continues to be an area of focus so increasing the amount and quality of professional development for the staff is a necessity. Over the last several years we have gradually focused on the main components of the Balanced Literacy approach and we continue to focus on close reading and have allocated funding for additional reading materials and professional development specifically $210,000$ dollars for classroom Libraries and teacher's college coaches. For the 2018-2019 school year in literacy, math, and special education with a focus on the social emotional and students with disabilities and ENL English Native Language strategies. Due to the percentage of Students with Special Needs at Sheridan, we have a large number of paraprofessionals and we recognize the vital role they play in the classroom, therefore we insist that they participate alongside their teacher colleagues in all applicable professional development opportunities as well as provide professional learning opportunities by identifying capacity builders.

In an effort to build upon our teacher leaders, build capacity within our school and tap into individual strengths we also encourage teacher led professional development activities designed by our extended cabinet with an emphasis on lesson and unit planning aligned to the Common Core Learning Standards. Inter-school instructional rounds as well as Central led professional developments, will be attended throughout the school year. Our focus on mathematics instruction and refining the expertise in this area for our departmentalized teachers will continue with the support of our C. King Mathematics consultant.

Because we know that professional development does not begin and end with the teachers, and education is an ever evolving industry the administration, office staff, parent coordinator, family workers and school aides will also continue to attend professional developments. Assistant principals will attend off site professional development alongside teachers; principal led professional development, and ELL/ELI workshops. Principal will also offer and provide a variety of professional development for teachers based on the needs assessed by coaches, consultants, teachers and administration actionable feedback.

### 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).
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.).

Family workers, parent coordinator, and social worker will collaborate with area preschool programs to provide joint parent workshops, information on academic programs and recruitment.

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.

Default on Measures of Student Learning: The MOSL committee consists of several teachers and an administrator selected to select Default Measures of Student Learning. Members of the MOSL committee discuss all options with staff and a collective decision is made as to what assessments should be selected to assess student progress and teacher practice. Teachers received professional development resources from the district on the administration of the exam and coaches provided professional development norming how to use the rubrics for NYC performance assessments with fidelity. Professional development on how to use data from these assessments for future planning has been and will continue to be provided by the MOSL coach assigned to our school as well as the Achievement Coach. Teachers will also continue to develop authentic real world assessments as they plan their curriculum units which will include rubrics and checklists.

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\(^1\). 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\(^2\). 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 A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$33,914</td>
<td>X</td>
<td>5A-5E</td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP
Title II, Part A | Federal | 95,463 | X |  
Title III, Part A | Federal | 3,621 | X |  
Title III, Immigrant | Federal | 14,030 | X |  
Tax Levy (FSF) | Local | 3,679,325 | X | 5A-5E

**Explanation/Background:**

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

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

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

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

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

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

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

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

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

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

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

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

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

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

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**Parent and Family Engagement Policy**

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. Sheridan Academy For Young Leaders, **09X457**, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

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

Sheridan Academy For Young Leaders will support parents and families of Title I students by:

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

- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;

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

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school’s Parent Involvement

Parental Involvement and School Quality

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

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

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

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

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

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

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

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

● provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, 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 state mandates under the Every Student Succeeds Act (ESSA);
● schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

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

Encouraging School-Level Parental Involvement

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

● holding an annual Title I Parent Curriculum Conference;

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

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

● supporting or hosting Family Day events;

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

● encouraging more parents to become trained school volunteers through the learning leaders;

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

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

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

School-Parent Compact (SPC)

Sheridan Academy For Young Leaders, 09X457, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities: High Quality Curriculum
Provide high quality curriculum and instruction consistent with 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

Requesting parent participation during our learning walks;

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:
Monthly calendars: date of distribution to parents: the first of every month

- Parent-teacher conference announcements: dates of distribution to parents:
- After-school program permission slips: date of distribution: October 2018
- Trip permission slips (dates will vary)
- New York State testing dates: date of distribution to parents: 4/1/2019

**Parent Involvement Policy (PIP)**

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. Sheridan Academy For Young Leaders, 09X457, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. The Sheridan Academy for Young Leaders will support parents and families of Title I students by:

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

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 of the Every Student Succeeds Act (ESSA);

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;

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

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

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- encouraging more parents to become trained school volunteers;

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

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

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

**School-Parent Compact (SPC)**

Sheridan Academy For Young Leaders, 09X457, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities

*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 state mandates;

  - Requesting parent participation during our learning walks;

*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;

*Provide parents reasonable access to staff by ensuring that they receive the following documents in their native languages:*

Monthly calendars: date of distribution to parents: the first of every month:

- Parent-teacher conference announcements: dates of distribution to parents:
- After-school program permission slips: date of distribution: October 2018
- Trip permission slips (dates will vary)
- New York State testing dates: date of distribution to parents: 4/1/2019
- ensure teachers survey parents native and/or choice of language that they prefer to receive information in order to anticipate the parent’s needs especially since our school’s language needs is:
  - English
  - Spanish
  - Bengali
  - Manding
  - Soninke
  - Twi
  - Arabic
  - French
  - Afrikaans

· 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;

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

- supporting parental involvement activities as requested by parents;

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

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

providing space and resources in order to plan and conduct monthly meetings.

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### II. Parent/Guardian Responsibilities

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

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

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

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

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

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

- encourage my child to follow school rules and regulations and discuss this Compact with my child;
· volunteer in my child’s school or assist from my home as time permits;

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

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

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

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

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

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

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

III. Student Responsibilities

Student Responsibilities:

· attend school regularly and arrive on time;

· complete my homework and submit all assignments on time;

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

· show respect for myself, other people and property;

· try to resolve disagreements or conflicts peacefully aligned with the 7 Habits of Highly Effective People and Positive Behavior Intervention System’s (PBIS) Agreements Be Respectful, Responsible, Fair, Courteous, and demonstrate Citizenship ;

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

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

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

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

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

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

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

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
</table>

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

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):
- Before school
- After school
- Saturday academy

Total # of ELLs to be served: _____

Grades to be served by this program (check all that apply):
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Total # of teachers in this program: _____

# of certified ESL/Bilingual teachers: _____

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

Describe the direct instruction supplemental program here and include the

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

---

**Begin description here: _____**

**Sheridan Academy For Young Leaders (SAYL) BEFORE, AFTER, AND SATURDAY ACADEMY Programs**

At the Sheridan Academy for Young Leaders (SAYL), our students are diverse and this diversity has a profound impact on our school culture. The student population at SAYL consists of 69.3% Hispanic, 28.5% Black/African, .63% White, 1.05% Asian, and 0.21% Multi-racial. Our ENL students make up 22% of our student population.

