2018-19
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): 07X500
School Name: HOSTOS-LINCOLN ACADEMY OF SCIENCE
Principal: NICHOLAS PAARLBerg
School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

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

Section 8: Title I Program Information

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

### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Hostos-Lincoln Academy of Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>07X500</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>320700011500</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>6-12</td>
</tr>
<tr>
<td>School Address:</td>
<td>600 St. Ann’s Avenue Bronx, NY 10451</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-402-5640</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-402-5645</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Nicholas Paarlberg</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:hpaarlberg@schools.nyc.gov">hpaarlberg@schools.nyc.gov</a></td>
</tr>
</tbody>
</table>

### Principal: Nicholas Paarlberg

### UFT Chapter Leader: Theresa Stillwell

### Parents’ Association President: Rafaela Cruz

### SLT Chairperson: Nicholas Paarlberg

### Title I Parent Representative (or Parent Advisory Council Chairperson): Maria Jimenez

### Student Representative(s): Tatiana Nunez, Angel Torres

### CBO Representative: Rocio Rayo

## District Information

| Geographical District: | 7 - Affinity Schools CUNY/UA |
| Superintendent: | Fred Walsh |
| Superintendent’s Office Address: | 333 7th Avenue, New York, NY |
| Superintendent’s Email Address: | fwalsh@schools.nyc.gov |
| Phone Number: | 212-356-3939 |
| Fax: | 212-356-7514 |
Field Support Center (FSC)

<table>
<thead>
<tr>
<th>Affinity</th>
<th>Executive Director: Alexandra Anormaliza</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSC:</td>
<td>Executive Director's Office Address: 131 Livingston Street, room 606 Brooklyn, NY 11201</td>
</tr>
<tr>
<td></td>
<td>Executive Director's Email Address: <a href="mailto:aanorma@schools.nyc.gov">aanorma@schools.nyc.gov</a></td>
</tr>
<tr>
<td></td>
<td>Phone Number: 718-935-5618</td>
</tr>
<tr>
<td></td>
<td>Fax: 718-935-5941</td>
</tr>
</tbody>
</table>
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) 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 SCEP, 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>
</tr>
</thead>
<tbody>
<tr>
<td>Nicholas Paarlberg</td>
<td>*Principal or Designee</td>
</tr>
<tr>
<td>Theresa Stillwell</td>
<td>*UFT Chapter Leader or Designee</td>
</tr>
<tr>
<td>Rafaela Cruz</td>
<td>*PA/PTA President or Designated Co-President</td>
</tr>
<tr>
<td>Nancy Fernandez</td>
<td>DC 37 Representative (staff), if applicable</td>
</tr>
<tr>
<td>Maria Jimenez</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
</tr>
<tr>
<td>Tatiana Nunez</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
</tr>
<tr>
<td>Angel Torres</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
</tr>
<tr>
<td>Rocio Rayo</td>
<td>CBO Representative, if applicable</td>
</tr>
<tr>
<td>Hermes Contero</td>
<td>Teacher</td>
</tr>
<tr>
<td>Darling Pacheco</td>
<td>Teacher</td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Monica Terron</td>
<td>Parent</td>
</tr>
<tr>
<td>Zoraida Martinez</td>
<td>Parent</td>
</tr>
<tr>
<td></td>
<td>Parent</td>
</tr>
<tr>
<td></td>
<td>Member/</td>
</tr>
<tr>
<td></td>
<td>Student</td>
</tr>
<tr>
<td></td>
<td>Student</td>
</tr>
<tr>
<td></td>
<td>Member/</td>
</tr>
<tr>
<td></td>
<td>Member/</td>
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<td></td>
<td>Member/</td>
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<td></td>
<td>Member/</td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, 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.

The process of developing and implementing the SCEP is aligned to the Framework for Great Schools. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP 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 has established programs to strengthen ties between schools and communities, and is giving teachers and students supports 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 SCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint for continuous improvement 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 increase 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 (5) 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.

The Six Elements of the Framework for Great Schools

<table>
<thead>
<tr>
<th>Rigorous Instruction</th>
<th>Supportive Environment</th>
<th>Collaborative Teachers</th>
<th>Effective School Leadership</th>
<th>Strong Family-Community Ties</th>
<th>Trust</th>
</tr>
</thead>
<tbody>
<tr>
<td>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>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
<td>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>
<td>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>
<td>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>
<td>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>

Accountability Tools 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 informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Rubric, School Quality Guide and other quantitative and qualitative data tools.

NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools called the Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All current Priority and Focus Schools and Focus Districts must use the tool; districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement
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 2017-18 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. Structures 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 SCEP, 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 SCEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for SCEP 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:** In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), and other qualitative and quantitative data.

• **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

• **Step 6:** 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 7:** 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: SCEP Overview

1. What is your school’s mission statement?

**School Mission:** Hostos-Lincoln Academy of Science is a seven-year early college secondary school in collaboration with Hostos Community College, providing college readiness and access to college level courses, offering students of the South Bronx with an opportunity to graduate from high school with an Associates Degree from Hostos Community College in four years.

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.

An early college secondary school, where all members of the school community promote the ideals of high expectations and high standards as prerequisites for achievement, in both the academic and personal lives of our students. Our collaboration with Hostos Community College, our challenging curriculum, small class sizes, after school and Saturday tutoring, extra-curricular activities, and parent participation give our students the environment and support to become confident and independent learners to meet the demands of their future college education.

