2018-19
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

DBN: (i.e. 01M001): 11X509
School Name: HIGH SCHOOL FOR LANGUAGE AND INNOVATION
Principal: JULIE NARIMAN
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

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- 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>High School of Language and Innovation</th>
<th>11x509</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name:</td>
<td></td>
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<tr>
<td>School Number (DBN):</td>
<td></td>
</tr>
<tr>
<td>BEDS Code:</td>
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<tr>
<td>Grades Served:</td>
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<td>Fax:</td>
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</tr>
<tr>
<td>School Contact Person:</td>
<td></td>
</tr>
<tr>
<td>Email Address:</td>
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</tr>
<tr>
<td>Principal:</td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td></td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td></td>
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<tr>
<td>CBO Representative:</td>
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</table>

District Information

<table>
<thead>
<tr>
<th>11</th>
<th>Carron Staple</th>
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<tbody>
<tr>
<td>Geographical District:</td>
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<tr>
<td>Superintendent:</td>
<td></td>
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<tr>
<td>Superintendent’s Office Address:</td>
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<tr>
<td>Superintendent’s Email Address:</td>
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<td>Phone Number:</td>
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<td>Fax:</td>
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# Field Support Center (FSC)

<table>
<thead>
<tr>
<th>FSC:</th>
<th>Bronx</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director:</td>
<td>Jose Ruiz</td>
</tr>
</tbody>
</table>

**Executive Director’s Office**

1 Fordham Plaza, Bronx, NY, 10458

**Executive Director’s Email Address:**

jruiz2@schools.nyc.gov

**Phone Number:**

(718) 741-3156

**Fax:**

(718) 826-6280
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this 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>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julie Nariman</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Ed Berk</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Maria Aybar</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Mariel Mota</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Liliana Diaz</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Wali Saleh</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>NA</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Matt DeRonde</td>
<td>Member/ teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
<td>--------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Ramon Delgado</td>
<td>Member/ parent</td>
<td></td>
</tr>
<tr>
<td>Shiquipe Ponari</td>
<td>Member/ parent</td>
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<tr>
<td>Marelis Montilla</td>
<td>Member/ parent</td>
<td></td>
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<tr>
<td>Yan Wang</td>
<td>Member/ assistant principal</td>
<td></td>
</tr>
<tr>
<td>Ali Boulaalam</td>
<td>Member/ teacher</td>
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<td></td>
<td>Member/</td>
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<td>Member/</td>
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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.

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

**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% budget 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?**

   HSLI students and staff thrive on responsibility and teamwork. We support and challenge each other to discover new knowledge, to innovate, and to express ourselves using new language. An emphasis on self-expression, literacy, and discourse prepares our learners for success in college, career, and beyond.

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.**

   High School of Language and Innovation (HSLI) is a newcomer high school co-located in the Christopher Columbus Campus in the Bronx. The school currently enrolls 350 students, almost 80% percent of whom are newcomer English Language Learners (ELLs). Approximately 55% of the school’s population speaks a native language of Spanish, while the other 45% speak languages as diverse as Bengali, Arabic, Albanian, French, English, and Chinese. The school’s instructional methods and college-readiness focus emphasizes student responsibility, collaboration, and literacy in all aspects of learning. The school has had a partnership with two CBOs, Bronx Arts Ensemble and Korea Tae Kwon Do, for five years, and has used these organizations to offer a wide variety of arts and physical education opportunities for all students. The school has also partnered with College Now for three years, and has over 20% of students in 11-12th grade attending courses through this program. In addition, the school has partnered with the Department of Education's College Access for All Program, AP for All, and LINCT for All.

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

   The school has several special student populations: one is over-age Students with Interrupted Formal Education (SIFE), whose specific needs include literacy in both their native languages and English, as well as gaining background knowledge in content areas. Another subgroup are ELLs who enter school below a 3rd grade reading level, whose needs are reaching commencement-level reading comprehension and writing in less than 2-4 years, depending on the year they entered the high school. Another subgroup are Hispanic male students who historically have had a lower graduation rate than the overall school graduation rate.

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.**

   **Progress in Framework for Great Schools.**

   **Rigorous Instruction:** The school tripled the number of students enrolled in AP level courses by doubling AP Spanish Enrollment and added the courses of AP English Language and AP Environmental Science.

   **Strong Family-Community Ties.** The school shifted the focus of parent meetings and included multi-lingual parent presentations round high school and college-level student goals.

   **Collaborative Teachers.** The school strengthened its departmental teamwork by building the capacity of teacher-leaders and creating strong protocols for common planning and having all teachers complete a mock Regents data analysis protocol each semester.
Key Areas of Focus:

Supportive Environment and Trust. The school made strides in this area by hosting a series of student-led assemblies focused around sharing culture and building trust. However, there is still a disproportionate number of Hispanic and Middle Eastern males being removed from classrooms or suspended.

