2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 7S5X754
School Name: J. M. RAPPORT SCHOOL CAREER DEVELOPMENT
Principal: DANIEL HOEHN
Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

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

Section 8: Title I Program Information

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

School Information

The Jeffrey M. Rapport School for Career Development  75X754

School Name: The Jeffrey M. Rapport School for Career Development  School Number (DBN): 75X754

BEDS Code: 307500012754

Grades Served: 9-12

School Address: 470 Jackson Avenue, Bronx, NY 10455

Phone Number: 718-993-5581  Fax: 718-585-4624

School Contact Person: Daniel Hoehn  Email Address: Dhoehn2@schools.nyc.gov

Principal: Daniel Hoehn

UFT Chapter Leader: Freddie Cole

Parents’ Association President: Yvette Holden

SLT Chairperson: Jeffrey Farley

Title I Parent Representative (or Parent Advisory Council Chairperson): n/a

Student Representative(s): Marc Glover, JoieLuna

CBO Representative: n/a

District Information

Geographical District: 75  Superintendent: KetlerLouissaint

Superintendent’s Office Address: 400 First Avenue, New York, NY 10010

Superintendent’s Email Address: klouiss@schools.nyc.gov

Phone Number: 212-802-1503  Fax: 212-802-1678

Field Support Center (FSC)
Bronx

Executive Director: Jose Ruiz

Executive Director’s Office Address: 1230 Zerega Ave., Bronx NY, 10462

Executive Director’s Email Address: jruiz2@schools.nyc.gov

Phone Number: 718-828-7776

Fax: 718-828-6280

FSC:
Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeffrey Farley</td>
<td>*Principal or Designee</td>
</tr>
<tr>
<td>Freddie Cole</td>
<td>*UFT Chapter Leader or Designee</td>
</tr>
<tr>
<td>Yvette Holden</td>
<td>*PA/PTA President or Designated Co-President</td>
</tr>
<tr>
<td>n/a</td>
<td>DC 37 Representative (staff), if applicable</td>
</tr>
<tr>
<td>n/a</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
</tr>
<tr>
<td>Joie Luna</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
</tr>
<tr>
<td>Marc Glover</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
</tr>
<tr>
<td>n/a</td>
<td>CBO Representative, if applicable</td>
</tr>
<tr>
<td>R. Seoane</td>
<td>Member/ Teacher</td>
</tr>
<tr>
<td>D. Garcia</td>
<td>Member/ Teacher</td>
</tr>
<tr>
<td>T. Bonilla</td>
<td>Member/ Teacher</td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Member/ Teacher</td>
</tr>
<tr>
<td>Ivette Cocconi</td>
<td>Member/ Parent</td>
</tr>
<tr>
<td>Patrick Mulligan</td>
<td>Member/ Parent</td>
</tr>
<tr>
<td>Kenyetta Jones</td>
<td>Member/ Parent</td>
</tr>
<tr>
<td></td>
<td>Member/</td>
</tr>
<tr>
<td></td>
<td>Member/</td>
</tr>
<tr>
<td></td>
<td>Member/</td>
</tr>
<tr>
<td></td>
<td>Member/</td>
</tr>
<tr>
<td></td>
<td>Member/</td>
</tr>
<tr>
<td></td>
<td>Member/</td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

The Quality Review and the Framework for Great Schools

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

**NYCDOE’s Quality Review (QR)**

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

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

**School Quality Guide**

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

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

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

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

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

**Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).

- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.

- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

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

- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>At 754X, we support all students to achieve by educating the whole child. Our school seeks to accommodate all learners in a safe and productive environment. We work to prepare our students for the world after graduation where they are expected to apply new learning, and to adjust to new situations.</td>
</tr>
</tbody>
</table>
By being cognizant of the learning needs of each student, we incorporate the strategies and methodologies to support achievement. We provide a Standards based curriculum to all students, which offers multiple pathways to graduation, and transition to independent living.

In order to do this we welcome and celebrate all stakeholders, while emphasizing respect and collaboration, in a supportive, caring environment.

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

The Jeffrey M. Rapport School for Career Development (754X) is a District 75 high school located in the heart of the South Bronx. The school provides services to a diverse populations of special needs students spanning the ages of 14-21 years. We deliver academic, social-emotional, and transitional services to students with learning disabilities, intellectual disabilities, autism, and emotional behavioral disabilities. Students in our standard assessment program follow the traditional pathway toward graduation which includes the accumulation of credits and passing of Regents/RCT exams. Students in our alternate assessment program pursue the Skills and Achievement Commencement Credential. As such, these students receive educational, employment, and transition experiences which will serve them well as they proceed into adulthood. The majority of our students live in the area of the school which has historically been categorized as economically depressed. However, we do receive and welcome students from all across New York City. In order to support our students in achieving at the highest levels, we know we must support the whole child. We currently have two initiatives to support our students’ success. We utilize the Hochman Writing Program to provide scaffolds that will prepare our students to express themselves in written form. We have done this program for two years now, and we have seen student growth in-house and on regents exams. Our second initiative is the Resilient Scholars program, which will provide the social-emotional supports our students need to thrive in and outside our building. Without strategies and supports that address our students’ social-emotional needs, we will not meet our end goal of raising student achievement. We believe these two programs will continue to help us grow within our priority focus of student achievement.