**Educational Context:**

- Hostos-Lincoln Academy is a 6th grade - 12th grade early college secondary school located in the South Bronx (District 7)
- Average median income: $20,000

**Hostos-Lincoln Academy Context:**

- Hostos-Lincoln’s 6th grade is composed of approximately seventy-five District 7 students
- 87% of Hostos 6th graders continue into the 9th grade
- Hostos-Lincoln Academy of Science high school graduation rate: 88%
- 49% of the 2018 graduating class also received an associate's degree from Hostos Community College

Consistently ranked as one of the top schools in New York City students have the opportunity to graduate with a high school diploma and an associate’s degree from Hostos Community College within four years. We look at our school as a seven year process beginning in 6th grade. Located in the South Bronx, we provide a supportive learning environment that addresses social and academic maturation as the cornerstone for success within the early college model. In order to address the inherent academic deficiencies and the social-emotional needs of our incoming students we have a literacy curriculum that supports their academic and social maturation. During 8th grade our students take Regents exams in U.S. History, Earth Science, and the Spanish Proficiency Exam. In addition to our early college program we provide a comprehensive creative writing program. Our literary magazine, *Mindframe*, has won national recognition with many of our students taking top honors in writing competitions. Our playwriting/screenwriting program has also received national recognition with some of our students honored with scholarships and internships. The theater program partners with Hostos Community College, Teatro LaTea, and the Praegones Theater for our school productions. Our science program offers students the opportunity to team with college professors and compete in local and national competitions. Our science team has been published in academic journals and presented findings at national biological conferences.

We supply a comprehensive college readiness program from 6th grade through 12th grade. Our students and parents participate in an extensive college counseling program. Our graduates attend a variety of colleges: Columbia, Union, NYU, Barnard, Syracuse, Skidmore, SUNY, and CUNY. Our teachers are life-long learners. The school’s community
atmosphere draws upon the many and varied talents of the staff. We have award-winning authors, musicians, artists, actors, and mathematicians. The student-centered focus will find teachers who consistently expand the spectrum of learning for each student. In addition to the typical foundation of graduation requirements, our students take classes in creative writing, poetry, playwriting, screenwriting, law, music, drama, and technology. Students may take college classes that range from psychology, environmental science to acting. Students can be found after school learning self-defense, playing guitar, or mixing music. Our pedagogical methods range from the didactic to the constructivist. There may be a lecture in one classroom, a student power point presentation in a second, and book club meeting in the third. In all cases, it is about empowering students to discover the joy in learning.

We have an extensive collaborative system that supports our academic and social maturation vision: CUNY, Hostos Community College, Joe Torre Foundation, Liberty Partnership, Atlantic Theater Company, Houses on the Moon, Signature Theater, Scenarios U.S.A., Bronx Connect, Everfi, and the Early College Initiative.

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

Students, specifically special education (27.4%) and ELL entering below grade level in literacy and math skills in need of differentiated instruction and formative assessment for academic growth.

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.

During the 2017-2018 year we focused on small group instruction and parent involvement, making significant gains through rigorous instruction and strong family-community ties, raising our ELA proficiency to 50% in the middle school. Key areas of focus in 2018-2019: targeted academic and social support systems and early grades literacy initiative as they relate to rigorous instruction and supportive environment.
### School Demographics and Accountability Snapshot for 07X500

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>06.07.08.09.10.11.12</td>
<td>508</td>
<td>No</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Special Education Programs/Number of Students (2015-16)</th>
</tr>
</thead>
<tbody>
<tr>
<td># Special Classes (ELA)</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td># Special Classes (Math)</td>
</tr>
<tr>
<td>6</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
<th># CTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>% Attendance Rate</th>
<th>% Free Lunch</th>
<th>% Reduced Lunch</th>
<th>% Limited English Proficient</th>
<th>% Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>85.0%</td>
<td>92.0%</td>
<td>81.7%</td>
<td>4.1%</td>
<td>4.3%</td>
<td>21.9%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>% American Indian or Alaska Native</th>
<th>% Black or African American</th>
<th>% Hispanic or Latino</th>
<th>% Asian or Native Hawaiian/Pacific Islander</th>
<th>% White</th>
<th>% Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.4%</td>
<td>22.0%</td>
<td>73.6%</td>
<td>2.2%</td>
<td>1.4%</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

#### Personnel (2015-16)

<table>
<thead>
<tr>
<th>Years Principal Assigned to School (2016-19)</th>
<th># of Assistant Principals (2016-17)</th>
<th>% of Teachers with No Valid Teaching Certificate</th>
<th>% Teaching Out of Certification (2014-15)</th>
<th>Average Teacher Absences (2014-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.17</td>
<td>4</td>
<td>0%</td>
<td>11%</td>
<td>11.5</td>
</tr>
</tbody>
</table>

#### ELA Performance at levels 3 & 4 (2016-17)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>52.7%</th>
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</thead>
<tbody>
<tr>
<td>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17)</td>
<td>N/A</td>
</tr>
<tr>
<td>Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17)</td>
<td>36%</td>
</tr>
</tbody>
</table>

#### Student Performance for High Schools (2017-18)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>95%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global History Performance at levels 3 &amp; 4</td>
<td>81%</td>
</tr>
<tr>
<td>4 Year Graduation Rate (2015-16)</td>
<td>87.7%</td>
</tr>
<tr>
<td>Regents Diploma w/ Advanced Designation (2015-16)</td>
<td>20.9%</td>
</tr>
</tbody>
</table>

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

**Elementary/Middle School**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
<th>White</th>
<th>Multi-Racial</th>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
<th>Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>YES</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>NO</td>
<td>N/A</td>
<td>YES</td>
</tr>
</tbody>
</table>