Rigorous Instruction and Effective School Leadership. While enrollment in advanced courses improved, the school still has a disproportionately low number of Latino students passing Regents exams compared with peers from other cultures.
### School Demographics and Accountability Snapshot for 11X509

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
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<tbody>
<tr>
<td>09,10,11,12</td>
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#### English Language Learner Programs (2018-19)

<table>
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<tr>
<th>Special Education Programs/Number of Students (2015-16)</th>
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<td># Special Classes (ELA)</td>
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<td># SETSS (ELA)</td>
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<td># Special Classes (Math)</td>
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<td># SETSS (Math)</td>
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<tr>
<td>Types and Number of Special Classes</td>
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#### Student Performance for Elementary and Middle Schools (2017-18)

| ELA Performance at levels 3 & 4 | N/A |
| Science Performance at levels 3 & 4 (4th Grade) (2016-17) | N/A |

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

| ELA Performance at levels 3 & 4 | N/A |
| Global History Performance at levels 3 & 4 | N/A |
| 4 Year Graduation Rate           | N/A |
| Regents Diploma w/ Advanced Designation | N/A |

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

<table>
<thead>
<tr>
<th>Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)</th>
</tr>
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<tbody>
<tr>
<td>Elementary/Middle School</td>
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<tr>
<td>Met Adequate Yearly Progress (AYP) in ELA (2016-17)</td>
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<tr>
<td>Hispanic or Latino</td>
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<tr>
<td>White</td>
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<tr>
<td>Students with Disabilities</td>
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<tr>
<td>Economically Disadvantaged</td>
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<tr>
<td>Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)</td>
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<td>Met Adequate Yearly Progress (AYP) in Science (2016-17)</td>
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<td>High School</td>
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<td>Met Adequate Yearly Progress (AYP) in ELA (2016-17)</td>
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<td>Students with Disabilities</td>
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<td>Economically Disadvantaged</td>
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<tr>
<td>Met Adequate Yearly Progress (AYP) in Graduation (2016-17)</td>
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<td>American Indian or Alaska Native</td>
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<tr>
<td>White</td>
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<tr>
<td>Students with Disabilities</td>
</tr>
</tbody>
</table>

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

| % Title I Population | 97.0% |
| % Free Lunch         | 98.6% |
| % Limited English Proficient | 78.8% |

#### Personnel (2015-16)

| Years Principal Assigned to School (2018-19) | 7.26 |
| % of Teachers with No Valid Teaching Certificate | 0% |
| % Teaching with Fewer than 3 Years of Experience | 29% |

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor) (2016-17)

<table>
<thead>
<tr>
<th>Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)</th>
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<tbody>
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</tbody>
</table>

#### Performance Measures (2016-17)

| Performance Measures | 85.2% |

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

<table>
<thead>
<tr>
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<td>Hispanic or Latino</td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>Students with Disabilities</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
</tr>
<tr>
<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>3.2 The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.</td>
<td>X</td>
</tr>
<tr>
<td>3.3 Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.</td>
<td>X</td>
</tr>
<tr>
<td>3.4 The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.</td>
<td>NA</td>
</tr>
<tr>
<td>3.5 Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.</td>
<td>X</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.

Strengths:

- All teachers implemented at least two mock Regents assessments and completed a data analysis of this assessment in 2017-18.
- The school tripled the number of Advanced Placement courses offered in 2017-18, from 1 to 3 courses.
- The school increased the number of students passing the U.S. History Regents exam, as well as doubled the number of students passing the Algebra II Regents exam.

Needs:

- The school was listed as a “Focus” school as a results of the performance of Hispanic students on math and ELA in 2014-2015, 2015-16, and 2017-18.
While the overall graduation rate has been above 70%, the graduation rate of Hispanic male students has been significantly lower.

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.

As a result of the use of independent mixed review opportunities, culturally responsive teaching, and Writing Revolution strategies, the Regents exam scores of Latino students will increase by 5% in all subjects by June 2019.
Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<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>
</tr>
</tbody>
</table>

### Professional Development:

The school will use its weekly Professional Development period to address specific strategies around supporting all students, with a focus on students in the Hispanic sub-group. Professional development activities will include structured protocols for looking at student work, modeling and use of video to see specific effective teaching strategies including the use of mixed review and independent learning opportunities.

All teachers will administer two mock Regents. In department teams, teachers will analyze mock Regents results and disaggregate results to see areas of need in the performance of Latino students.

- Each administrator and Peer Collaborative Coach will do a series of coaching/ non-evaluative visits to classrooms in-between evaluative observations in order to ensure teacher next instructional steps are being implemented. Coaching will include modeling, co-planning, looking at student work together, reflective conversations, and written feedback.

- The effectiveness of professional development and coaching will be monitored and tracked with student data in weekly department chair meetings with administration.

### Strategies that address ELLs:

Teachers will pre-teach vocabulary and offer multi-lingual resources to support content and textual understanding.

Students will memorize high-leverage academic vocabulary in order to support reading comprehension of texts and word problems.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELL students</td>
<td>September 2018-June 2019</td>
<td>2 Peer Collaborative Teachers who are ENL certified</td>
</tr>
</tbody>
</table>

---

### 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.

In September and October 2018, the school will continue to do a presentation in the fall on high school and college-readiness expectations and deliver the presentation in all necessary languages via translated PowerPoints and the use of simultaneous interpreters.

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.

Schedule: An 80 minute block of Professional Development will be used to target staff development around assessment and using the data analysis tool. The school will also have a common planning period for all content area teachers.

Budget: Per session funds will be used for teacher-leaders to meet weekly with school leadership to refine and address the action steps in this goal.

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>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</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>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By January 2019, teachers will have administered at least two mock Regents and analyzed the data with department teams and disaggregated the results by subgroup. They will have also followed up on at least one next step to assess whether students have grown in the areas of need identified through data analysis. A mid-point benchmark in February would be that each Regents teacher has completed and uploaded one data analysis protocol.

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

School-created Data Analysis Tool

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

<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>NA</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>X</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>X</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?

Strengths:

1. The school received a “Well-Developed” rating in “Supportive Environment” its 2016-17 Quality Review and has had above-average results on Supportive Environment in the NYC Learning Environment Survey.