Our overriding new goal is to maintain high expectations for all our ENL and Immigrant students. We strive to provide them with high quality instruction that is rigorous and intensive. We have designed an intensive Saturday Academy program targeting ENL and immigrant students. This program is based on NYSESLAT performance levels and the Fountas and Pinnell Benchmark Assessment System to maintain high expectations for all our ENLs; in effect, we strive to provide them with high quality instruction. With this in mind, we have designed a rigorous and intensive After School Program and Saturday Academy program targeting ENLs, based on their performance on the NYSESLAT and the Fountas and Pinnell Benchmark Assessment System.

The targeted group for the After School Program includes: third, fourth, fifth graders performing at the transitioning and expanding levels of English proficiency as determined by the 2018 NYSESLAT scores. The Newcomers' group consists of students in grades three, four, and five performing at the entering and emerging levels of English proficiency as determined by their NYSITELL scores. The teaching staff for the After School Program consists of two certified ENL teachers and one certified Bilingual teacher. The After School Program will take place during the following days and hours: Wednesday and Thursday from 2:25 - 5:00 PM. The program will run from October 2018 until March 2019. It will consist of 35 sessions. Moreover, the After School Program includes one third/fourth grade class, one fifth grade class, and one class especially designed for newcomers. Each class will have approximately 12 to 15 students.

The teaching staff for the Saturday Academy program will consist of three certified ENL or Bilingual teachers. The Saturday Academy program will run from November 2018 to April 2019. There will be a total of 18 instructional and 2 planning sessions for a total of 20 sessions. The hours will be 8:30 am-12:30 pm. There will be one kindergarten class, one first grade, and one second grade class. Each class will have about 10 to 15 students.

Our instructional focus for the After School program and the Saturday Academy is to provide instruction designed to move students in the continuum of language proficiency levels, and to improve their academic skills. Furthermore, our teaching staff will provide quality instruction to our ELLs with a focus on the four modalities of language acquisition: listening, speaking, reading, and writing. In order to make content comprehensible, the teachers will use scaffolding strategies to facilitate student learning. The language of instruction for the after school program and Saturday Academy will be English. However, the newcomers will need home language support in order to acquire English. Since, all the newcomers' native language is Spanish; the teacher who will be teaching the newcomers class will be bilingual so that she can offer support in the students' native language (Spanish). Growth in students will be measured by...
Part B: Direct Instruction Supplemental Program Information

their performance on the 2018 NYSESLAT and the Fountas and Pinnell Benchmark Assessment System. Moreover, the parents of English language learners will receive letters in their preferred languages to inform them about the programs. The letters will also serve as permission slips to invite the ENLs to the Before After, and Saturday school programs. Each teacher will take attendance during each session. The attendance sheets and the permission slips will be kept in a binder in the main office.

The Getting Ready for the NYSESLAT from Attanasio and Associates will be purchased to prepare the students for the NYSESLAT. The Getting Ready for the NYSESLAT books are supplemental materials that will not be used in daily instruction. In addition, the following grades will use Getting Ready for the NYSESLAT: Kindergarten, first, second, third, fourth, and fifth. Our teachers were offered and attended professional development with a focus on the use and implementation of the instructional programs. Using the Getting Ready for the NYSESLAT, English Language Learners will take on higher-level comprehension skills and develop a deeper analysis of text at every grade level. Writing and conversations about books will be evidence-based, and academic vocabulary will be learned in all content areas. Personal narratives, while still an effective form of writing, will lead to more informational text.

The students will engage in the following activities: in speaking, the students will formulate letter-sound relationships (K and 1); visualize, activate prior knowledge; answer in complete sentences; have strategies for unknown words; use correct grammar while answering questions; and know and use grade-level vocabulary. In listening, the students will acquire appropriate grade level vocabulary; follow directions; separate extraneous and useful information; identify main idea and details; and identify and comprehend idiomatic expressions. In reading, the students will develop phonemic awareness/decoding; activate prior knowledge; make text-to-text and text-to-self connections; and read and comprehend in English on grade level. In writing, the students will develop a voice; edit; reread for meaning; use correct sentence structure, utilize a graphic organizer; and use use appropriate grammar and punctuation. Furthermore, the teachers and students will use the Individual Student Progress Chart that will allow them to see the progress being made on a particular set or subset.

Teachers in the Saturday Academy program will use the Orton-Gillingham, an instructional approach designed to help newcomers and struggling readers acquire and master the basic knowledge about language and its relationship to our writing system. The materials required to teach the Orton-Gillingham approach have already been purchased and are already being used in daily instruction in most classrooms. Teachers teaching the lower grades (K-2) will allot 40 minutes to an hour to teach phonics using the Orton-Gillingham approach. Children will learn the letters of the alphabet and their corresponding sounds. As children learn the alphabet, they will also learned the rules associated with the letters to aid them in writing words. the sequence of the lessons will be as follow:alphabet->Vowels->Vowels vs Consonants->concept of long and short vowels-> CVC-> cognates->CCVC, etc. As students master one skill, they will move to the next level.

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
Part C: Professional Development

Begin description here: ______

Professional Development

In accordance with our continued dedication to raising standards, the teaching staff at SAYL will participate in five Orton-Gillingham training sessions: an instructional approach designed to help newcomers and struggling readers acquire and master the basic knowledge about language and its relationship to our writing system.