**Economically Disadvantaged (AYP) in Mathematics**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Hispanic or Latino</th>
<th>White</th>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
<th>Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>YES</td>
</tr>
</tbody>
</table>

**American Indian or Alaska Native (AYP) in Science**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Hispanic or Latino</th>
<th>White</th>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
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<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>

**High School (2018-19)**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
<th>White</th>
<th>Multi-Racial</th>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
<th>Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>YES</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>NO</td>
<td>YES</td>
<td>YES</td>
</tr>
</tbody>
</table>

**Economically Disadvantaged (AYP) in Mathematics**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Hispanic or Latino</th>
<th>White</th>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**American Indian or Alaska Native (AYP) in Graduation**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Hispanic or Latino</th>
<th>White</th>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>YES</td>
<td>ALL STUDENTS</td>
<td>YES</td>
<td></td>
</tr>
</tbody>
</table>
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. (Aligned to DTSDE Tenet 3: Curriculum Development and Support)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 3 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school leader ensures and supports the quality implementation of a systematic plan of</td>
<td></td>
</tr>
<tr>
<td>rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards</td>
<td>X</td>
</tr>
<tr>
<td>(CCLS) that is monitored and adapted to meet the needs of students.</td>
<td></td>
</tr>
<tr>
<td>Teachers develop and ensure that unit and lesson plans used include data-driven instruction</td>
<td></td>
</tr>
<tr>
<td>(DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and</td>
<td></td>
</tr>
<tr>
<td>address student achievement needs.</td>
<td></td>
</tr>
<tr>
<td>The school leader and teachers have developed a comprehensive plan for teachers to partner</td>
<td></td>
</tr>
<tr>
<td>within and across all grades and subjects to create interdisciplinary curricula targeting the</td>
<td></td>
</tr>
<tr>
<td>arts, technology, and other enrichment opportunities.</td>
<td></td>
</tr>
<tr>
<td>Teachers implement a comprehensive system for using formative and summative assessments</td>
<td></td>
</tr>
<tr>
<td>for strategic short and long-range curriculum planning that involves student reflection,</td>
<td></td>
</tr>
<tr>
<td>tracking of, and ownership of learning.</td>
<td></td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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.

Our curriculum and instruction provides 8th graders the opportunity to complete three Regents exam requirements, while our high school students have the opportunity to attain an associate’s degree as they complete the requirements for a high school diploma. Given 5th grade state assessment scores, seventy-five 6th graders from District 7 enter Hostos well below grade level for English Language Arts and mathematics. We must provide a seven year process that addresses academic and social maturation.

Strengths:

- ELA curriculum (literacy advisory groups in the middle school) that supports social and emotional growth as well as establishing a foundation of academic rigor - 50% proficiency
- College readiness curriculum and pedagogy that addresses academic skills and the “soft skills” necessary for success at the college level - 65.8%
- A seven year process that meets learners at their level and provides the access points necessary for all students to succeed with an emphasis on special needs and ELL students
- 88% high school graduation rate (more than thirty points above the district average), 48% of students graduate with an associate’s degree from Hostos Community College

**Priority Needs:**

- Codify literacy reading framework for academic and social/emotional maturation within the seven year longitudinal pattern
- Address literacy (21% incoming proficiency) and math deficiencies (16% incoming proficiency) in the middle school population

**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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019 the rigor of our longitudinal literacy framework and coherence will demonstrate impact by an increase of ELA mean proficiency from 2.97 to 2.99 and an growth in college readiness from 65.8 to 70%.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<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>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<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? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students in grades 6-8</td>
<td>7/18-6/19</td>
<td>AP of middle school</td>
</tr>
</tbody>
</table>

**Involvement with the Middle School Quality Initiative (MSQI):** professional development cycles and implementation throughout the academic year on the following topics: visible thinking routines, strategic reading periods, writing strategies. Additional support through MSQI: literacy coach, academic support systems (Just Words, Wilson Reading System, and LightSail), and special programs such as, MSQI Debate League, and Science Fair. Teachers will begin in the summer with professional development and continue throughout the year supported by a literacy coach and MSQI support staff.

- Reading groups – small group instruction (10-15 students). Reading and writing strategies from de-coding to whole class novels to directly meet the needs of students with disabilities and English language learners

  All students in grades 6-8 9/18-6/19 AP of middle school

- Collaborative content area team meetings - assessment and student work analysis. Cycles of professional learning examining the correlation of instructional strategies with student outcomes. Seven year literacy curriculum mapping of reading profiles.

  Teachers 11/12-6/19 Principal

- Parent-student workshops focused on reading levels and "at-home" reading strategies. Providing explicit guidance for parents supporting independent reading in the home.

  All students in grades 6-8 9/18-6/19 AP of middle school

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### 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.

Parent-student-school conferences facilitated by the AP of the middle school focused on reading levels and "at home reading strategies" beginning in September.

---

### 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.
Human resources (administration, teachers, and paras) coupled with dedicated space created from lunch and physical education programming. Fiscal support from MSQI grant and school budget to ensure appropriate ancillary activities.

**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>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I 1003(a)</td>
<td>X</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

**Part 5 – Progress Monitoring**

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

By February, 2019, we will see growth in various indicators - from assessments (DRP and Performance Series) of ELA progress from 80% of the target group. In addition, we will use curriculum alignment analysis to augment student opportunities for college readiness.