2. The school has a strong student government which has produced a series of student-led cultural assemblies which have increased the amount of knowledge and sharing among the school’s diverse cultures.

Needs:

1. While the overall school tone and environment are positive with few disruptions, a disproportionate number of Latino and Middle Eastern male students are given Teacher Removals for classroom disruption.
## Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, all teachers will be able to implement Responsibility Centered Discipline as a classroom management technique resulting in a 20% decrease in disciplinary referrals of Latino and Middle Eastern male students.</td>
</tr>
</tbody>
</table>
Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<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>
</tr>
</tbody>
</table>

Professional Development: The entire staff will engage in professional development through two trainings on Responsibility Centered Discipline run by the author of the methodology.

- Teachers
- September 2018-November 2018
- Assistant Principal of Guidance & Assistant Principal of Safety & Respect for All

Evidence-Based Instructional Programs: The school will implement Responsibility Centered Discipline as an inclusive, respectful schoolwide instructional methodology for teaching positive behavior in all classrooms.

- Students
- September 2018-June 2019
- Assistant Principal of Safety and Respect for All

Strategies to address the needs of ELLs: The school will have two bilingual teachers (one in Arabic, one in Spanish) to serve as guidance support to ensure students are heard.

- Students
- September 2018-June 2019
- Assistant Principal of Guidance

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.

September 2018– in the school’s parent welcoming presentation, the school will explain the new Responsibility Based Discipline approach to parents in multiple languages.

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.

**Budget:** The school will part of its Tax Levy and budget to pay for training for Responsibility Centered Discipline.

**Human resources:** the school will create two compensatory positions of for two bilingual teachers to serve as deans.

**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>Fund Source</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Levy</td>
<td>X</td>
<td>Title I SWP</td>
<td></td>
<td>Title I TA</td>
<td></td>
<td>P/F Set-aside</td>
<td></td>
</tr>
</tbody>
</table>
**Part 5 – Progress Monitoring**

<table>
<thead>
<tr>
<th>Title I 1003(a)</th>
<th>Title III</th>
<th>PTA Funded</th>
<th>SIG Grant</th>
<th>School Achievement Funding</th>
<th>Other</th>
</tr>
</thead>
</table>

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

By November 2018, the school will examine the number of teacher removals and suspensions for Latino and Middle Eastern males.

By February 2019, the school will re-examine suspension rates and also examine the number of teachers rated "Effective" or "Highly Effective" in Danielson 2a and 2d, Effective Environment, and compare whether this has improved from the previous year.

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

- Online Occurrence Reporting System (OORS) Reports
- Teacher observation ratings in Advance system

**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**

<table>
<thead>
<tr>
<th>Tenet 4 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<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>x</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>NA</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>NA</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>x</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.
   - 1. The school earned a “Proficient” in Teacher Teams and Leadership Development.
   - 2. Teachers analysed Regents mock Regents data in two cycles in 2017-18 to modify instruction.
   - 3. Teachers follow strong protocols in Common Planning that include lesson critiques and student work analysis.

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.
   - 1. Regents scores of Latino students continue to be lower than that of the overall school population.
   - 2. Teachers sometimes adjust instruction too late in the semester in order to impact student achievement.
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, teachers in all Regents-based courses will complete four data analysis protocols using mock Regents results that include next instructional steps resulting in 1 curricular adjustment for each analysis, and re-teaching of content not mastered, as evidenced by completed section of data analysis protocols and 2 submitted lesson plans showing re-teaching of content.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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).</td>
<td>Teachers</td>
<td>Teachers September 2018-May 2019</td>
<td>Department Chairs of Math, ELA, Social Studies, and Science</td>
</tr>
</tbody>
</table>

Use of 80 minute professional learning time and common planning: Departments will collaborate to create 4 mock Regents assessments and teachers will collaborate in content teams to modify their instruction based on results. Professional development activities will include structured protocols for looking at student work, modeling and use of video to see specific effective teaching strategies, and structured teamwork around how student progress is affected by the strategies being used. Coaching will include modeling, co-planning, and short, non-evaluative cycles of reflection and feedback.

Strategies that address needs of ELLs: The school will do professional development on strategies that address ELLs and how ot differentiate plans to target ELL students.

| Teachers | Teachers October 2018-April 2019 | Assistant principal of ESL |

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### 3b – Parent and Family Engagement

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

Through flyers, Kinolved messages, and parent engagement nights, the school will inform parents of the dates, purpose, and use of the mock Regents exams.

Collaborate with grade teams and guidance team to create individualized tutoring schedules to inform parents.

### 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.

Schedule: The school will use its 80 minutes of professional development to help the math and ENL/ELA teams develop expertise around the Data Analysis Tool.

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

| Tax Levy | || Title I SWP | || Title I TA | || P/F Set-aside | || 21st Century | || C4E |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| X | || | || | | | | |
### 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, teachers in all Regents-based courses will complete two data analysis protocols using mock Regents results that include next instructional steps resulting in curricular adjustments and re-teaching of content not mastered, as evidenced by lesson plans, unit plans, and teacher-generated review materials.

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

- Data Analysis Tool developed by school

**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>X</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>X</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>X</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.

**Strengths:**

- The school uses a uniform framework for observation feedback that includes a specific timeline, supports, and assessments leading to strong levels of teacher follow-up, and as a result, was rated “Well-Developed” in Teacher Support and Supervision in the 2017-18 Quality Review.
  - The school promoted two teachers to Peer Collaborative Teachers in 2017-18, who started a series of inter-visitations.
- The school earned a “Well-Developed” in High Expectations in the 2016-17 Quality Review.