IMSE (Institute of Multi-Sensory Education) Comprehensive Orton-Gillingham Training.
The Comprehensive training provides participants with an in-depth understanding of Institute of Multi-Sensory Education's Orton-Gillingham methodology over the course of 30 hours. Participants will be given the tools to incorporate multi-sensory strategies into an existing literacy curriculum. This professional development will have a profound impact on ENLs’ academic performance. The OG approach will teach teachers how to help ENLs and struggling readers use phonemic awareness and decoding skills; formulate letter-sound relationship, and develop strategies to decode unknown words.

Agendas and attendance sheets will be maintained in the main office. This professional development will be at no cost to the program.

K-3 Reading Proficiency for General and Special Education, Remedial, and English Language Learners (ENL)
The training sessions will take place over the course of 5 Saturdays. Additional training sessions will take place during the school day.

Topic 1: Phonemic Awareness and Beginning Orton-Gillingham Training
Date: November 2018
Rationale: the purpose of this session is to teach teachers how to implement phonemic awareness activities and basic practices of beginning reading.
Time: 8:30 AM-1:30 PM
Name of Provider: Ann Edwards, Orton-Gillingham consultant
Audience: Teachers from grades K-5

Topic 2: Phonemic awareness and Multi-sensory strategies for reading, writing and spelling (phonetic and non-phonetic words)
Date: November 2018
Rationale: the purpose of this session is to teach teachers how to implement phonemic awareness activities and basic practices of beginning reading.
Time: 8:30 AM-1:30 PM
Name of Provider: Ann Edwards, Orton-Gillingham consultant
Audience: Teachers from grades K-5

Date: December 2018
Rationale: the purpose of this session is to introduce teachers to the principles of IMSE's enhanced Orton-Gillingham method. After the training, teachers will master the fundamentals of multi-sensory instruction.
Time: 8:30 AM-1:30 PM
Name of Provider: Ann Edwards, Orton-Gillingham consultant
Audience: Teachers from grades K-5

Date: December 2018
Rationale: the purpose of this session is to introduce teachers to the principles of IMSE's enhanced Orton-Gillingham method. After the training, teachers will master the fundamentals of multi-sensory instruction.
Part C: Professional Development

Time: 8:30 AM-1:30 PM
Name of Provider: Ann Edwards, Orton-Gillingham consultant
Audience: Teachers from grades K-5

Date: December 2018
Rationale: the purpose of this session is to introduce teachers to the principles of IMSE's enhanced Orton-Gillingham method. After the training, teachers will master the fundamentals of multi-sensory instruction.

Time: 8:30 AM-1:30 PM
Name of Providers: Ann Edward, Orton-Gillingham consultant
Audience: Teachers from grades K-5

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: ______

Parent Engagement Activities

At the Sheridan Academy for Young Leaders, parent engagement is one of our main priorities. In effect, we offer outreach to the parents of our English language learners through letters, fliers, announcements, and Title III letters (translated in the parents' preferred languages) on a regular basis.

Moreover, our parent coordinator, Mr. Cedano meets and communicates with the parents on a daily basis. Every morning, Mr. Cedano makes himself available to answer questions and concerns regarding any issue that the parents may have about their children's education. If Mr. Cedano is unable to address the parents' concerns, he refers the parents to an administrator and/or teachers who can assist the parents. In addition to that, we have been using and continue to use the UFT Parent Engagement periods on Tuesday afternoons to meet with parents to discuss student progress and academic expectations. The parent coordinator and our School's PA president act in concert with the administrative team, The ENL coordinator, ENL teachers, and guidance counselors to find ways to better serve the parents of ENLs in our community. In addition, agendas, attendance sheets, and invitation to parents in their preferred languages will be maintained by the parent coordinator, Mr. Cedano will provide the Spanish translation during the workshops. However, Mr. Cedano will use the services of the Translation and Interpretation Unit to have two on-site interpreters available to assist the parents who speak Bengali, and Arabic.

1) Rationale: The purpose of this workshop is to teach parents how to increase their children’s interest in reading and writing through storytelling, read-aloud, and bookmaking.

Schedule and Duration: November 2018 from 8:45 AM -9:45 AM or 5:00 PM-6:00 PM.
### Part D: Parental Engagement Activities

**Topic covered:** Storytelling and Bookmaking  
**Name of providers:** Carlos Cedano, parent coordinator and consultant from Learning Leaders  
**How parents will be notified:** Letters translated in the parents preferred languages will be sent to the parents to inform them about the workshop.  
Mr. Cedano will hold face-to-face meetings with the parents to encourage them to attend and participate in the workshop.

2) **Rationale:** The purpose of this workshop is to give parents the opportunity to visit their children's classes in order to get acquainted with the teachers and the curriculum. The parents will be given an orientation during which they will be informed about the content curriculum and the school expectations for the 2017-2018 school year. The parents of ELLs will be especially encouraged to attend the orientation and visit their children's classrooms. The ELL parents will be invited to sit in and observe the strategies that the teachers use to make content comprehensible during instruction.  
**Schedule and Duration:** December 2018 from 9:00-11:00 am.  
**Topic covered:** A Day in My Child's Class  
**Name of providers:** Lisette Febus, Principal and Mr. Carlos Cedano, parent coordinator  
**How parents will be notified:** Letters translated in the parents preferred languages will be sent to the parents to inform them about the workshop.  
Mr. Cedano will hold face-to-face meetings with the parents to encourage them to attend and participate in the workshop.