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

Through MSQI involvement, student progress and support will be monitored three times throughout the year. End of semester (January 31, 2019) assessments (DRP and Performance Series) and on-going assessments (Read Theory, TCR&W) to note alignment with standard indicators for state assessments. College credit accumulation, course offerings, and student performance in academic support networks will provide a barometer of student growth.

**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. (Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 5 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2 The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.</td>
<td>X</td>
</tr>
<tr>
<td>5.3 The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.</td>
<td>___</td>
</tr>
<tr>
<td>5.4 All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.</td>
<td>___</td>
</tr>
<tr>
<td>5.5 The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.</td>
<td>___</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

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

Social maturation and the development of the “soft skills” necessary for success at the college level come in a variety of forms beyond the early college experience. As evidenced by the most recent quality review and school survey.

Strengths:

- January intensive for middle school students
- alumni round tables
- college counselor
- after-school activities – GSA, self-defense, SMART Team, theater, athletics, music, robotics
- supportive, experienced faculty
- Margaret’s Place – full-time social worker
- Bronx Connect – after-school social empowerment program
- Liberty Partnership - after-school and weekend academic programs
Priority Needs:

- As a 6-12 secondary school we had a successful initial implementation of our "circle back" program where upper school students provide mentoring and tutoring to our middle school students, we need to take the next step of solidifying alumni support for external projects. e.g. internships

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, we will expand our school-wide mentoring program from twenty high school students to thirty-five and augment the program with six alumni working with lower grade level students providing academic and social maturation tipping points for “soft skill” development, specifically, self-advocacy and independence that will demonstrate impact through a 10% increase in level growth performance for ELL students from 33% to 45% on tested students and an increase in credit accumulation for students in the lowest third year one from 60% to 70%.
### 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>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</td>
<td></td>
</tr>
<tr>
<td>College counselor, guidance counselor, and grade-level teams identify students who are in the position to mentor and those to be mentored.</td>
<td>6th-8th graders</td>
<td>9/18-6/19</td>
</tr>
<tr>
<td>Training for mentors – goal-setting, organization, academic support, and peer mediation to meet the inherent needs of our 6th and 7th graders.</td>
<td>11th-12th graders</td>
<td>10/18-6/19</td>
</tr>
<tr>
<td>Monitoring - monthly assessment meetings to reflect on impact of social maturation skill development, student review of academic performance, and analysis of impact.</td>
<td>6th-12th graders</td>
<td>10/18-6/19</td>
</tr>
<tr>
<td>Collaboration with Margaret’s Place (MP), Bronx Connect (BC), and Liberty Partnership (LP) - providing specific skill set training, monitoring, and logistical support</td>
<td>6th-12th graders</td>
<td>10/18-6/19</td>
</tr>
<tr>
<td>Parent involvement: Grade level lead parents will support targeted parents in additional follow-up. i.e. online access, academic support systems, and engagement opportunities.</td>
<td>Parents of 6th-8th graders involved in the program</td>
<td>10/18-6/19</td>
</tr>
</tbody>
</table>

### 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.

Parent coordinator distributes a calendar detailing aspects of our supportive environment and moments where our strong family ties are used to maximize student growth: e.g. online academic support systems and example workshops - Reading with Children.

### 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.

Human resources, classroom space, teacher per session, and students.
### Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| X | Tax Levy | X | Title I SWP | | Title I TA | | P/F Set-aside | | 21st Century | | C4E |
|---|---|---|---|---|---|---|---|---|---|---|
| | Title I 1003(a) | Title III | PTA Funded | SIG Grant | School Achievement Funding | | 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 first semester (January 2019), the academic team will evaluate progress and make appropriate adjustments. The initial thirty-five student benchmark will be examined.

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

Mentoring and tutoring journals, student interviews, and teacher feedback

#### 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

**Part 1a. Alignment to DTSDE Statements of Practice**

<table>
<thead>
<tr>
<th>Tenet 4 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
<td></td>
</tr>
<tr>
<td>4.2 School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.</td>
<td></td>
</tr>
<tr>
<td>4.3 Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.</td>
<td></td>
</tr>
<tr>
<td>4.4 Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.</td>
<td>X</td>
</tr>
<tr>
<td>4.5 Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).</td>
<td></td>
</tr>
</tbody>
</table>

**Part 1b. Needs/Areas of Focus:**

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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 2017-2018 school year, teacher teams met and used a tuning protocol to collaboratively examine student work. This allowed for the peer review of units of study, expectations, and student product. From this work an appropriate assessment list was created to meet the needs of all learners.

**Strengths:**

- English department was able to reflect upon writing rubrics
- Math department was able to use item analysis to adjust curriculum and pedagogical approaches
- Science department was able to scaffold skills throughout grades as students progress from general science forms in the middle school to focused topics in the high school
- Social Studies department was able to examine the nuances of document-based essays and the implication for 8th grade students preparing for the U.S. History Regents exam which led to a 99% pass rate.
- Special Education team was able to use assessment analysis to provide actionable feedback for reading levels and student supports
- Academic team culled primary formative assessments and summative assessments shared during content team meetings
Priority needs:

- Diversify summative and formative assessments to link with pedagogical strategies in order to provide multiple access and application points with the curriculum in order to provide actionable feedback.

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, teacher teams will collaboratively analyze student performance to develop targeted supports as evidenced by an increase from 78.6% to 80% for students earning 10+ credits during each of the first three years.
Part 3 – 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 What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity(strategy)? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students 6-12</td>
<td>10/18 -6/19</td>
<td>Administration and teachers</td>
</tr>
<tr>
<td>Teachers</td>
<td>1/15/19</td>
<td>Administration, academic team, and teachers</td>
</tr>
</tbody>
</table>

Collaborative team meetings – tuning protocol analysis of student work – culling tipping point for curriculum direction and pedagogical strategies from formative and summative assessment analysis

Examine how specific adjusted pedagogical strategies (i.e. UDL) from assessment data have an impact on teaching and learning in the classroom through continues professional learning cycles.