**Needs:**
While teachers have led professional development, strong teacher meetings, and inter-visitations, the results have not all translated into effective practice for teachers who participate.

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 school will develop the capacity of teacher-leaders to lead professional development activities including inter-visitation and formative feedback, resulting in a 10% school-wide increase of "Effective" or "Highly Effective" Ratings in 2a and 2d, from 74% to 84%.
Part 3 – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td>Teachers</td>
<td>September 2018-June 2019</td>
<td>2 Peer Collaborative Teachers &amp; 1 model teacher</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>
<td>Teachers</td>
<td>September 2018-June 2019</td>
<td>2 Peer Collaborative Teachers &amp; 1 model teacher</td>
</tr>
</tbody>
</table>

Programs to impact change: Peer Collaborative Teachers will participate in the Department of Education Teacher Leadership trainings.

Systems: The school will calendar a series of inter-visitations and formative feedback to teachers.

Professional development: the school will do training on Responsibility Centered Discipline in order to increase effectiveness in Effective Environment.

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.

September 2018– in the school’s parent welcoming presentation, the school will explain the new Responsibility Based Discipline approach to parents in multiple languages.

Part 4 – Budget and Resource Alignment

<table>
<thead>
<tr>
<th>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.</th>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
<th>Part 5 – Progress Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human resources: The school will use its budget to hire two Peer Collaborative Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>
February 2019: the school will examine the average of overall teacher ratings in 2a and 2d to analyze effectiveness of professional development & will seek a goal of 85% "effective" ratings in 2a and 2d.

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

Advance observation ratings

**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>ha</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>x</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>x</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>ha</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:
   
   1. In the school survey, parents have reported high levels of satisfaction with the school’s communication.
   
   2. The school increased the number of academic presentations given to parents in multiple languages in 2017-18.

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.

   Needs:
   
   1. Many parents are not able to attend evening or Saturday presentations so that not all parents receive information about academic needs and progress.

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, the school will create a calendar for parent events and multi-lingual written parent communication about grade-specific academic student goals, student opportunities, and college-readiness activities, resulting in an increase in parents being able to articulate students' yearly academic goals, and a 10% increase in students joining activities and tutoring opportunities.
### 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>Professional Development: The school will engage the parent coordinator on professional development on using translation services and creating parent-friendly written materials.</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent coordinator</td>
<td>September 2018 to April 2019</td>
<td>Assistant principal</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Systems and structures: The school will have bi-monthly meetings between the parent coordinator and guidance department around academic initiatives that need to be shared with parents.</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent coordinator</td>
<td>September 2018-October 2019</td>
<td>School Counselors, Assistant Principals</td>
<td></td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

| NA |

### 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.

Budget: Title III money will be used continue the hosting of the school’s website and technology to reinforce translated school initiatives, as well as IO Education for translated parent text-messaging.

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

### Part 5 – Progress Monitoring

#### Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
The school will evaluate progress toward this goal by surveying parents about school communication in February 2018.

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

A parent survey done by mass text-messages.

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

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>NYSESLAT scores, oral reading fluency test, ELA Regents results, native language fluency test</td>
<td>Push-in ESL services beyond mandated minutes for literacy support that teach specific reading and writing strategies designed to increase comprehension and fluency.</td>
<td>Small group tutoring</td>
<td>During the school day</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Regents exam scores, baseline assessment given to all student in September in basic mathematical fluency</td>
<td>Co-taught math with an ESL teacher to support students with the linguistic demands of the Common Core math standards</td>
<td>Co-teaching</td>
<td>During the school day</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Classroom assessments and Regents exam scores</td>
<td>Collaborative student learning groups with teacher support</td>
<td>Small group instruction</td>
<td>During the school day</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Classroom assessments and Regents exam scores</td>
<td>Collaborative student learning groups with teacher support</td>
<td>Small group instruction</td>
<td>During the school day</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>Classroom assessments and Regents exam scores</td>
<td>Collaborative student learning groups with teacher support</td>
<td>Small group instruction</td>
<td>During the school day</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)

### 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.)

   69

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

   Extended day/ tutoring, twice the number of guidance meetings to monitor progress and provide support, "welcome packs" with school supplies and linguistic supports for those who are ELLs.

### 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.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an [STH liaison](#).
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>Indicate with an “X” your school’s Title I Status.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</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.

Use of the New Teacher Finder, collaboration and regular attendance at fairs and sessions conducted by Teacher Recruitment and Quality, hiring team, and a rigorous interviewing, writing, and demonstration lesson process ensures a high quality staff is hired and that all teachers are fully licensed in their subject area. Teachers are retained through the use of multiple leadership opportunities and strong professional development leading to increased efficacy.

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).

In subject teams and professional learning teams, teachers regularly receive high quality professional development using protocols, coaching, and presentations on methods that enable all students to meet the CCSS. We have also instituted protocols for inquiry cycles in looking at student work in our teacher teams, and creating next steps that assist students in reaching the CCSS.

Part 3: TA Schools Only

3a. Use of Program Resources
Describe how the TA program resources will assist participating children to meet proficiency.