The following is the school’s Educational Vision:

We are committed to providing students with the academic and social skills necessary to become productive citizens. We are dedicated to providing a rigorous and engaging curriculum that reflects the skills of a technology based 21st century workforce. As a community, we envision continual improvement of academic programs, social/emotional supports, pedagogy, and professional development.

We post this in every classroom and in the halls, so students know our promise to them.

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

We are a District 75 special education high school. Our entire student body is comprised of students with IEPs. We serve students who have been classified as having emotional behavioral disabilities, learning disabilities, autism, and intellectual disabilities. Students receive supports based on their needs as stated in the IEP, which can include counseling and speech services.

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.

As stated in the school’s Educational Vision, we are committed to providing students with the academic and social skills necessary to become productive citizens. We are dedicated to providing a rigorous and engaging curriculum that reflects the skills of a technology based 21st century workforce. As a community, we envision continual improvement of academic programs, social/emotional supports, pedagogy, and professional development. As a professional community always seeking to improve the educational experience for children, we also pay considerable attention to the elements of the Framework for Great Schools.
Below are ways we made progress over the past year, as related to the Framework for Great Schools:

- **Rigorous Instruction**: Last year we greatly prioritized our direct writing program, Hochman Writing, in order to elevate student performance in class and on assessments. As a result, we saw increases in scores on our in-house benchmark assessments. Our PD prioritized structure and audience, and we saw a 66% and 73% increase in those indicator scores. We also saw an increase in in the Part III essay on the ELA regents exam, which we had been a priority within our writing instruction. We also saw a large increase in passing Algebra scores, which was helped greatly by students completing more of the open response portions of the test. We will continue to prioritize this direct writing instruction as an integral part of instruction since it is part of our core values of how students learn best.

- **Supportive Environment and Trust**: We, as a community, have come to realize that without the establishment of relationships with students, we would be at a serious disadvantage in anything we attempted to do. Correspondingly, we sought to focus on the elements of Supportive Environment and Trust. As such, our previous goal was to increase the level of active participation from students in a shared decision making model. We earned a Well Developed in 1.4 and 3.4 in our 2017-2018 Quality Review, and our area of celebration was 1.4 where students were involved in the shared decision making with the Student Council.

- **Collaborative Teachers**: At 754X, the professional learning and collaboration of teachers is extremely important. Based upon our Theory of Action for adult learning, teacher teams meet weekly in Professional Learning Communities. This year, collaborative planning and teacher teams will be the primary activity during teachers’ administrative periods. Since collaboration and teacher teams has always been a strength at 754X, we plan to capitalize on this and expand our teacher leadership in these PLCs and PD. We will continue to have our teacher leaders run the Humanities and STEM communities.

- **Effective School Leadership**: Effective school leadership is essential in the successful development of all facets of the organization. In professional conversations with the administrative staff over the summer, we decided as a Cabinet to pay as much attention to this element of the Framework as possible. It starts each day by welcoming students into the building. All members of the Cabinet are present when students first enter the building. We build relationships. All members of our school are welcomed, valued, and respected to enhance the sense of inclusiveness, provide social/emotional support, and create the sense of connection to the school.

- **Strong Family Community Ties**: We saw an increase in total parent participate in events from 2016-2017 to 2017-2018. In 2016-2017 we had 171 parent sign-ins for school events. This increased dramatically in 2017-2018 where we saw 375 parent sign-ins at school events.

We have based our main priority focus for the year on our analysis of last year’s growth and struggles. We always need to root our goals in increasing student achievement. In order to achieve our goal, our priority focus for the year is centered on student ownership and feedback. We believe that if we hone in on this area, we will see an increase in student tenacity, and in turn, achievement. We have outlined, based on the Framework, how we plan to achieve this goal:

- **Rigorous Instruction**: In order to continue our growth, we know we also need to focus on our students’ academic tenacity. Feedback on the 2017-2018 School survey indicated that teachers saw a gap in what students thought they could achieve and their academic output. In order to address these needs, we are building student conferencing blocks into all student schedules to ensure we focus directly on academic goal setting and action plans in order to build tenacity and improve achievement.

- **Supportive Environment**: This year we will be participating in the Resilient Scholars program within District 75. Our goal is to see improvements in students’ social emotional skills as evidenced through the DESSA and the Resilient Scholars program. We know that if we provide students with these social-emotional supports, they will possess more academic tenacity, which will help raise student achievement.

- **Collaborative Teachers**: This year, teacher leaders will take on a more direct role in school initiatives and professional development. We will transition to 80% teacher-led professional development. We will measure teacher satisfaction with this teachers-leading-teachers model based on School Survey results. While this goal
is very teacher-centered, we believe that teachers that are excited about their own learning will help students become more excited to learn in class.

- **Effective School Leadership:** The Administration maintains an open-door policy with students, staff members, and families. The discussions held as a result of this policy lead to the achievement of students (via transcript analysis and personal and academic behaviors) and the development of teachers (via professional conversations and training opportunities). Thus, each day, the Administration is tied into the pulse of the school and the input of all members of the community is obtained. Building on our strengths, this year we will focus on high visibility, goal setting, and providing effective feedback, which mirrors what we want our teachers to focus on with students. If we model what we want to see in our teachers, we will see a greater impact for students tenacity and achievement.