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.

Parents are invited to participate in quarterly workshops throughout the year targeted to support parent-student involvement: online grading program, reading strategies, academic organizational support, and college readiness objectives.

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.

Teachers, administration, schedule adjustment for peer observation, per diem and/or coverages.

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>Tax Levy</th>
<th>SWP</th>
<th>Title I</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
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</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
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<tr>
<td></td>
<td></td>
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<td>SIG Grant</td>
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<td></td>
<td>X</td>
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</tbody>
</table>

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In January 2019, review first cycle of inquiry and qualify best practices as they correlate to the goal of 80% credit accumulation.

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

Academic team will measure parallels of growth between student work products and assessment practices as it relates to credit accumulation.

**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. (Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 2 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).</td>
<td>[ ]</td>
</tr>
<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</td>
<td>X</td>
</tr>
<tr>
<td>2.4 The school leader has a fully functional system in place aligned to the district’s Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.</td>
<td>[ ]</td>
</tr>
<tr>
<td>2.5 Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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.
   - teachers are empowered to develop curriculum that meets individual students: i.e. content area classes, electives, after school programs
   - teachers are empowered to identify, analyze, and provide solutions
   - collaborative relationships with educational institutions, community-based organizations, and philanthropic institutions
   - malleable programming system that enables the school to adjust resources to support students academic progress

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.

As per the school’s most recent quality review -

Strengths:

- teachers are empowered to develop curriculum that meets individual students: i.e. content area classes, electives, after school programs
- teachers are empowered to identify, analyze, and provide solutions
- collaborative relationships with educational institutions, community-based organizations, and philanthropic institutions
- malleable programming system that enables the school to adjust resources to support students academic progress

Priority Needs:
• deepen the level of engagement between teachers, parents, and students that influence external factors affecting academic performance in the classroom environment

Part 2 – Annual Goal

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

By June 2019, the principal will build program capacity and augment fiscal capital through parent, teacher and student engagement with the classroom environment as evidenced by credit accumulation (10+) of the lowest third in 9th and 10th grade to 70%.
Part 3 – 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 What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th and 10th grade students</td>
<td>9/18-6/19</td>
<td>Administration, special education lead teacher</td>
</tr>
</tbody>
</table>

Identify students of concern from the lowest third for organizational and homework lab - this happens monthly

Augment support system for remediation and enrichment.

Identify parents, empowering parents to facilitate training with online systems, academic expectations, and goal-setting.

<table>
<thead>
<tr>
<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? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>9/18-6/19</td>
<td>Administration</td>
</tr>
<tr>
<td>9th and 10th grade parents</td>
<td>9/18-6/19</td>
<td>Administration, special education lead teacher, executive PA leadership</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

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

Parent executive committee will support the principal with parent training for online informational systems, parent-student tutoring programs, and additional ancillary supports. Executive committee will turnkey skill set to parents at large.

Part 4 – Budget and Resource Alignment

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

Administration, teachers, parents, students, funding for after school program (per session).

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>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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<tr>
<td></td>
<td>X</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
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<td></td>
<td>Title I 1003(a)</td>
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</tbody>
</table>

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

January benchmarks: student-parent meeting to reflect on homework completion rates (85%), and online participation with web-based components (85%).

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

Academic student review, statistics from online grading program, data culled from school’s website.

**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.  

(Aligned to DTSDE Tenet 6: Family and Community Engagement)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 6 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
<td>X</td>
</tr>
<tr>
<td>6.3 The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.</td>
<td>___</td>
</tr>
<tr>
<td>6.4 The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.</td>
<td>___</td>
</tr>
<tr>
<td>6.5 The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.</td>
<td>___</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
   Strengths:
   - communication via website and online grading programs
   - targeted workshops based on parental need (transcript review, college process, ESL classes)
   - parent support of our high expectations for student achievement

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
   Priority needs:
   - parent training and access to the multiple online components of today’s educational environment

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, we will deepen our home school partnership via the regular communication of our high expectations as evidenced by a 9% increase in family participation from 85% to 94% via our online tools.
### Part 3a – Action Plan

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

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<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? (include school, educational consultants and/or CBO staff)</th>
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<tbody>
<tr>
<td>Parents, teachers, students</td>
<td>9/18-8/19</td>
<td>Administration, faculty technology liaison</td>
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</table>

- **Training of the seven parents (one from each grade level) in our three online systems to support grade level workshops.** Parents, teachers, students 9/18-8/19  
- **Continued parent-teacher-student meetings that provide exemplars of online engagement. Use these as a conduit for grade level understanding of academic and social maturation level growth.** Parents, teachers, students 9/18-8/19  

### 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.**

**Hostos Community College, Liberty Partnership, Margaret's Place, Bronx Connect, Atlantic Theater Company**

### Part 4 – Budget and Resource Alignment

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

Administration, faculty technology liaison, student leads, secure time line of components during September meeting.

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

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<th>Tax Levy</th>
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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.

November 2018 should provide the initial benchmark (2nd benchmark, February 1, 2019) for parent involvement and percentage of participation. Initial projection is 87%.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.
Attendance at trainings, percentage of online presence.