3) **Rationale:** The purpose of this workshop is to inform parents about the benefits of the different models and programs; learn about the seal of bi-literacy; schedules; materials; and assessment.  
**Schedule and Duration:** September 2018 from 8:30 a.m.-10:30 a.m.  
**Topic covered:** All about The Dual Language Program (See Rationale)  
**Name of providers:** Mrs. Chiarello, ENL provider.  
**How parents will be notified:** Letters translated in the parents preferred languages will be sent to the parents to inform them about the workshop.  
Mr. Cedano will hold face-to-face meetings with the parents to encourage them to attend and participate in the workshop.  
This workshop will be covered by the Title III funds

4) **Rationale:** The purpose of this workshop is to teach parents how to help develop their children’s writing skills using different activities. Parents will also learn how to help their children with their writing homework.  
**Schedule and Duration:** December 2018 from 5:00 PM-6:00 PM.  
**Topic covered:** Help your Child Grow as a Writer  
**Name of providers:** Mr. Cedano, parent coordinator and consultant from Learning Leaders  
**How parents will be notified:** Letters translated in the parents preferred languages will be sent to the parents to inform them about the workshop.  
Mr. Cedano will have face-to-face meetings with the parents to encourage them to attend and participate in the workshop.  
This workshop will be covered by the Title III funds
### Part D: Parental Engagement Activities

---

### 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>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>09</td>
<td>Bronx</td>
<td>457</td>
</tr>
</tbody>
</table>

School Name: Sheridan Academy for Young Leaders

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisette Febus</td>
<td>Jose Gonzalez</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Raquel Pevey</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haycel Chiarello</td>
<td>Christina Ikwuazom</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Carlos Cedano</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mayra Villanueva</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leticia Rosario- Rodriguez</td>
<td></td>
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</tbody>
</table>

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>4</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>5</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>4</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>4</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</td>
<td>4</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>1</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>580</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of ELLs</td>
<td>114</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>19.66%</td>
</tr>
</tbody>
</table>

2018-19 CEP 62
### Part II: ELL Demographics

**A. ELL Programs**

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

Check all that apply:

- Transitional bilingual education program (TBE) [ ] Yes [ ] No
- Dual language program (DL) [ ] Yes [ ] No
- Freestanding ENL [ ] Yes [ ] No

If yes, indicate language(s):

- TBE
- DL

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

#### Bilingual Program Breakdown

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened [e.g., 2013-14]</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
<td>1</td>
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<td>0</td>
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<td>TBE</td>
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</tbody>
</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?

   Our school uses the Fountas and Pinnell program. It is used to determine baseline reading levels as well as monitor ongoing progress. A baseline writing assessment is also used to determine the students’ basic writing skills. For our students enrolled in the dual language program, we use the Fountas and Pinnell (Spanish version). In addition, the NYSESLAT, NYSITELL, iReadyEstrellita, TCRWP assessment results are also utilized to specifically assess ELLs; in fact, they present a broad view of students’ performance in the four spectrums of Reading, Writing, Listening and Speaking.

   Based on the mentioned assessments, we have determined the following: in the areas of Listening and Speaking, our students are performing at the Entering, Emerging, Transitioning and Expanding levels of proficiency; while in the areas of Reading and Writing they are mostly Entering, Emerging, and Transitioning and very few are Expanding. The results of the data help inform our instructional plan and prescribes the need for a strong balanced literacy program.
2. **What structures do you have in place to support this effort?**
   Teachers will be engaged in Professional development focusing on lesson planning and the implementation of ESL (e.g. QTEL) strategies to support ENL students.

3. **What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?**
   We have been using the results of the NYSESLAT to measure progress in Reading, Writing, Listening, and Speaking. We also use the Fountas and Pinnell assessment kit, as well as teacher-made formative and summative assessments to measure progress. We expect to see students gain a proficiency level from year to year and to eventually reach proficiency and test out.

4. **What structures do you have in place to address interventions once the summative data has been gathered?**
   Small group instruction by Orton Gillingham and Estrellita Teachers

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*.]
   The Sheridan Academy for Young Leaders (PS 457x) uses data in a strategic way to instructionally support English Language Learners. The school engages in progressive data collection throughout the year using assessments aligned to the Common Core Learning Standards. In the area of English Language Arts the Sheridan Academy uses the Fountas and Pinnell Reading Assessment system for grades K-2 and IReady Reading Assessment to assess literacy skills of students in grades 3-5. The school uses these programs to track student progress in the reading areas of:
   - phonemic awareness
   - decoding
   - Accuracy
   - Fluency
   - Comprehension

   Sheridan Academy uses a progress monitoring benchmark tool to determine the aptitude levels of its students. Based on this tool, we assess our entire student body three times a year. If students are not performing at or above grade level during any time of the standard reading assessment periods, they are additionally assessed to further identify, track, and remediate deficiencies in reading. ELL students in our self-contained classes are closely monitored and receive added support as needed in small groups, by an additional ENL teacher or a certified bilingual teacher.

6. **What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs?** ([Refer to the *ELL Data Analysis Tool* and RLAT from ATS].)
   The data from the NYSESLAT and the NYSITELL reveal that in the areas of Listening and Speaking, our students are performing on the Entering, Emerging, Transitioning and Expanding levels of proficiency; while in the areas of Reading and Writing they are Entering, Emerging, and Transitioning.

7. **What structures do you have in place to disseminate these findings in order to make adjustments to your programs?**
   The administration meets with teachers and grade level teacher teams to review student performance using formative and summative data sources.

---

**Part IV: ELL Programming**
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.
      
      1a. We use the push-in model to implement integrated ENL and stand-alone instruction. The ENL teachers work in concert with the classroom teacher to plan lessons. However, the ENL teachers use effective research-based ESL/ENL strategies to make content comprehensible for the students. These strategies increase comprehension, learning, and interaction through modeling, acting out, gesturing, showing diagrams, and doing hands-on activities and experiments. In addition to that, the ENL teachers and the classroom teachers have opted to use a parallel co-teaching approach to deliver ENL instruction. For example, the classroom teacher teaches the non-ELLs in one group while the ENL teacher provides instruction to the ELLs. The students from grades 2-5 are grouped heterogeneously based on their proficiency levels. For instance, fourth and fifth grades, the students performing at the Transitioning and Expanding level of proficiency are grouped together to receive 180 minutes a week of ENL instruction. Our students who are performing at the Entering and Emerging level of proficiency are grouped in the same class to receive 360 minutes a week of ENL instruction. Furthermore, the students who have tested out of ENL in the past two years are grouped homogeneously to receive 90 minutes on Integrated ENL services weekly.

   b. TBE program. If applicable.
      