- **Strong Family Community Ties:** In continuing to focus on the Framework, and based upon analysis of the NYC School Survey, it is readily apparent that the school needs to strengthen family and community ties. Thus, our goal in this element of the Framework is to increase parent participation in the educational and social/emotional aspects of each student’s High School career. The school seeks to increase this participation by 15% as compared to the previous school year. The meeting of this goal will be measured by attendance at Parent/Teacher conferences, parent participation at school-wide events, and an increase in the response rate on the NYC School Survey.
### School Demographics and Accountability Snapshot for 75X754

**School Configuration (2018-19)**
- **Grade Configuration**: 09,10,11,12,SE
- **Total Enrollment (2017-18)**: 494
- **SIG Recipient (Y/N)**: No

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

**Special Education Programs/Number of Students (2015-16)**
- **# Special Classes (ELA)**: N/A
- **# SETSS (ELA)**: N/A
- **# Integrated Collaborative Teaching (ELA)**: N/A
- **# Special Classes (Math)**: N/A
- **# SETSS (Math)**: N/A
- **# Integrated Collaborative Teaching (Math)**: N/A

**Types and Number of Special Classes (2018-19)**
- **# Visual Arts**: N/A
- **# Music**: N/A
- **# Drama**: N/A
- **# Foreign Language**: N/A
- **# Dance**: N/A
- **# CTE**: N/A

**School Composition (2017-18)**
- **% Title I Population**: 95.0%
- **% Attendance Rate**: 0.0%
- **% Free Lunch**: 93.7%
- **% Reduced Lunch**: 0.2%
- **% Limited English Proficient**: 29.4%
- **% Students with Disabilities**: 99.0%

**Racial/Ethnic Origin (2017-18)**
- **% American Indian or Alaska Native**: 0.6%
- **% Black or African American**: 37.7%
- **% Hispanic or Latino**: 57.9%
- **% Asian or Native Hawaiian/Pacific Islander**: 0.6%
- **% White**: 3.2%
- **% Multi-Racial**: 0.6%

**Personnel (2015-16)**
- **Years Principal Assigned to School (2018-19)**: N/A
- **# of Assistant Principals (2016-17)**: N/A
- **% of Teachers with No Valid Teaching Certificate**: 6%
- **% Teaching Out of Certification (2014-15)**: 14%
- **Average Teacher Absences (2016-17)**: N/A

**Student Performance for Elementary and Middle Schools (2017-18)**
- **ELA Performance at levels 3 & 4**: N/A
- **Mathematics Performance at levels 3 & 4**: N/A
- **Science Performance at levels 3 & 4 (4th Grade)**: N/A
- **Science Performance at levels 3 & 4 (8th Grade)**: N/A
- **Overall NYSED Accountability Status (2018-19)**: N/A

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

**Elementary/Middle School**
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**:
  - **American Indian or Alaska Native**: N/A
  - **White**: N/A
  - **Students with Disabilities**: N/A
  - **Economically Disadvantaged**: N/A
- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**:
  - **American Indian or Alaska Native**: N/A
  - **White**: N/A
  - **Students with Disabilities**: N/A
  - **Economically Disadvantaged**: N/A
- **Met Adequate Yearly Progress (AYP) in Science (2016-17)**:
  - **American Indian or Alaska Native**: N/A
  - **White**: N/A
  - **Students with Disabilities**: N/A
  - **Economically Disadvantaged**: N/A

**High School**
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**:
  - **American Indian or Alaska Native**: N/A
  - **White**: N/A
  - **Students with Disabilities**: N/A
  - **Economically Disadvantaged**: N/A
- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**:
  - **American Indian or Alaska Native**: N/A
  - **White**: N/A
  - **Students with Disabilities**: N/A
  - **Economically Disadvantaged**: N/A
- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**:
  - **American Indian or Alaska Native**: N/A
  - **White**: N/A
  - **Students with Disabilities**: N/A
  - **Economically Disadvantaged**: N/A
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

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

Despite significant strides made in the delivery of instruction to students, student performance data on NYS examinations has not displayed the desired and corresponding results. After a thorough examination of NYS exams together with NYC Baseline Performance Assessments, the data revealed that students are making significant gains in the multiple choice portion of tests (35 percent growth); however, prior to 2017-18, over 90% of students are not attempting short response and/or extended writing response sections. By the end of the 2017-2018 school year, and after the implementation of Hochman writing, 100% of students attempted the constructed writing response section of the Regents! This data indicates that students are gaining in confidence and ability to recall information, write for extended periods of time, and demonstrate ability to master content-specific knowledge and skills. While we are seeing growth in this area, we will continue with our school-wide writing focus for many years to come.

A new area of growth for 2018-19 is to cultivate student independence and persistence through a continued focus on growth mindset and academic tenacity. If we focus on this and establish all classrooms as growth-mindset zones, this will ultimately lead to greater movement LRE, which creates equitable opportunities for our students. We believe that a growth mindset should be practiced along with strong pedagogy and robust curriculum in order for all students to succeed and create a student-centered classroom. Mindsets heavily influence student performance; therefore, we are focusing our instructional efforts to build confidence, independence, and academic tenacity with difficult tasks since we know this will lead to an increase in student achievement. We recognize that independence looks different with our diverse student population, so we want to prioritize growth based on individual student starting points.

At the end of 2017-2018, various stakeholders completed a comprehensive needs assessment. We examined our initiatives from the past three years and various types of student data to determine impact. The results of this assessment led us to our tenacity and independence focus. Work samples and quantitative data showed improvements for many students especially when they had high attendance. In order to get these results with all students, we see the need to focus on independence, perseverance and ownership to cultivate the tenacity all students need to succeed in a challenging, rigorous environment.