N/A

3b. TA Coordination with the Regular Program
Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

N/A
Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Subject teams regularly include teachers in the selection and development of appropriate assessments in multiple measures, and teachers receive coaching and PD on analyzing the results of these to guide instruction during these team meetings. The school has uniform guidelines for assessment in Units and for Checks for Understanding that support teachers in

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 codes1. 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 consolidated2. 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 (Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts))</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>$357,064</td>
<td>X</td>
<td>5A, 5B</td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td>$16,979</td>
<td>x</td>
<td>5A</td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>$58,964</td>
<td>x</td>
<td>5A</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>na</td>
<td>na</td>
<td>na</td>
</tr>
</tbody>
</table>
Title III, Part A  
Federal  
$35,150  
X  
Section 5A

Title III, Immigrant  
Federal  
TBD  
X  
Section 5E

Tax Levy (FSF)  
Local  
$2,891,332  
X  
Sections 5A, 5B, 5C, 5D, 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 Program pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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.

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

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School of Language and Innovation will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

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

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

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

- providing assistance to parents in understanding City, State and Federal standards and assessments;
● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

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

The school’s Parent Involvement

| Parental Involvement and School Quality

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

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

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

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

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

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

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

● conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

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

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

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

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

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**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.

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

## I. School Responsibilities: High Quality Curriculum

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

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

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

Support home-school relationships and improve communication by:

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

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

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

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

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

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

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

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

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

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

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

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

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

II. Parent/Guardian Responsibilities

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

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

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

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

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

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

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

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

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

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

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

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

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

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

● share responsibility for the improved academic achievement of my child;
### III. Student Responsibilities

**Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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

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

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the [iPlan portal](http://schools.nyc.gov/Academics/ELL/default.htm) by June 30.

### Part A: School Information

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

This school is (check one):

- ☒ conceptually consolidated (skip part E below)
- ☐ NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

- [ ] Before school
- [ ] After school
- [ ] Saturday academy

**Total # of ELLs to be served:** ______

Grades to be served by this program (check all that apply):

- [ ] K
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10
- [ ] 11
- [ ] 12
- [ ] 13
- [ ] 14
- [ ] 15
- [ ] 16
- [ ] 17
- [ ] 18
- [ ] 19
- [ ] 20
### Part B: Direct Instruction Supplemental Program Information

| Total # of teachers in this program:  
| # of certified ESL/Bilingual teachers:  
| # of content area teachers:  |

Describe the direct instruction supplemental program here and include the
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:  
Begin description here:

**Rationale:**

The school will host an ESL after-school program on Tuesdays and Thursdays from 3:30-5:30 from October 2018 to April 2019. The program will target Entering ELL students in grades 9-11 and provide direct instruction in Basic Interpersonal Communication Skills, academic language that supports content areas, and classroom discussion language that gives beginner ELLs entry points into classroom discussions across content areas. There will be 3 groups of students with 3 ESL teachers providing the service. One section will target Entering-level SIFE students while the other two sections will target Entering level students who are not SIFE. There will be a total of 52 class sessions.

**Language of Instruction:** Instruction will be provided in English, with native language support resources, as well as teachers familiar with some of the students' home languages in order to provide further support.

Teachers will indicate student attendance on a roster created with the targeted students' names which will be looked at by the assistant principal and stored in a binder in her office.

**Materials and resources:** The main materials and resources used will be from the Bridges literacy program for the SIFE students while the Interchange series will be used for the Entering non-SIFE classes. Bilingual dictionaries and online programs will also be used to support students, including the Duolingo program.

Parents will be notified of the program with letters, text messages, and phone calls that include translation into their home languages.

**Number and Types of Certified Teachers:** 3 ESL-certified teachers, 1 certified ELA teacher.
Part C: Professional Development

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

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

Begin description here: ______

Rationale: We are a newcomer high school serving 80% English Language Learners. Newcomer ELLs are heterogeneously grouped with more English-proficient students in all classes. Therefore, all teachers at HSLI are responsible for delivery of instruction to ELLs and they will receive ongoing professional development.

Schedule and Duration: ESL teachers receive 80 minutes of weekly professional development on Thursdays. Agendas and materials will be stored on the school's Google site, and attendance will be maintained in a binder of all sign-in sheets in the assistant Principal's office.

Topics to be Covered in PD:

August Topics: Usage-Based Language Acquisition Workshop
Workshop leader: AP of ESL

September Topics: 1) CCLS instruction for ELLs 2) Weaving Content into the ELL classroom
Providers: ESL Coach and ESL Department Chair

October: 1) Aligning Curriculum to Meet the Needs of ELLs 2) Strategies for Increasing CALP
Providers: Principal, Department chairs
November: 1) Vocabulary Strategies for ELLs 2) Analyzing ELL Student Work
Providers: ESL Coach and ESL Department Chair

December: 1) Rigorous ELL instruction 2) Hess's Cognitive Rigor Matrix
Providers: AP OF ESL

January: Content Instruction for ELLs
Providers: AP of ESL

February: Creating an Inclusive Culture for ELLs
Provider: AP ESL, literacy consultant

March: 1) Revisiting Vocabulary Strategies for ELLs 2) Analyzing ELL Student Work
Providers: ESL Coach and ESL Department Chair

April: 1) Conferencing with ELLs 2) ELL Writing in the Content Areas
Providers: Curriculum Lead and ESL Department Chair

May: 1) Learning by Goal Setting for ELLs 2) ELLs and CCLS-Aligned Writing
Providers: ESL Coach and Principal
### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

#### Begin description here:

**Rationale:** Supplemental ELL parent programming will center around New York State academic requirements, college readiness, and the college application process.

**Schedule and Duration:**
- **September 27, 2018-** "Supporting Native Language with English Acquisition at Home"
  Facilitator: Julie Nariman, Principal
- **November 8, 2018-** "Understanding High School Requirements"
  Facilitators: Grade Teams and Guidance Team
- **December 5, 2018-** "College Access for Your Child"
  Facilitators: Guidance Team, Principal, Parent Coordinator
- **Ongoing-** Individual planning conferences with parents of 11th and 12th graders in order to support them in the college access process.