      We do not have a Transitional Bilingual Education program this year.

   c. DL program. If applicable.
      
      In our Dual Language program, we use a 50/50 model. We have two dual language classes in Kindergarten and two dual language classes in first grade. One teacher teaches in English while the other teacher teaches in Spanish. The children travel between the two classes depending on the day. The curriculum is presented bilingually and is divided into distinct blocks of time; for example, day one in English, day two in Spanish, day three in English, etc.

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)?
      
      At Sheridan, we currently have 114 ELLs. They are divided into groups and they are serviced by the two program models: Dual Language and Integrated ENL.
      
      • In the Dual Language programs, we have 26 ELLs in kindergarten and first grade who are serviced by 2 certified bilingual teachers.
      
      • In the Integrated ENL Program, we have 88 ELLs being serviced by two certified ESL teachers and one bilingual teacher, using Push-in model. In the Integrated ENL Program (K-5th Grade) instruction is delivered according to the mandated number of instructional minutes. Students receive:

        Entering = 2 units of integrated and standalone ENL (360 minutes) per week
        Emerging = 2 units of integrated and standalone ENL (360 minutes) per week.
        Transitioning = 1 unit of integrated ENL (180 minutes) per week.
        Expanding = 1 unit of integrated ENL (180 minutes) per week.
        Commanding = .5 unit of integrated ENL (90 minutes) per week.

        In our Dual Language program, we use a 50/50 model. We have two dual language classes in Kindergarten and two dual language classes in first grade. One teacher teaches in English while the other teacher teaches in Spanish. The children travel between the two classes depending on the day. The curriculum is presented bilingually and is divided into distinct blocks of time; for example, day one in English, day two in Spanish, day three in English, etc.

2a. Free-Standing Integrated and standalone ENL (Push-In) Model:

At Sheridan Academy we work on a 50 minute block of instruction. ELLs performing at the Entering and Emerging levels of
proficiency are serviced for a period of 100 minutes per day/4 days a week with a total of 400 minutes per week, while students performing at the Transitioning and Expanding levels of proficiency are serviced for 50 minutes per day/4 days a week with a total of 200 minutes per week. We are surpassing the mandated daily minutes of ENL instruction to our ELL population. Using ENL methodology and strategies, we address the four modalities of language acquisition: Listening, Speaking-Based Learning; Cooperative Learning; Information Processing, the ReadyGen Program, and Teaching Matters program to foster literacy independence.

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.

At Sheridan, we currently have 114 ELLs. They are divided into groups and they are serviced by the two program models: Dual Language and Free-Standing.

2a. Free-Standing ENL (Push-In) Model:
At Sheridan Academy we work on a 50 minute block of instruction. ELLs performing on the Beginner and Intermediate levels of proficiency are serviced for a period of 100 minutes per day/4 days a week with a total of 400 minutes per week, while students performing at the Advanced level of proficiency are serviced for 50 minutes per day/4 days a week with a total of 200 minutes per week. We are surpassing the mandated daily minutes of ESL instruction to our ELL population. Using ESL methodology and strategies, we address the four modalities of language acquisition; Listening, Speaking-Based Learning; Cooperative Learning; Information Processing, the ReadyGen Program to foster literacy independence.

Dual Language Model:
In our Dual Language program, we use a 50/50 model. We have two dual language classes in Kindergarten and two dual language classes in first grade. One teacher teaches in English while the other teacher teaches in Spanish. The children travel between the two classes depending on the day. The curriculum is presented bilingually and is divided into distinct blocks of time; for example, day one in English, day two in Spanish, day three in English, etc. The certified ENL teacher uses the ENL methodology and strategies. As a matter of fact, the teacher addresses the four modalities of language acquisition; Listening, Speaking-Based Learning, Cooperative Learning, Information Processing, and the ReadyGen Program to foster literacy independence.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
We appropriately evaluate our Spanish speaking ELLs who are in the dual language classes by using the Fountas and Pinnell in Spanish to assess them in their native languages. However, for the other languages, Mandingo, French, Twi, Fulani, Bengali and other languages, we do not offer any assessment.

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

6a. We do not have any SIFE students this year.

6b. We have an intensive After School Program for Newcomers. This program services the ELLs in small groups (11 max. per/class) for 3 hours/two days a week and will run from November 2017 until April 2019. We will also hold a Title III Saturday Academy which will begin in November 2017 prolonged approach in an effort to address the four modalities of language acquisition; Listening, Speaking, Reading and Writing.

• ESL/ENL methodology is used to make content comprehensible, including phonics instruction, sight vocabulary, as well as teaching content-specific vocabulary. We also use the Total Physical Response approach as well as modeling during instruction to enhance comprehension. To top it off, visuals are also displayed on the classroom walls to foster language acquisition. Visual technology is also utilized, in building/enhancing grade level appropriate skills that students may be lacking.
• A variety of authentic assessment procedures are periodically utilized (including portfolios, rubrics, performance-based assessment) to assess ELLs and to evaluate learning styles, strengths and strategies. In addition, we also use the Fountas and Pinnell program, to determine baseline Reading levels as well as monitor ongoing progress. Furthermore, to determine their baseline writing skills, a Baseline Writing assessment is also conducted. The various assessments are geared toward improving instructional methodology and student performance; both in their regular classrooms and on the NYSESLAT exam.
• On the whole, a balanced literacy approach is used in teaching our ELLs. This ensures that they don’t miss out on any skills that their fellow native English Language speakers may be acquiring/may have acquired. At Sheridan, our ESL/ENL program is implemented with the goal of not only having students pass the NYSESLAT exam, but also equipping ELLs with the language and scholastic skills that they need to succeed academically.