Part 2 – Annual Goal

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

2018-19 CEP 14
By June 2019, all students who attend consistently (those students with attendance 70% and above who have been consistently enrolled) will show an increase in academic tenacity as demonstrated through a 10% increase in our independence tracking system and test attendance and score.
**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?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>*Cabinet meets to discuss vision for student conferencing period and considers school structures that would be needed to support implementation of a conferencing block.</th>
<th>Teachers</th>
<th>Spring 2018</th>
<th>Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Cabinet discusses citywide Equity and Excellence Initiative to ensure we are aligned. Since one of the goals is to have 80% of students graduating by 2026, we believe this conferencing and the transition period will help students be better prepare to plan for the future.</td>
<td>Teachers</td>
<td>Spring 2018</td>
<td>Instructional Leads</td>
</tr>
<tr>
<td>*Instructional cabinet meets with administration to recommend potential protocols and procedures that will maximize productivity in conferencing period.</td>
<td>Teachers</td>
<td>Spring 2018</td>
<td>Diverse group of pedagogues representing each department</td>
</tr>
<tr>
<td>*Cabinet finalizes Student Conferencing protocol and makes necessary scheduling changes to allow all students to get conferencing once per week.</td>
<td>Teachers</td>
<td>Spring 2018</td>
<td>Administration</td>
</tr>
<tr>
<td>*Select teachers pilot the student conferencing protocols and collect evidence of student responses related to determined foci from previous action step.</td>
<td>Students</td>
<td>Summer 2018</td>
<td>Homeroom Teachers</td>
</tr>
<tr>
<td>*Teacher leaders (or teachers present for summer school) share quantitative (rubric scores, test scores etc.) and qualitative (student questionnaires, work samples, etc.) with cabinet and make recommendations for revisions to the conferencing before it becomes a yearlong push.</td>
<td>Teachers</td>
<td>Summer 2018</td>
<td>Administration</td>
</tr>
<tr>
<td>*Administration will review the data and engage in a reflection protocol using the Equity Toolkit from Colorado State. <a href="https://www.cde.state.co.us/postsecondary/equitytoolkit">https://www.cde.state.co.us/postsecondary/equitytoolkit</a></td>
<td></td>
<td></td>
<td>Instructional Leads relay information from teachers in their PLCs</td>
</tr>
<tr>
<td>*Cabinet makes revisions, ensures all students are appropriately scheduled for a student conferencing period for Fall 2018.</td>
<td>Teachers</td>
<td>Fall 2018</td>
<td>Administration</td>
</tr>
<tr>
<td>* Provide PD to staff on student conferencing period structure and share important findings from the previous year. Also share research-based rationale (specific focus on Gates Foundation report on academic tenacity).</td>
<td>Teachers</td>
<td>Fall 2018</td>
<td>Teachers</td>
</tr>
</tbody>
</table>
*Teachers engage in weekly conferencing periods with their homeroom that focus on specific goal academic goal setting after examining student work (protocol and worksheet provided) and tenacity (protocol and rubric for tenacity and growth mindset provided).

*Administration provides a schedule for mock regents testing during the year. Rationale – if we provide students with more opportunities/exposure to challenging work under a testing condition, they will be more prepared in January and June for the actual testing. This testing will only happen 2-3 times per year to avoid overkill and losing instructional time.

*Assessment Team, which is comprised of a 50-50 split of alternate assessment and standard assessment teachers, meets to discuss metrics and tools to measure growth in independence and tenacity during the year. Alternate assessment sub-team works to define a metric to measure the growth in independence for students, and standardized sub-team begins by analyzing current practices in the school and where gradual release and independent time can be built into instruction to better prepare students for regents.

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Winter/Spring 2019</th>
<th>Administration Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Winter 2019</td>
<td>Administration Teachers</td>
</tr>
</tbody>
</table>

*Engage in mock regent testing, which will vary by grade level.

*Freshman and sophomores invited to come in during regents week for mock testing in their classes.

*Juniors and Seniors have quarterly testing since many students take January and June regents already. Students will be given an additional testing opportunity in November and April.

*Provide students with a specific tenacity survey after testing (mock or real) that hits on tenacity rubric to help quantify growth during the year.

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Spring 2019</th>
<th>Administration Teachers</th>
</tr>
</thead>
</table>

*Teachers meet in PLCs to discuss and reflect on student conferencing and feedback quality.

*Cabinet and instructional cabinet and members of assessment team (cap at 5 people) engage in a mid-year reflection protocol to examine qualitative and quantitative data from student conferencing period to determine initial response and impact of goal setting and ongoing discussion about mindset are having on tenacity.

*Analyze end-of-year data from Assessment Team and in department/grade team meetings. Teachers will give input into strengths from the year and areas of growth for the following year.
*Administer and analyze data for June regents. Specifically focusing on attendance, testing duration and completeness of test. We will look at the item-skills analysis for instructional changes when it becomes available in summer/fall 2019.

*Administration begins conversations with teacher leaders about necessary changes for 2019-2020. This planning will continue into Summer 2019.

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.

Families will be engaged monthly by the homeroom teacher when the teacher sends out a grade breakdown and qualitative description of students’ progress toward goals.