**How parents will be notified of these activities:** Phone master, flyers, individual phone calls, texts.

**Translation:** Flyers will be sent in the parents' home languages and translated by the Office of Translation. At the events, the school will have staff translate into Spanish, Arabic, French, Bengali, and Albanian. Text messages will appear in parents' home language by the use of Kinvolved.

**Participation:** Parents will have the opportunity to hear the presentations in several languages and also ask questions, as well as engage in small groups in their home languages in which they can look at their child's individual needs.
### Part E: Budget

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

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
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<tr>
<td>Supplies and materials</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>• Must be supplemental.</td>
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<td></td>
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<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
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<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
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<tr>
<td>Educational Software (Object Code 199)</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Travel</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Other</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borough</td>
<td>Bronx</td>
</tr>
<tr>
<td>School Number</td>
<td>509</td>
</tr>
<tr>
<td>School Name</td>
<td>High School of Language and Innovation</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.

| Principal | Julie Nariman |
| Assistant Principal | Shira Wrightman |
| Coach | | Coach |
| ENL (English as a New Language)/Bilingual Teacher | School Counselor |
| Diana Fernandes | Crystal |
| Teacher/Subject Area | Parent |
| Fatai Omolaja/math | Maria Aybar |
| Parent Coordinator | Rosa Cordero |
| Related-Service Provider | Field Support Center Staff Member |
| Superintendent | Carron Staple |
| 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.

| Number of certified ENL teachers currently teaching in the ENL program | 8 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 0 |
| Number of teachers who hold both content area/common branch and TESOL certification | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12) | 1 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of certified ENL teachers not currently teaching in the ENL program | 0 |
| Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6) | 0 |
| Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics
**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>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</table>

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
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</tbody>
</table>

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

**Part III: Assessment Analysis**

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   - Our school uses several assessments to guide instructional planning for our ELLs: the reading and phonics inventory from System 44, a literacy program; teacher-created assessments including Common Core Aligned writing rubrics; departmentally-developed interim assessments based on Regents Standards.

2. What structures do you have in place to support this effort?
The school has daily common planning periods for teachers to create assessments in teams and analyze them, as well as an 80-minute block of professional development to analyze assessments. The school also has an assessment analysis tool that all Regents teachers use to analyze interim assessments and guide next steps for ELLs.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need? Summative assessments include the Regents Exams, NYSESLAT, and final exams developed by departments. Benchmark assessments include unit tests and mock Regents exams given periodically throughout the year.

4. What structures do you have in place to address interventions once the summative data has been gathered? The school has programming and instructional structures in place to address summative data. The school has various small group intervention programs including System 44 to address decoding teams, a numeracy course to address pre-Algebra skills, and a writing support course for Emerging ELLs.

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].) The school uses the following outcome assessments to evaluate and inform our ELL programs: NYSESLAT, Algebra Regents, Global Regents, U.S. History Regents, ELA Regents, and all science Regents Exams.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? The school has a weekly Department Chair meeting in which this data is disseminated to Department Chairs, who then share it with their departments. The school also holds weekly or sometimes daily Guidance meetings to use this data to adjust student programs and open new courses as necessary. The school also publishes data on its Google site for staff to view and use to make adjustments to programs or instruction.

---

**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.
      The school offers both integrated and standalone ENL courses. Integrated ELA is offered at every grade level. In 9th and 10th grades, students are programmed into a 90-minute ENL/ELA block that is co-taught by an ENL and an ELA teacher. Integrated ENL is also offered in the following content areas: Algebra, Earth Science, and Global History.

      In most courses, ELLs are grouped heterogeneously (mixed proficiency levels). However, in some high-needs courses, Entering and Emerging ELLs are grouped homogeneously to support language acquisition.

   b. TBE 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)?

   The school ensures that ELLs are programmed with the mandated number of instructional minutes by providing professional development to the guidance and programming team around CR Part 154. Guidance and programming staff then program all ELLs for the mandated number of minutes, which is then reviewed by administrative staff and the ELL coordinator.

   All students receive the mandated number of standalone ENL and ELA. Entering ELLs receive 540 minutes of ENL instruction via Integrated ELA, another integrated ENL course in a content area, and standalone ENL. Emerging ELLs receive 360 minutes of ENL via one unit of study in standalone ENL and one unit of study in Integrated ELA. Transitioning and Expanding ELLs receive 180 minutes of integrated ENL in a content area. Commanding former ELLs also receive one unit of study of Integrated ENL and other appropriate services.

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.

   All core content is delivered in English with native language supports in both multi-media and text resources, as well as instructional methods that provide opportunities for students to express initial understandings in both English and their native language. All instruction is Common Core aligned and accounts for the Staircase of Complexity in order to provide scaffolds for English Language Learners. The school utilizes sentence frames in every course in order to foster language development. Additionally, the students work with a variety of adapted texts in order to make content comprehensible.