6c. Supplementary support is provided in small groups using differentiated instruction for our ELLs that have received service 4 to 6 years. We have started an intensive After-School program, tailored to their needs, with the goal of helping them reach English-proficiency on the NYSESLAT test. This program services the ELLs in small groups (11 max. per/class) for 3 hours/three days a week and runs from November 2017 until April 2019. The focus is on Reading Comprehension and Writing, using NYSESLAT Test Prep, Writing, and Reading, as ESL/Literacy program. In addition, we also started a Title III Saturday Academy in November 2017 for all ELLs. The program will run for 4 1/2 hours, every Saturday, for a period of 15 weeks. The focus will be on quality instruction using ESL/ENL methodology and strategies to improve Reading and Writing. We will cover all content areas ensuring an alignment with the Common Core Standards.

6d. Supplementary support is provided in small groups using differentiated instruction for our four long-term ELLs. We have started an intensive After-School program, tailored to their needs, with the goal of getting them to English-proficiency on the NYSESLAT exam. This program services the ELLs in small groups (11 max. per/class) for 3 hours/three days a week and runs until April 2014. The focus is on Reading Comprehension and Writing, using the Finish Line for ELLs, Writing, and Reading, as ESL/Literacy program. In addition, we will also be starting a Title III Saturday Academy in November 2014 for all ELLs. The program will run for 4 hours, every Saturday, for a period of 10 weeks. The focus will be on quality instruction using ESL methodology and strategies to improve Reading and Writing. We will cover all content areas ensuring an alignment with the Common Core Standards.

pronged approach, we address the four modalities of language acquisition; Listening, SpeakingBased Learning; Cooperative Learning; and Information Processing. We also differentiate instruction using small groups and through independent activities. The former ELLs will also be invited to attend the After School and Title III Saturday Academy Programs

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?

To provide access to academic content areas and accelerate English language development, teachers use various ESL strategies which include scaffolding, use of graphic organizers, visuals, glossaries, laptops for reading and writing. This is in addition to the traditional strategies used to teach ELLs and Special Education students. To meet the diverse needs of ELL-SWD, the teachers make sure that the students receive modified instruction tailored to meet their IEP goals through the Reading and Writing program Teaching Matters. ELLs with special needs are assessed based on the annual goals and testing accommodations stated on their IEPs. In addition, ELLs with special needs are given specific, direct and intensive remedial instruction. In fact, the lessons are specific, directed, and intensive remedial instruction designed to help the students meet their annual goals. ELLs identified as having special needs are given modified instruction and assessed based on their IEP goals and testing modifications.

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?

A concerted effort is made to prepare ELL-SWD for success in the least restrictive environment. Content area teachers are provided with some content materials which support all student learning by providing rigorous curriculum as is mandated by CCLS. Classes are scheduled to go into the computer lab or have laptops and iPads brought to the classroom for accessing online content. Accommodations are made by teachers to ensure maximum benefit of the instructional time in the class. Also, Teachers work collaboratively to plan a coherent curriculum across the grades. Moreover, teachers are provided
with double preparation time weekly to analyze the students' data. Teachers group students based on their academic needs by targeting and accommodating their learning styles. Students in need of more tactile activity are grouped accordingly. Teachers also use the guided reading and guided math approach within the ELA and math block.

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.

Term ELLs based on their performance on the NYSESLAT. This program services the ELLs in small groups (11 max. per/class) for 3 hours/three days a week and runs from November 2017 until April 2019. Our focus is to help them achieve English proficiency on the NYSESLAT test this year. We concentrate on building/enhancing Reading Comprehension and Writing skills, using Finish Line for ELLs, Reading, and Writing, as ESL/Literacy program. We also started a Title III Saturday Academy in November 2013 for all ELLs. The program will run for 4 hours, every Saturday, for a period of 12 weeks. The focus will be on Reading and Writing. In math, social studies and science, we will implement interdisciplinary lesson as mandated by state requirements during the instructional day and extended time through an afterschool program. All intervention services are provided in English. Our overarching goal is to accelerate English proficiency within a three year period, while improving overall academic performance.

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

We have purchased three different programs to enhance literacy skills in all our students: Words Their Way, Time for Kids, and Teaching Matters for the whole school. To increase the effectiveness of our Dual Language program, our school has purchased new kits to enhance language and comprehension skills in content areas; we are looking into enhancing our leveled classroom libraries (Spanish), content libraries (Spanish), leveled Science sets (Spanish), as well as a purchasing a Dual language Math collection. These programs are all aligned with the Core Curriculum Standards.

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

We do not plan to discontinue any of our programs/services for ELLs.

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

We offer our ELLs equal access to all school programs, including extended day classes, art program, gardening, sports program, cookshop classes, and the student council. Also, ELLs are invited to an intensive After School Program that will begin in November 2017 servicing the ELLs in small groups (11 max. per/class) for 3 hours/three days a week and runs until April 2019. Moreover, we will invite them in a Title III Saturday Academy that will begin in November 2017. The program will run for 4 hours, every Saturday, for a period of 12 weeks. The focus will be on quality instruction using ESL methodology and strategies to improve Reading and Writing. We will cover all content areas ensuring an alignment with the Common Core Standards.

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.

s, On Our Way to English, a resource that covers the four spectrums of language acquisition, Reading, Listening, Speaking based classroom resource designed to teach students how to work with informational texts; students learn about features of informational texts and are taught how to write and respond to such texts.

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

In our Dual Language program, we use a 50/50 model. We have two dual language classes in Kindergarten and two dual language classes in first grade. One teacher teaches in English while the other teacher teaches in Spanish. The children travel between the two classes depending on the day. The curriculum is presented bilingually and is divided into distinct blocks of time; for example, day one in English, day two in Spanish, day three in English, etc. For the other newcomers who speak languages such as, Mandingo, French, Twi, Fulani, and Bengali, all instruction is delivered in English, using ESL strategies to ensure comprehension. If necessary, the teachers will the Language and Translation services to translate some documents such as: homework.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
Sheridan Academy believes and asserts that all supports, resources, and classroom materials must be authentic and developmentally appropriate for age and grade level. Therefore, all language services correspond to ELLs ages and grade levels.

15. If your school shares a building (co-location), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

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).

17. What language electives are offered to ELLs?

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)?