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

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>ELA reading level via TCRWP assessments and Performance Series.</td>
<td>Targeted skill reading instruction – decoding, comprehension, etc.</td>
<td>One-to-one and small group.</td>
<td>During the day and after school.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Formal assessments and student-teacher interview.</td>
<td>Targeted skill instruction.</td>
<td>One-to-one and small group.</td>
<td>During the day and after school.</td>
</tr>
<tr>
<td>Science</td>
<td>ELA reading level via TCRWP assessments and Performance Series.</td>
<td>Targeted skill reading instruction – inference, comprehension, etc.</td>
<td>One-to-one and small group.</td>
<td>During the day and after school.</td>
</tr>
<tr>
<td>Social Studies</td>
<td>ELA reading level via TCRWP assessments and Performance Series.</td>
<td>Targeted skill reading instruction – inference, comprehension, etc.</td>
<td>One-to-one and small group.</td>
<td>During the day and after school.</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Reference from school community.</td>
<td>Self-help, goal setting, reflection, self-realization.</td>
<td>Individual and group counseling.</td>
<td>During the day and after school.</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

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

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

Part A: FOR TITLE I SCHOOLS

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

| 22 students in temporary housing, 4.3% |

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

Access to after school food services, tutoring, medical services, school supplies, and counseling.

Part B: FOR NON-TITLE I SCHOOLS

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

| NA |

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
<p>| | |</p>
<table>
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<tbody>
<tr>
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<tr>
<td><strong>3.</strong> 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 <a href="#">STH liaison</a>.</td>
<td></td>
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</tbody>
</table>
### 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>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Part 2: All Title I Schools

**2a. Highly Qualified Teachers (HQT)**

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

Retention, assignments, and support for High Quality professional development that ensures staff is highly qualified: small class sizes, professional development focused on curriculum mapping, literacy strategies, and online education resources (our school’s webpage and the instructional uses it provides). Access to professional support in order to complete HOUSS exams.

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

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

Forty hours of collaborative planning time with analysis of student work as it relates to work product from the implementation of the common core standards and teaching strategies to understand implementation of formative assessment strategies and pedagogical techniques.

### Part 3: TA Schools Only

**3a. Use of Program Resources**

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

NA

**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).

NA
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/information, early intervention services, etc.).

NA

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.

- Teachers use formative and summative assessments depending upon the specific subject area
- Assessments are student-centered and are used to measure multiple access points
- Teachers analyze results for gaps in curriculum and pedagogy through cycles of professional learning

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column A Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>397,617</td>
<td>X</td>
<td>5A-5E</td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td>16,979</td>
<td>X</td>
<td>5A-5E</td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>55,526</td>
<td>X</td>
<td>5A-5E</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>p.</td>
<td>X</td>
<td>___</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>p.</td>
<td>X</td>
<td>___</td>
</tr>
</tbody>
</table>
Title III, Immigrant Federal $0 $x ___
Tax Levy (FSF) Local $3,099,189.00 $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.

2The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)**: To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding**: To 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.

- **Title I Priority and Focus School Parent Engagement Set-aside**: Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **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, including Title I 1003(g) SIG funds**: 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

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

The school’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.

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### Support for Parents and Family Members of Title I Students
Hostos-Lincoln Academy will support parents and families of Title I students by:

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

Parental Involvement and School Quality

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

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

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

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

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

Encouraging School-Level Parental Involvement

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

- holding an annual Title I Parent Curriculum Conference;

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

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

- supporting or hosting Family Day events;

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

- encouraging more parents to become trained school volunteers;

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

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

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

School-Parent Compact (SPC)

School-Parent Compact

Hostos-Lincoln Academy, 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

**School Responsibilities:**

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

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

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

Support home-school relationships and improve communication by:

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

## I. School Responsibilities: Providing Parents Reasonable Access to Staff
Provide parents reasonable access to staff by:

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

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities

Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
● promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

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

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

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

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

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

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

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

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

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

III. Student Responsibilities

Student Responsibilities:

● attend school regularly and arrive on time;

● complete 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;

● provide the effort necessary to create the environment for learning.
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 Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>07</td>
<td>Bronx</td>
<td>Hostos-Lincoln Academy of Science</td>
</tr>
</tbody>
</table>

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>Nicholas Paarlberg</td>
<td>Vincent Marano</td>
</tr>
</tbody>
</table>

Coach

ENL (English as a New Language)/Bilingual Teacher

TC Niemann

School Counselor

Esmelda Toribio

Teacher/Subject Area

Allyn Briker

Parent

Zoraida Martinez

Teacher/Subject Area

Parent Coordinator

Basilica Sanchez

Related-Service Provider

Field Support Center Staff Member

Superintendent

Fred Walsh

Other (Name and Title)

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
<th>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
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D. Student Demographics
Total number of students in school (excluding pre-K) | 531 | Total number of ELLs | 25 | ELLs as share of total student population (%) | 4.71%

**Part II: ELL Demographics**

**A. ELL Programs**

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

<table>
<thead>
<tr>
<th>Program</th>
<th>K</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td>If yes, indicate language(s):</td>
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<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td>If yes, indicate language(s):</td>
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<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
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</table>

This school offers (check all that apply):

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

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

**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?
   We use the TCRWP and DRP to assess reading levels. After reading levels and running records are recorded students are provided additional reading periods beyond ESL instruction for the middle school years, high school students receive additional curricular options - screenwriting, creative writing, and public speaking.

2. What structures do you have in place to support this effort?
   Embedded professional development through the Middle School Quality Initiative (MSQI), school-based assessment coordinator.
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 examine assessment scores, class performance, and student work.