Part 4 – Budget and Resource Alignment

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

- Teachers
- Instructional Cabinet
- Administration
- Counselors
- Parent Coordinator
- Instructional Support Staff
- Danielson Framework for Teaching
- Unit Rubrics
- Schedule Adjustments
- Instructional templates/ resources
- Tenacity Rubric
- Goal Setting worksheet
- Conferencing protocols
- Independence Trackers

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

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

Part 5 – Progress Monitoring

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

By February 2019, we will see a 5% increase in tenacity and independence. This increase will be measured by our independence tracking sheets from the Assessment Team and mock/real regents attendance lists and scores.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)
We will use a tenacity rubric (adapted from Eskola/NYC DOE resources) to quantify tenacity. We will analyze the results of January and June Regents to determine students tenacity and perseverance in testing. We will use the item-analysis sheet provided by the district to support this analysis. Teachers will also utilize the rubric and goal setting sheets to monitor student progress on an ongoing, formative basis in their classes when engaging in a writing exercise. We will also use our independence tracking system that was developed by the assessment team to measure growth in classes that do not take a standardized test.

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

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

Part 1 – Needs Assessment

| Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly. |
| 1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year. |
| 2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year. |
| 3. What policies, practices, and structures are in place to ensure you are supporting the whole child? |

As indicated in the school’s Mission and Vision statements, the school is committed to providing a safe and productive environment which will allow students to succeed. The school provides a number of social/emotional supports that help to achieve our vision and keep incidents to a manageable level. These supports include a Positive Behavior Supports system, access to counseling, a dedicated crisis team, and an open-door policy to the Principal’s office. These supports enable the school to:

- decrease the number of reportable incidents as the school year progresses
- reduce the number of suspensions
- solicit student voice through sit ins with the student counsel and quarterly school surveys.
- provide a number of different student options

Although this system of supports is in place, we are still scoring below the city averages in Supportive Environment, according to the 2017-18 NYC School Survey. Beginning Fall 2018, we will be rolling out the Resilient Scholars program as part of a District 75 initiative. This program will help strengthen the social emotional supports in classrooms and directly teach high priority skills, as determined by the curriculum. The program will be rolled out in all three academies/sites.

This program will help directly teach into the skills required to build academic tenacity (our priority focus). Skills such as perseverance, self-control, time management, goal setting, etc. are all key components of both academic tenacity and the Resilient Scholars program. We believe this will help us with our end goal of improving student achievement and help students see their own role and control over their academic journey.

Part 2 – Annual Goal

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

By June 2019, there will be a 10% increase in students’ social emotional competencies as measured by growth in Fall to Spring DESSA scores.
**Part 3a – Action Plan**

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

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

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Deliver introductory Student Assembly</td>
<td>100% of students</td>
<td>September 2018</td>
<td>Administration</td>
</tr>
<tr>
<td>*Presentation of iCare PBIS System</td>
<td>Teachers</td>
<td></td>
<td>Teachers</td>
</tr>
<tr>
<td>*Presentation of Student Handbook</td>
<td></td>
<td></td>
<td>Counselors</td>
</tr>
<tr>
<td>*Conduct student government elections</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Solicit staff participation on the Resilient Scholars team that meets weekly on Wednesdays from 3:00-5:00PM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Students take a baseline satisfaction survey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Provide PD to staff on Resilient Scholars program and curriculum.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Conduct Student Government Elections (Oct.)</td>
<td>Student Council</td>
<td>October 2018- June 2019</td>
<td>Administration</td>
</tr>
<tr>
<td>*Student Council meetings on Wednesdays from 2:00-3:00PM (bi weekly)</td>
<td>Parents</td>
<td></td>
<td>Counselors</td>
</tr>
<tr>
<td>*Establish Student Council bylaws and internal roles (Oct.)</td>
<td></td>
<td></td>
<td>Teachers</td>
</tr>
<tr>
<td>*Counselors administer Fall DESSA testing with students on their caseload. (Oct-Nov – pending 9-12 version from program)</td>
<td></td>
<td></td>
<td>Students</td>
</tr>
<tr>
<td>*Provide ongoing support to teachers teaching the Resilient Scholars curriculum during monthly Common Planning period on Wednesday from 2:00-3:00.</td>
<td></td>
<td></td>
<td>PBIS Team</td>
</tr>
<tr>
<td>*Administer Student Surveys to entire student body (monthly)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Data analysis of qualitative and quantitative data about student perception conducted by administration and counselors (monthly)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Quarterly Student Council &amp; PBIS Team collaboration (Nov, Feb., April, and June)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
*Bi-annual town hall meeting with student council and administration to listen to concerns and brainstorm solutions over a catered lunch. Parents are invited to attend (December and May)

*Improve Student Recognition in new areas, based off student interest

*Participate in district/ city student council meetings

*Provide communication in languages representative of the school community that explain the purpose and objectives of the Student Council (Oct.)

*Students take a benchmark satisfaction survey

*Conduct iCare Awards Assembly with Student Council presenting Students' Choice Awards (monthly)

*Enhanced student rewards offered based off student feedback (monthly)

*Student Council will plan and help manage council activities

*Fundraise to financially support new ideas/ initiatives (Dec. and Feb.).

*Students take a benchmark satisfaction survey

*Students take the 2018-19 NYC School Survey

*Counselors administer Spring DESSA testing.

*Resilient Scholars Team aggregates results to look for trends in student growth on the social emotional competencies.

*Admin looks at results to determine successes and areas for growth in Resilient Scholars curriculum and our implementation of it.

### 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.

Families will be engaged monthly with the use of our parent engagement time where staff communicate the upcoming contents/ skills/ and pedagogical practices to drive instruction forward. Parent coordinator will hold monthly parent meetings related to social emotional, academic, and transitional needs of students. All parents are invited to attend.