In our Dual Language program, we use a 50/50 model. We have two dual language classes in kindergarten and two dual language classes in first grade. One teacher teaches in English while the other teacher teaches in Spanish. The children travel between the two classes depending on the day. The curriculum is presented bilingually and is divided into distinct blocks of time; for example, day one in English, day two in Spanish, day three in English, etc. All the academic subjects such as reading, writing, math, science, and social studies are taught in both English and Spanish using the 50/50 model as explained above. Emergent literacy is taught in both English and Spanish.

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?
   1. ELL teachers and service providers participate of a series of professional development opportunities throughout the school year in and out of the school building (i.e. small group instruction, leveling libraries, testing modifications and data analysis).

4. We provide professional development for all staff. The training includes identification of ELLs, teaching strategies to support ELLs and tips on how best to prepare ELLs for the NYSESLAT and all NYS exams. We use the NYSESLAT Sampler and the NYS Rubrics as tools to drive instruction. At these workshop trainings, attendance is taken and records are maintained as evidence of meeting the requirement.

The ENL and bilingual teachers will attend the ELL specific workshops offered by OELL (Office of ELLs) throughout that school year.
2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

In order to assist ELLs as they transition from elementary to middle school, the ELLs are encouraged to visit the middle school with their parents; the teachers organize a Career Day during which the students meet professionals from various careers; and our school started departmentalization of the content areas such as math and reading in grades 4-5 to give students a glimpse of what to expect in middle school.

In order to meet the professional development requirement as per CR Part 154.2, the compliance teacher, Mrs. Taveras, specific professional development for all teachers. These professional development sessions meet 15% of total hours for all teachers. The agendas and attendance sheets for the PD sessions will be kept by both the assistant principal supervising ENL teachers, Mr. Gonzalez and the compliance teacher, Mrs.

To meet the professional development requirements as per CR Part 154.2, 50% of total hours for bilingual education and ENL teachers, the teachers will attend the various workshops offered by the Office of English Language Learners. The agendas and attendance sheets for the professional development sessions will be kept by both the assistant principal supervising the ENL teachers, Mr Gonzalez and the compliance teacher, Mrs Chiarello.

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?

During the parent engagement period on Tuesdays, parents are invited to come to the school to discuss their children academic progress with the teachers. Sometimes, in lieu of a face-to-face meeting, the ELL teachers give the parents a phone call to inform them about their child academic performance, language development progress, and language development needs in ELA. The staff will use the Language and Translation Services to interpret for parents who speak other languages.

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

Parental involvement is a top priority at Sheridan Academy for Young Leaders. We believe that the success of our students, their family, and our community is based on a partnership to move our children forward to succeed in life. Therefore, we seek opportunities to involve parents in our school life. We have the School/Parent Compact program which is a contract between the school, the parents and the student. The goal of this program is to involve the parents and the students in our walk toward achieving high academic standards. The contract involves some responsibility from the parents, the school and the students. The parents have responsibilities such as, getting their children to bed early, making classroom. The child has such duties like, following directions from teachers and staff, doing homework every day, asking knowledge of the curriculum and standards for all content areas. For our ELL parents in particular, we offer NYSESLAT test workshops to inform them on what they need to know to help prepare their students for the test.

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

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

**School Name:** Sheridan Academy for Young Leaders  
**School DBN:** 09X457  

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisette Febus</td>
<td>Principal</td>
<td></td>
<td>07/24/17</td>
</tr>
<tr>
<td>Jose Gonzalez</td>
<td>Assistant Principal</td>
<td></td>
<td>07/24/17</td>
</tr>
<tr>
<td>Carlos Cedano</td>
<td>Parent Coordinator</td>
<td></td>
<td>07/24/17</td>
</tr>
<tr>
<td>Haychel Taveras</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>07/24/17</td>
</tr>
<tr>
<td>Martha Serrano</td>
<td>Parent</td>
<td></td>
<td>07/24/17</td>
</tr>
<tr>
<td>Zunilda Rosa</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>07/24/17</td>
</tr>
<tr>
<td>Isabel Cancel</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>07/24/17</td>
</tr>
<tr>
<td>Henry Nunez</td>
<td>Coach</td>
<td></td>
<td>07/24/17</td>
</tr>
<tr>
<td>Elizabeth Delgado</td>
<td>Coach</td>
<td></td>
<td>07/24/17</td>
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<tr>
<td>Christina Ikwuazom</td>
<td>School Counselor</td>
<td></td>
<td>07/24/17</td>
</tr>
<tr>
<td>Leticia Rodriguez Rosario</td>
<td>Superintendent</td>
<td></td>
<td>07/24/17</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
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<td>Other _____</td>
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**2018-2019 Language Translation and Interpretation Plan for Parents**

*Requirement under Chancellor’s Regulations A663 for all schools*

**DBN:** 9X457  **School Name:** Sheridan Academy for Young Leaders  **Superintendent:** Leticia Rodrigu

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>Carlos</td>
<td>Cedano</td>
<td>Parent Coordinator</td>
<td>no</td>
<td>yes</td>
</tr>
</tbody>
</table>

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

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

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

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

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

At Sheridan Academy for Young Leaders, we use different types of data and methodologies to assess the language preferences of the parent community for both written and oral communication. The data and methodologies include, but not limited to:

A) administering the Home Language Identification Survey to parents

B) conducting interviews with both parents and students to determine the parents' language preference. For instance, we encourage all parents to complete Part 3, Parent Information from the Home Language Identification Survey to discern the parents' preferred language. Many of our staff members are fluent in Spanish and French; therefore, they assist in interviewing the parents during the registration process.

C) Generating and reviewing up-to-date ATS reports that contain the parents' language preference.
D) Collecting language preference data from Emergency Contact Cards.