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

   All major content tests are available to students with native language supports. Tests are translated into Spanish when possible since this is an accommodation that is available in State exams, and bilingual dictionaries and glossaries are available for students who speak lower incidence languages for which the State does not provide lower incidence exams. Also, additional tests, quizzes or assignments are translated at the discretion of the teacher/department, depending on whether the assignment is more geared toward developing or assessing content knowledge or the development of academic vocabulary in English.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

   a. SIFE students are grouped heterogeneously in their content classes to ensure that they are provided with a range of supports from their peers, including native language assistance. They also receive small group support courses where literacy foundations are developed.

   b. Newcomers are placed into classes where there are native language supports whenever possible. They are encouraged to work with students who share their native language in addition to meeting students who must use English to communicate with them. Whenever possible, native language resources and translations are provided to support content learning. Instructional outcomes related to learning social and academic language are provided to these students to support their English development.

   c. Developing ELLs are provided instruction in English with supports that include sentence frames, adapted texts, and
opportunities for discussion, as well as native language supports when necessarily.
d.Long term ELLs are provided with resources and supports to ensure their language development and content knowledge acquisition. Group work with students at higher levels of English acquisition also provide assistance to those students who have remained in service for a long period of time.
e.Former ELLs work with materials appropriate to their level of development to both challenge them and foster College Readiness levels of development. They engage with materials of each discipline and provide guidance and instruction to their peers. Additionally, former ELLs are afforded transitional accommodations in testing situations when appropriate.

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?
Teachers compile databases of resources for content development in a variety of formats. Students have access to video, print, audio, and other multimedia resources to further their development as learners. Resources and lessons are available online, linked through the school website, so that students can continue their learning outside of school or during independent work time. These resources are available in multiple languages and across the full range of levels to provide access to curriculum. English materials are also written and developed in multiple forms to provide students with multiple opportunities and pathways to accessing content while developing their English abilities.

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?
English language learners with disabilities are grouped heterogeneously with students without disabilities. Students are reading for 15 minutes aloud daily in each class with their peers, which builds their English proficiency, social skills and helps to achieve their IEP goals. Students with IEPs are given the opportunity to conference with a general education and special education teacher at a more frequent rate in order to help them reach the goals on their IEPs. Students receive extra conferences in classes that are co-taught or classes where a special education teacher provides SETSS services in the general education classroom. Since these services are provided in the General Education classroom students are able to receive them in the least restrictive manner whether it is an ICT class or SETSS. As a school we use a combination of SETSS and ICT services to make sure that each student is in the least restrictive environment for each subject area while still receiving enough support to meet their IEP goals and also attain English proficiency.

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.
The school offers small-group support courses in ELA and math. SIFE students are enrolled in a 3-period literacy support class and numeracy classes. Entering and Emerging ELLs are enrolled in supplementary ENL and Algebra support classes. The school also offers small group instruction as part of our classroom instructional model as an intervention.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
The school is going to create a program of ESL and arts integration into the content areas to support students further, particularly in science and social studies. This will be done via co-teaching and interdisciplinary units. The school will also further its SIFE support with a SIFE Bridges class targeting early literacy and background knowledge.

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

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to any and all school programs. They are members of our campus sports teams, and have the freedom to choose elective courses and enrichment courses that are appealing to them, regardless of linguistic abilities. Enrichment opportunities available to our students through partnerships with Bronx Arts Ensemble and Korea Tae Kwon Do.
Through Bronx Arts Ensemble, our school offers elective courses such as: Hip Hop, Fashion Design, Guitar, Keyboard, Chorus, African Dance, sculpture and visual arts. Additionally, our school's student council is an opportunity for ELL students to take leadership roles in the school community. In terms of instructional programming, all class groups and student groups for small group instruction are created heterogeneously. Grouping students in this way ensures that students of all language levels and backgrounds have equal access to opportunities at our school.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

The technology being used to support ELLs includes several software programs including Castle Learning, Newsela, Learning A-Z, System 44, and Brainpop. Students have individual accounts to these programs so that they and their teachers can track progress and use the software in order to support class work. These programs are used both as interventions and supplements to classwork so that students are able to engage in differentiated work outside of class time. Our teachers also have access to document cameras and laptops in order to provide visual support for lessons and create engaging lessons and project opportunities for students. Our school has also purchased ipads to be used during student group work for translation, research, and visual support purposes in order to ensure efficient completion of high level work. One of our goals for our students is for them to become literate in many different forms of technology and through teacher use of different mediums to present lessons as well as student access to various forms of technology, our students are being exposed to many different kinds of and uses for technology in the classroom.

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

Native language support is delivered through the availability of bilingual glossaries, bilingual dictionaries and translated lesson materials and study guides. Our classroom libraries also include native language sections so that students are able to maintain their reading in the native language and students are encouraged to visit both the campus library and the public library for greater text availability in languages other than English.

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

Our school uses a cohort model, so for core content classes (Math, Science, English, Social Studies) students are in classes based on their grade level. Our elective classes mix grades so that students have opportunities to interact with students of all ages and choose some of their courses. Twenty percent of our students are overage, and are grouped and travel through school with a cohort according to what year they entered our school and what credits exist on transcripts from former schools and countries. All classroom libraries and materials exist at varied levels so that regardless of students age and grade level, they have access to a wide variety of texts.

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?

The school’s campus council meets weekly and coordinates efforts to ensure that ELLs needs are met. ELLs are able to take courses across the campus such as music or AP courses. ELLs also are part of a Campus Student Council. The campus also has community-building culture events for students and families of which ELLs are a part. The campus also collaborates on ELL advocacy events such as a collaboration with the New York City Immigrant Coalition to provide workshops for students and families.

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).

HSLI offers a new student orientation in September to welcome new students and their parents to the school and acclimate them to our instructional model. We provide advice for preparing for school, ways that parents can help, and general information from school staff. The orientation is conducted in English and Spanish.
To support new students and ELLs throughout the year, they are paired up with returning students as mentors. Additional support comes from communication with parents and after school office hours provided by teachers.