### Part 4 – Budget and Resource Alignment

2018-19 CEP
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.

- Student Council
- Guidance counselors as advisors
- PBIS Team
- iCare PBIS System
- Shortened school day (SBO)
- Fund raising
- Per Session Funds

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

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

Part 5 – Progress Monitoring

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

By the end of February 2019, there will be a 5% increase in student scores on the DESSA. Resilient Scholars team and administration will also meet monthly to analyze qualitative and quantitative data about student perception determine if the school is on a course to meet the annual goal.

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

Resilient Scholars team will create in-house student satisfaction surveys that align with the NYC School Surveys so that both data points can be examined at the end of the year.

Administration will meet with members of Student Council for a biannual town hall meeting for students to voice their opinions and concerns to determine if the school is on a course to meet the annual goal in order to consider qualitative data in addition to the quantitative data from the surveys.

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

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

Part 1 – Needs Assessment

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

According to the 2017 Quality Review (QR) report and the 2018 Principal Practice Observation data, one of our school's strength is in 4.1 (teacher support and supervision). When looking at the NYC School Survey, 754X scores higher than the city and district average in Quality of Professional Development and in several indicators within Peer Collaboration. Our systems and structures to support teacher collaboration and teacher leadership have been recognized as a strength in QRs and PPOs. We have done several things to prioritize this collaboration:

* Strategic admin period scheduling to promote common planning time for department and grade teams.
* Teacher Leadership team that meets weekly after school to plan common planning meetings (weekly and monthly)
* Distributed leadership opportunities in addition to our department heads and grade team leads including IEP coordinator, transition coordinator and instructional coach.

For 2018-2019, we want to continue to build on this strength, but we want to prioritize teacher-led professional development. We embrace the belief that teachers should be learning from teachers, and we want to continue our gradual release of administrator-led PD. According to the School Survey, 68% of teachers responded as “agree” in the innovation and collective responsibility indicator, which is 6% lower than the city average. We believe that if we increase teacher ownership of their professional development, we will see an increase in teacher collective responsibility for school initiatives. With this collective responsibility will come improvements in teacher practice.

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—Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, teacher collaboration and leadership will improve through our continued use of a Teacher Leadership program and 80% of all professional development will be planned and led by teachers/paraprofessionals. This improvement will be measured by a 6% increase in “Innovation and Collective Responsibility” (within Collaborative Teachers) on the School Survey.</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., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activities</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
<tr>
<td><em>Begin Teacher Leadership meetings to prepare teachers to select yearlong initiatives</em></td>
<td>Instructional Cabinet Teachers</td>
<td>Fall 2018</td>
<td>Administration Instructional Cabinet Instructional Support Staff</td>
</tr>
<tr>
<td><em>Refresh/introduce meeting protocols to TLs who have been and have not been on the team before.</em></td>
<td>Instructional Cabinet Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Teachers begin leading weekly department meetings and monthly common planning time from 2:00-3:00 on one Wednesday per month. *</td>
<td>Instructional Cabinet Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Teachers begin leading monthly PD based on their yearlong initiative. *</td>
<td>Instructional Cabinet Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Survey teachers with similar School Survey questions to benchmark progress toward growth in innovation and ownership. (anticipated at PD in November)</em></td>
<td>Instructional Cabinet Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Teachers given monthly PD from teacher leaders</em></td>
<td>Instructional Cabinet Teachers</td>
<td>Winter 2018/Spring 2019</td>
<td>Administration Instructional Cabinet Instructional Support Staff</td>
</tr>
<tr>
<td><em>Monthly PD allows teachers to select from offerings related to the teacher leader’s initiative topics. This will rotate every other month to include all teacher leaders.</em></td>
<td>Instructional Cabinet Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Provide opportunity for teachers to propose topics or volunteer to be part of the PD options for a given Wednesday.</em></td>
<td>Instructional Cabinet Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below is an overview of the ongoing weekly and monthly responsibilities for teacher leaders/instructional cabinet in Winter/Spring: *</td>
<td>Instructional Cabinet Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Weekly, IC leads professional learning community meetings during admin periods and uses research-based protocols to guide professional learning</em></td>
<td>Instructional Cabinet Teachers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
*Weekly, IC meets after school to plan school-wide staff trainings, plan department meetings, and analyze school-wide trends of student achievement data

*Monthly, members of the instructional cabinet (IC) meet on Saturdays for two sessions. At the AM session, IC receives training in adult learning theory to improve their facilitative leadership skills and in the PM session, IC members have the opportunity to participate in a collaborative round table discussion and action planning meeting with administration around key instructional issues.

*Quarterly, IC polls staff by taking the pulse of the school as it relates to shared-decision making and collaborative culture

*All staff participate in the EOY School Survey. Administration reviews data to see improvements related to goal.

*IC meets with administration to reflect on the highs and lows of the instructional focus and set goals for the upcoming school year

<table>
<thead>
<tr>
<th>Instructional Cabinet</th>
<th>Spring 2019</th>
<th>Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td></td>
<td>Instructional Cabinet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instructional Support Staff</td>
</tr>
</tbody>
</table>

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.

Families will be engaged monthly with the use of our parent engagement time where staff communicate the upcoming contents/skills/ and pedagogical practices to drive instruction forward. The parent coordinator will plan monthly parent meetings on Wednesdays. These meetings will run at the same time as collaborative teacher meetings (either during collegial enhancement, PBI S or Assessment team). Teams will visit or parents will be invited to sit in on certain meetings to share happenings in the school.