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>ADANGME</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.21</td>
</tr>
<tr>
<td>AFRIKAANS</td>
<td>3</td>
<td>0.63</td>
<td>2</td>
<td>0.42</td>
</tr>
<tr>
<td>ARABIC</td>
<td>3</td>
<td>0.63</td>
<td>3</td>
<td>0.63</td>
</tr>
<tr>
<td>BENGALI</td>
<td>7</td>
<td>1.47</td>
<td>7</td>
<td>1.47</td>
</tr>
<tr>
<td>EWE</td>
<td>1</td>
<td>0.21</td>
<td>2</td>
<td>0.42</td>
</tr>
<tr>
<td>FRENCH</td>
<td>2</td>
<td>0.42</td>
<td>1</td>
<td>0.21</td>
</tr>
<tr>
<td>MANDINKA</td>
<td>3</td>
<td>0.63</td>
<td>4</td>
<td>0.84</td>
</tr>
<tr>
<td>MALAGASY</td>
<td>1</td>
<td>0.21</td>
<td>1</td>
<td>0.21</td>
</tr>
<tr>
<td>MANDARIN</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.21</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>232</td>
<td>48.84</td>
<td>228</td>
<td>48.00</td>
</tr>
<tr>
<td>SPANISH</td>
<td>220</td>
<td>46.32</td>
<td>223</td>
<td>46.95</td>
</tr>
<tr>
<td>SOINIKE</td>
<td>3</td>
<td>0.63</td>
<td>2</td>
<td>0.42</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.

Currently our preferred language is mostly Spanish and English. We do not have 10% of any other language.

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>Annually, school documents that require translation are distributed throughout the year to our school families. Many methods of communication are offered to all</td>
<td>08/01/2017&lt;br&gt;09/07/2017</td>
<td>Mr. Cedano is fully bilingual and can translate flawlessly from English to Spanish and from Spanish to English. When she encounters a word that it is difficult to translate, a translation</td>
</tr>
</tbody>
</table>
parents in English and Spanish, unless stated otherwise on the ATS report. Some of these methods are orientations, conferences, monthly calendars regarding parent activities, brochures, postings throughout the school, letters, conduct handbook, agendas, testing dates, parent information meetings regarding curriculum and support. And DOE communication as well.

| Communication sent home on a monthly basis: School Calendar of events; and curricula Newsletters. | 09/07/2017 | 09/29/2017 | 10/31/2017 | 11/30/2017 | 12/22/2017 | 01/31/2018 | 02/28/2018 | 03/29/2018 | 04/30/2018 | 05/31/2018 | 06/22/2018 | Mr. Cedano is fully bilingual and she can translate flawlessly from English to Spanish and from Spanish to English. When she encounters a word that it is difficult to translate, a translation program is used online, such as google translate and online dictionary.com. For other languages, i.e., French, Bengali, Arabic, and Soninke, she utilizes DOE Translation Unit |
| Welcoming Letter to Parents | 08/01/2017 | Letter sent in English and Spanish to parents. |
| DOE Communications | 09-07/2017-06/26/2018 | DOE usually provides communication in all designated languages. |

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>Some face-to-face meetings that happen throughout the school year include parent-teacher conferences or curriculum nights</td>
<td>08/01/2017</td>
<td>09/07/2017</td>
</tr>
</tbody>
</table>
conferences that occur (September, November, March, and May), mandated Tuesdays parent-teacher meetings, Coffee with the Principal Meeting, which takes place once a month, guidance counselor meetings for preparation, Middle School Application process, intervention, academics, referrals, crisis, etc, phone calls from attendance teacher and general office, workshops for parents by teachers and parent coordinator.

<table>
<thead>
<tr>
<th>Date</th>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/30/2017</td>
<td>12/22/2017</td>
<td>01/31/2018</td>
</tr>
<tr>
<td>02/28/2018</td>
<td>03/29/2018</td>
<td>04/30/2018</td>
</tr>
<tr>
<td>05/31/2018</td>
<td>06/22/2018</td>
<td></td>
</tr>
</tbody>
</table>

AND
Every Tuesdays during Parental Engagement Time for those parents that come.

**Parent-Teacher Conferences**

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/28/2017</td>
</tr>
<tr>
<td>11/30/2017</td>
</tr>
<tr>
<td>03/15/2018</td>
</tr>
<tr>
<td>05/10/2018</td>
</tr>
</tbody>
</table>

Parent-Teacher Conferences are:

Due to the fact that we are an ESL and part dual language servicing, our teachers do their own translation. For those parents that do not speak either language, teachers arrange DOE translator via the phone.

**Appointment with Parents**

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>09-07-2017</td>
</tr>
<tr>
<td>01-01-2018</td>
</tr>
</tbody>
</table>

Teachers provide the translation to parents during Face-to-Face meetings.

**Parental Engagement Time**

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>09-07-2017</td>
</tr>
<tr>
<td>06-01-2018</td>
</tr>
</tbody>
</table>

Every Tuesdays from 2:20 to 3:35 pm, parents are
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Due to the fact that we have ESL Self Contained classes, we require ESL and bilingual certified and Speak English and Spanish and can do their own translation. For those families that do not Speak English or Spanish, we utilize the DOE Translation Unit and provide translation via the phone with a licensed translator.

**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.

Our school is a fully has ESL push-in, pull-out, and Dual Language classes where the staff speaks English and Spanish providing our parents with the translation needed. For those parents that do not speak English or Spanish, the staff knows to call the DOE Translation Unit to acquire a licensed translator.

**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..)

PS 457X will fulfill parental notification requirements for translation and interpretation services by sending the Parents’ Guide to Language Access to the parents. The Welcome Poster will be posted throughout the school to ensure that parents are aware and reminded of the translation and interpretation services. Finally, the Language ID Guide will be displayed at the security desk and main office. Our school fulfills all requirements listed above by using the website of Rules and Policies to access multiple translation documents and post them at the entrance of the school and provide additional information with the parent coordinator.

**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?
At the end of the school year, the school will distribute surveys to the parents that have used the translation and interpretation services to garner feedback on the quality and availability of the services. Surveys are given after orientations and meetings with parents. Parent involvement on the Leadership Team and access through parent coordinator and PA are also pathways to receive feedback from parents.