17. What language electives are offered to ELLs?
   Spanish

18. For schools with dual language programs:
   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?
   NA

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**Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
   All teachers at HSLI receive a daily period of professional development during a 45 minute common planning daily. This time is used by teachers to share their best practices, lesson ideas, look at data, and curriculum development focused on the Common Core Learning Standards. In addition, teachers receive weekly professional development for 80 minutes around supporting ELLs in the Common Core Learning Standards.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.
   Teachers receive weekly professional development for 80 minutes around supporting ELLs in the Common Core Learning Standards. The administration plans professional development to ensure that 50% of the professional development for ENL teachers is focused around ELL-specific instruction, and that content area teachers receive at least 15% of professional development around ELL strategies.

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**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?
   Guidance counselors do outreach to all parents and work with the bilingual parent coordinator to ensure that all parents have either a face-to-face meeting or a phone conference regarding their child’s results and language development.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parent involvement at our school includes various activities. Our parent coordinator and teaching staff are very communicative with ELL parents via phone and in school meetings so that ELL students our always supported both in and out of school. Also, ELL parents participate in School Leadership Team meetings, special parent dinner/information nights that our
school organizes to address various topics and parent-teacher conferences. Parents also engage in special parent-nights that strengthen their ability to support their children both in and out of school.

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.
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, Julie Nariman, 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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julie Nariman</td>
<td>Principal</td>
<td></td>
<td>6/30/2017</td>
</tr>
<tr>
<td>Shira Wrightman</td>
<td>Assistant Principal</td>
<td></td>
<td>6/30/2017</td>
</tr>
<tr>
<td>Rosa Cordero</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/30/2017</td>
</tr>
<tr>
<td>Diana Fernandes</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>6/30/2017</td>
</tr>
<tr>
<td>Maria Aybar</td>
<td>Parent</td>
<td></td>
<td>6/30/2017</td>
</tr>
<tr>
<td>Diana Fernandes/ ENL</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/30/2017</td>
</tr>
<tr>
<td>Fatai Omolaja./ math</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/30/2017</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Crystal Santiago</td>
<td>School Counselor</td>
<td></td>
<td>6/30/2017</td>
</tr>
<tr>
<td>Carron Staple</td>
<td>Superintendent</td>
<td></td>
<td>6/30/2017</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td></td>
<td>Other</td>
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<td>1/1/01</td>
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<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
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</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

 Requirement under Chancellor’s Regulations A663 for all schools

DBN: 11x509  School Name: High School of Language and Innovation  Superintendent: Caron Staple

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

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

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

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

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

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

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

The Home Language Survey is used to determine home languages for incoming students. For students who have already been tested or are coming from the 8th grade, the parent coordinator and counselor use SEMS to determine home languages and send out timely welcomes, orientation, and information in parents’ home languages. ARIS and ATS are also used to determine home languages. All of this is used whenever communication is sent to parents so that translation needs are met.

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>Amharic</td>
<td>.1</td>
<td>.16%</td>
<td>1</td>
<td>.16%</td>
</tr>
<tr>
<td>Albanian</td>
<td>16</td>
<td>2.62%</td>
<td>15</td>
<td>2.46%</td>
</tr>
<tr>
<td>Arabic</td>
<td>84</td>
<td>13.77%</td>
<td>85</td>
<td>13.93%</td>
</tr>
<tr>
<td>Bengali</td>
<td>27</td>
<td>4.43%</td>
<td>27</td>
<td>4.43%</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.

Languages that represent at least a 10% population are Spanish and Arabic.

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>Parent-teacher conference announcements</td>
<td>September 8, 2017</td>
<td>Using office of translation as well as school staff who speak parent languages</td>
</tr>
<tr>
<td>Parent newsletter</td>
<td>October 2017, March 2018</td>
<td>Using office of translation as well as school staff who speak parent languages</td>
</tr>
<tr>
<td>College process documents</td>
<td>October 2017</td>
<td>Using office of translation as well as school staff who speak parent languages</td>
</tr>
<tr>
<td>Parent grade meeting nights</td>
<td>September 8, 2017</td>
<td>Using office of translation as well as school staff who speak parent languages</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.
Meeting Name | Month/Frequency of Meetings | How does your school plan to provide interpretation service(s)?
--- | --- | ---
Grade expectations night | September 28, 2017 | Staff provide translation as well as hired translators for low-incidence languages.
Parent teacher conferences | November 9-10, 2017 | Staff provide translation as well as hired translators for low-incidence languages.
Parent teacher conferences | March 8-9, 2017 | Staff provide translation as well as hired translators for low-incidence languages.
Family Potluck | May 3, 2017 | Staff provide translation as well as hired translators for low-incidence languages.

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

We have bilingual staff who make phone calls, we have a phone messenger system that translates calls into parents’ native language, and we have a text message system that also translates texts into parents’ native languages.

Part C: Training Staff on Policies and Procedure

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

During professional development on September 6, 2017, all staff will be made aware of Chancellor’s Regulation A-663 and the school will share them resources that they can use.

Part D: Providing Notice of Language Assistance Services

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

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

The parent coordinator is aware of and oversees that these documents and policies are both posted, available, and living in the school’s interactions with parents.
Part E: Monitoring Provision of Language Services

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

The school will use a brief survey on the text message system "Kinvolved" asking parents about their satisfaction level with translation services.

Based on parent feedback the school has provided parent meetings that target specific languages and are headed by staff who speak those languages, so that parents can ask questions about the school in a setting in which they are comfortable.