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.

- School Based Option (SBO) for a shortened school day that occurs for professional learning
- Training in Dweck's Mindset research
- Showcase school visits with a focus on teacher leadership
- Updated resources and internal policy information on www.teachersquad.com
- Monthly Saturday training program for teacher leads taught by NYC Teacher Leadership Alumni
- Monthly Saturday collaboration sessions between Instructional Cabinet and Administration
- Weekly professional learning community meetings
- Weekly Instructional Cabinet planning meetings and data analysis meetings
- Use of protocols published by National School Reform Faculty & School Reform Initiative
- Use of facilitative leadership resources published by NYCDOE Handbook for Professional Learning
- Use of resources published by the Literacy Design Collaborative
- Per Session funds

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

| X | Tax Levy | || | Title I SWP | || | Title I TA | || | Title II, Part A | || | Title III, Part A | || | Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | C4E | || | 21st Century Grant | || | SIG | || | PTA Funded | || | In Kind | X | Other |

**Part 5 – Progress Monitoring**

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

- By February 2019, there will be a 3% increase in teacher responses for innovation and collective responsibility. This will be measured by a midyear survey aligned to the School Survey. Teachers will also be given a forum in their weekly meetings to state what they think is going well and what could be improved for teacher-driven PD.

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

In-house teacher perception surveys, NYC School survey data analysis

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

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

**Part 1 – Needs Assessment**

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>action plan for this Framework element?</td>
<td></td>
</tr>
</tbody>
</table>

When looking at the School Survey, we have improved this year to be slightly above the city average in terms of Effective School Leadership. The results indicate that the Principal makes clear to staff his expectations for meeting instructional goals (92 percent), sets high standards for student learning (93 percent), and has a clear vision (90 percent). We also earned well developed in 1.3, 5.1 and 3.1 during last year’s Quality Review. While these results are positive and an improvement from previous years, we know we can always continue to grow. Survey respondents indicated that 78 percent felt that the principal knows what's going on in the classroom and only 67 percent feel that the principal participates in instructional planning with teams of teachers. Currently, the principal prioritizes classroom visits and instructional support to new teachers, probationary teachers up for tenure, and teachers rated Developing. Since parts of our morning block are devoted to Resilient Scholars, Transition Planning and Student Conferencing (all linked to our priority focus), leadership will also do non-evaluative walkthroughs to support teachers during these student-centered, tenacity-focused blocks.

As we build on our strengths and recognize our areas of growth in leadership as it pertains to transparency, reflective feedback, and high visibility in instructional supervision will become a top priority.

**Part 2 – Annual Goal**

**Indicate your school’s 2018-19 goal for improving student outcomes and** | **By June 2019, school leaders will be more actively involved in the ongoing** |
| school performance that addresses this element of the Framework for Great | development of teachers by attending at least one PLC per week and see all |
| Schools–Effective School Leadership. Your goal must be responsive to the | the different PLCs at least once a month which will result in a 10% increase |
| identified priority need(s) indicated in Part 1, and be written as SMART– | in teacher satisfaction on the NYC School Survey.                                                                                           |
| Specific, Measurable, Achievable, Relevant, and Time-bound.              |                                                                                                                                                                                                         |

By June 2019, school leaders will be more actively involved in the ongoing development of teachers by attending at least one PLC per week and see all the different PLCs at least once a month which will result in a 10% increase in teacher satisfaction on the NYC School Survey.
### 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?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target Group</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Review of 2017-18 NYC School Survey and goal setting</em></td>
<td>Teachers</td>
<td>Summer 2018</td>
<td>Administration</td>
</tr>
<tr>
<td><em>Review of EOY Measures of Teaching Practice (MOTP) Advance reports school-wide and analyze trends of teaching performance</em></td>
<td>Teachers</td>
<td>September 2018</td>
<td>Administration</td>
</tr>
<tr>
<td><em>Create calendar for IPCs and Principal attends new teacher, up for tenure teacher and developing teacher meetings.</em></td>
<td>Teachers</td>
<td>September 2018</td>
<td>Administration</td>
</tr>
<tr>
<td><em>Teachers develop professional goals based off MOTP data, indicate their professional development requests, and preferred collaborative relationship</em></td>
<td>Parents</td>
<td>October 2018- May 2019</td>
<td>Parent Coordinator</td>
</tr>
<tr>
<td><em>Teachers and administration review the Measures of Student Learning (MOSL) data and Individual Education Plan (IEP) annual goals for cohorts of students</em></td>
<td>Teachers</td>
<td>October 2018- May 2019</td>
<td>Administration</td>
</tr>
<tr>
<td><em>Teachers and administration develop an individualized action plan as a living document for what continued success looks like as a pedagogue at 754X</em></td>
<td>Teachers</td>
<td>October 2018- May 2019</td>
<td>Administration</td>
</tr>
<tr>
<td><em>Develop effective parent advocates by educating parents on the right questions to ask school leaders and teachers about teaching and learning. Parent Coordinator has set up a parent meet and greet in September to allow parents to meet administration and teachers in order to ask these questions.</em></td>
<td>Teachers</td>
<td>October 2018- May 2019</td>
<td>Parent Coordinator</td>
</tr>
<tr>
<td><em>Principal attends a different PLC meeting weekly which results in each teacher experiencing a principal visit on a bi-monthly basis (Oct., Dec., Feb., Apr., and June)</em></td>
<td>Teachers</td>
<td>October 2018- May 2019</td>
<td>Administration</td>
</tr>
<tr>
<td><em>Principal informally observes every teacher within the organization at least once during the school year</em></td>
<td>Teachers</td>
<td>October 2018- May 2019</td>
<td>Instructional Support Staff</td>
</tr>
<tr>
<td><em>Weekly, principal meets with Assistant Principals and the instructional support staff to monitor the progress of teacher self-identified professional goals</em></td>
<td>Teachers</td>
<td>October 2018- May 2019</td>
<td>Instructional Support Staff</td>
</tr>
</tbody>
</table>
*Weekly, principal meets with Assistant Principals and the instructional support staff to analyze trends in Advance data and make timely adjustments, as needed, to the school-wide professional development menu and schedule