4. What structures do you have in place to address interventions once the summative data has been gathered?

   Small group instructional periods, after-school enrichment or support.

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.]

   NA

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].

   Students demonstrate weakness in reading comprehension and writing stamina.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

   Programming team is able to adjust accordingly and content teams do a thorough analysis of student work and pedagogical strategies.

Part IV: ELL Programming

Programming and Scheduling Information

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

   a. Freestanding ENL program.

      Our school utilizes a number of models: heterogeneous and ungraded for middle school students, within the group there may be homogeneous book clubs, pull-out and push-in is used to provide targeted support for content area classes.

   b. TBE program. If applicable.

      NA

   c. DL program. If applicable.

      NA

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)?

      Instructional minutes are provided through ESL stand-alone classes, our reading and writing programs, pull-out, and tutoring. Programming is aligned with mandated instructional minutes.

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.
Instruction is in English and is divided into specific units: reading strategies, writing process (pre-writing, drafting, revising, and proof reading), oral presentations, listening strategies, learning strategies for accessing information, and collaborative activities. The learning environment is student centered and needs based. In addition, an after school program supports content-area classes by focusing on strategies and skill development specific to classroom activities; for example: map reading, lab reports, vocabulary acquisition, and logic structure.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
   ELLs are appropriately evaluated in their native language when applicable from their initial assessment. Interim assessments may be provided in the native language to distinguish between knowledge growth and language acquisition.

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

We offer a supplemental instructional program using "intensives" - four week cycles (seventy-five minutes two days per week) and Saturday morning programs (three hours for five Saturdays). These intensives are taught in English and focus on specific areas: grammar, reading comprehension, drawing inferences, word problems, etc. We group students according to need and reading level rather than grade level. ELL(1) and content area teachers(2) collaborate to unify curriculum and share instruction. Materials may be books, workbooks, online support sites, and art projects. In this manner we can augment daily instruction for the ELL subgroups.

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?
   We use in-class materials, at-level books, and one-on-one support with online components which enable students to work together or independently at their own pace.

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?
   In addition to supplemental courses for middle school students - reading periods, drama, and humanities - we offer courses in the high school and from Hostos Community College that meet the diverse needs of our ELL students - e.g. creative writing, screenwriting, acting, debate, and public speaking. Student programs are created in order to meet the expectations of their IEP goals.

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.
   Middle school level has after school tutoring available Monday through Thursday. In addition, we offer a cycle of after school and Saturday sessions that address specific needs (writing stamina, reading comprehension). High school offers the same tutoring schedule, but we use targeted Regents tutoring to address deficiencies in writing stamina, academic vocabulary, and test taking strategies. English is the instructional language.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
   Book clubs, writing camp, and museum trips.

10. If you had a bilingual program, what was the reason you closed it?
    Looking at research around art and ELLs we tried to begin a similar program but we could not get enough students involved.
11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Middle school level has after school tutoring available Monday through Thursday. In addition, we offer a cycle of after school and Saturday sessions that address specific needs (writing stamina, reading comprehension). High school offers the same tutoring schedule, but we use targeted Regents tutoring to address deficiencies in writing stamina, academic vocabulary, and test taking strategies. English is the instructional language. Extracurricular activities include music, drama, athletics, math team, art, and creative writing.

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.

Books, maps, multi-media, on-line materials, computers, and visual models. Diverse access points provide students with multiple opportunities to create academic products: graphic novels, short films, short stories, power-point presentations, and monologues.

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

Native language support is delivered when applicable by bi-lingual speakers. Students are offered after school support in their native language when applicable.

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

Middle school level has after school tutoring available Monday through Thursday. In addition, we offer a cycle of after school and Saturday sessions that address specific needs (writing stamina, reading comprehension). High school offers the same tutoring schedule, but we use targeted Regents tutoring to address deficiencies in writing stamina, academic vocabulary, and test taking strategies. In addition, students are given the opportunity to take college classes through our early college program.

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

Books, maps, multi-media, on-line materials, computers, and visual models. Diverse access points provide students with multiple opportunities to create academic products: graphic novels, short films, short stories, power-point presentations, and monologues.

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).

Student-parent meeting the week before school begins. Since our school is small mid-year arrivals often are matched with a group of students to guide them through the first week of school, explain our early college program, and support services. Parents and students are given opportunities to attend workshops throughout the year that are focused on student academic and social support systems.

17. What language electives are offered to ELLs?

Italian and Spanish

18. For schools with dual language programs:
   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EEs 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)?

NA
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?

Professional development has two parts: first, three learning walks and environment scans with content area teachers and ELL instructors (full day); second, eight sessions (ninety minutes) throughout the year where ELL instructors and content area instructors analyze student work, map, and develop curriculum. Subject area teacher teams reflect on pedagogical strategies to increase the quality of student work by addressing areas of concern. Topics to be covered include: academic vocabulary, writing stamina, and developing specific common core units. ELL instructor’s professional development is guided by our 6-12 early college model so that teachers understand the different areas of academic and social maturation for ELL students.

see #1

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.

see #1, records of professional development activities are kept by the LAP Team.

Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The school provides workshops to support specific academic initiatives - homework, reading with your child, monitoring. Parent interviews are held throughout the year to offer support and guidance.

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

In response to parent surveys, workshops are held to support parents and provide resources and guidance. Parents are informed via mail, email, phone, and webpage. Topics run the range of “helping your child study” to “finding housing” - the workshops last sixty minutes and take place in the evening and on Saturdays. The school guidance counselor, social worker, and additional outside agencies (e.g. Margaret’s Place, Liberty Partnership, Planned Parenthood) will provide support for these workshops.

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.

Our program is contain with our social/emotional literacy curriculum initiative.
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, Nicholas Paarlberg, 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:** Hostos-Lincoln Academy  
**School DBN:** 07X500

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>Nicholas Paarlberg</td>
<td>Principal</td>
<td></td>
<td>9/15/17</td>
</tr>
<tr>
<td>Vincent Marano</td>
<td>Assistant Principal</td>
<td></td>
<td>9/15/17</td>
</tr>
<tr>
<td>Basilica Sanchez</td>
<td>Parent Coordinator</td>
<td></td>
<td>9/15/17</td>
</tr>
<tr>
<td>TC Niemann</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>9/15/17</td>
</tr>
<tr>
<td>Zoraida Martinez</td>
<td>Parent</td>
<td></td>
<td>9/15/17</td>
</tr>
<tr>
<td>Allyn Briker</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>9/15/17</td>
</tr>
<tr>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Esmelda Toribio</td>
<td>School Counselor</td>
<td></td>
<td>9/15/15</td>
</tr>
<tr>
<td>Fred Walsh</td>
<td>Superintendent</td>
<td></td>
<td>9/15/15</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**2018-2019 Language Translation and Interpretation Plan for Parents**

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

**DBN:** 07X500  
**School Name:** Hostos-Lincoln Academy of Science  
**Superintendent:** Fred Walsh

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>Darling</td>
<td>Pacheco</td>
<td>Secretary</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.

Since, through school surveys we have discovered an under-reporting by parents concerning translation services we have taken a pro-active approach. At the beginning of school, parents are informed of translation services – the assumption is that services will be needed – bi-lingual letters are sent out informing parents of services. Subsequent missives, meetings, and events have the appropriate translation available. In-house staff is available for translation services during the academic day and school events. Parents are notified through letter (w/Spanish translation) of available services. Services are used during parent association meetings and during parent communication. From parent survey reports we estimate that 70% of parents need some form of translation service. Individual "Blue Cards" are indicated as to translation needs.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>370</td>
<td>52%</td>
<td>364</td>
<td>52%</td>
</tr>
<tr>
<td>Spanish</td>
<td>301</td>
<td>43%</td>
<td>307</td>
<td>44%</td>
</tr>
<tr>
<td>Soninke</td>
<td>5</td>
<td>.72%</td>
<td>5</td>
<td>.72%</td>
</tr>
<tr>
<td>Bengali (Bangla)</td>
<td>4</td>
<td>.58%</td>
<td>4</td>
<td>.58%</td>
</tr>
<tr>
<td>Afrikaans</td>
<td>3</td>
<td>.43%</td>
<td>3</td>
<td>.43%</td>
</tr>
<tr>
<td>Arabic</td>
<td>3</td>
<td>.43%</td>
<td>2</td>
<td>.29%</td>
</tr>
<tr>
<td>French</td>
<td>2</td>
<td>.29%</td>
<td>2</td>
<td>.29%</td>
</tr>
<tr>
<td>Mandika</td>
<td>1</td>
<td>.14%</td>
<td>1</td>
<td>.14%</td>
</tr>
<tr>
<td>Portuguese</td>
<td>1</td>
<td>.14%</td>
<td>1</td>
<td>.14%</td>
</tr>
<tr>
<td>TWI</td>
<td>1</td>
<td>.14%</td>
<td>1</td>
<td>.14%</td>
</tr>
<tr>
<td>Ukranian</td>
<td>1</td>
<td>.14%</td>
<td>1</td>
<td>.14%</td>
</tr>
<tr>
<td>Wolf</td>
<td>1</td>
<td>.14%</td>
<td>1</td>
<td>.14%</td>
</tr>
<tr>
<td>Bambara</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>.14%</td>
</tr>
</tbody>
</table>

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

English and Spanish

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.
<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/Parent Handbook, curriculum overview letter - monthly newsletters: announcements, testing dates, informational letters, calendar of events, workshop information</td>
<td>8/15/17-6/30/18</td>
<td>Communication comes in a variety of forms:</td>
</tr>
<tr>
<td>Online: Newsletters, announcements, testing dates, informational letters, calendar of events, workshop information</td>
<td></td>
<td>Paper: August: School/Parent Handbook, curriculum overview letter</td>
</tr>
<tr>
<td>Telephone: Reminders, conferences, meeting times</td>
<td></td>
<td>September-June: Newsletters, announcements, testing dates, informational letters, calendar of events, workshop information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Online: September-June: Newsletters, announcements, testing dates, informational letters, calendar of events, workshop information</td>
</tr>
</tbody>
</table>
2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>August: School overview</td>
<td>8/15/17-6/30/18</td>
<td>One-to-one parent meetings have translation available, two bi-lingual counselors are available for multiple uses</td>
</tr>
<tr>
<td>September: Curriculum night, PA/SLT Meetings (monthly throughout the year), workshops (throughout the year), grade-level meetings (throughout the year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November: Parent-Teacher conferences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>January: Curriculum night</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March: Parent-Teacher conferences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June: Achievement Ceremony, Graduation, Awards Night</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Phone - voice, text, email - bi-lingual dissemination of information.

**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.
Staff are trained in September: accessing translation services, providing appropriate means of communication, and supporting access to translation services.

**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.)

School has extensive resources to ensure that parents feel comfortable and secure that language will not be an impediment to communication and understanding of their child’s education. We have multiple translators for over eight dialects of Spanish.

**Part E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

School monitors through PA meeting, parent-teacher conference, and parent survey feedback.