*Ongoing, teachers receive additional support from instructional support staff and trainings outside of the building to supplement in-house professional development

*Ongoing, administration rotates through morning block to support teachers and students in their academic tenacity work

*Quarterly, teachers have an opportunity to participate in Inter-visitations as a result of the Principal’s findings from frequent classroom visits, data monitoring, and active PLC participation (Nov., Jan., March, and May)

*Quarterly, staff have an opportunity to provide feedback on school leadership via an in-house survey (Nov., Jan., March, and May)

*Teachers participate in the 2018-19 School Survey

*Administration conducts EOY conversations with Principal present and collaboratively reviewing MOTP Advance reports

*Review of 2018-19 NYC School Survey and goal setting

<table>
<thead>
<tr>
<th>Teachers</th>
<th>June 2019</th>
<th>Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Instructional Support Staff</td>
</tr>
</tbody>
</table>

**3b – Parent and Family Engagement**

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

Families will be engaged monthly with the use of our parent engagement time where staff communicate the upcoming contents/skills/ and pedagogical practices to drive instruction forward. The parent coordinator holds monthly parent meetings, and administration will include these meetings in their PLC rotations.

**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.

- NYC Advance web interface system
- School Based Option (SBO) for shortened school day to improve professional learning
- Scheduling adjustments of teacher assignments
- Transparent administration scheduling of teacher observations in specific cycles
- District 75 and NYC professional development workshops
- Teacher relief of teaching assignment to participate in Inter-visitations
- Per session funds

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
### Part 5 – Progress Monitoring

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

By February 2018, school staff will provide feedback on school leadership’s instructional support during one of their Wednesday 2:00-3:00 periods via an in-house school survey in order to determine if the school is on a course to meet the annual goal. We will see a 5% increase in satisfaction.

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

Advance data, in-house school survey, and NYC School Survey data

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

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

Part 1 – Needs Assessment

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

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

As mentioned earlier, an area of particular focus will be strengthening Family and Community Ties. We saw an increase in total parent participate in events from 2016-2017 to 2017-2018. In 2016-2017 we had 171 parent sign-ins for school events. This increased dramatically in 2017-2018 where we saw 375 parent sign-ins at school events. We celebrate this growth, but we also want to take a critical look at certain events to determine if we can continue to grow in this turnout. For example, we saw the same parent turnout at our Family Fair Day in 2018 that we saw in 2017. Since we are focusing on tenacity, which merges academic, personal and social skills together, we also see the need to provide guidance to parents on what this looks like. This will allow students to get certain skills and mindsets reinforced at home. We want to continue to focus on bringing families into the building to share their knowledge with us. Until our parent engagement reaches 100 percent, we strongly believe there is more work to be done.

Part 2 – Annual Goal

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

By June 2019, the school will increase parent participation in the educational and social/emotional aspects of each student’s High School career by at least 15% as compared to the previous school year, measured by attendance at school events.
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</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>Parents</td>
<td>Fall 2018</td>
<td>Administration</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>100% of students</td>
<td>September 2018-June 2019</td>
<td>Parent Coordinator</td>
</tr>
<tr>
<td><strong>Beginning of school year contact with families:</strong></td>
<td>100% of students</td>
<td><strong>Key Personnel</strong></td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>Principal’s Welcome Letter</td>
<td>Parents</td>
<td></td>
<td>Administration</td>
</tr>
<tr>
<td>Parent Telephone Contact</td>
<td>Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delivery of parent handbook and grading policy</td>
<td>Counselors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set up of Parent NYC Schools Accounts and share parent squad</td>
<td>Parent Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creation of 754 Monthly Calendar of Events</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creation and distribution of monthly Parent Workshop schedule (Sept.)</td>
<td>100% of students</td>
<td>November 2018- June 2019</td>
<td>Administration</td>
</tr>
<tr>
<td>Participation in the PROMISE Program initiative (ongoing)</td>
<td>Identified PROMISE Students</td>
<td></td>
<td>Parent Coordinator</td>
</tr>
<tr>
<td>Parent Training events (ongoing as per IEP)</td>
<td>Parents</td>
<td></td>
<td>PROMISE Team</td>
</tr>
<tr>
<td>Parent-CBO events (once per month, ongoing)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct Parent Conferences 4 times per year regarding IEP Progress Report Updates (Nov., Jan., Mar., May)</td>
<td>100% of students</td>
<td></td>
<td>Administration</td>
</tr>
<tr>
<td>Conduct Title III program (Nov.)</td>
<td>Parents</td>
<td></td>
<td>Teachers</td>
</tr>
<tr>
<td>Parent Coordinator coordinates with Resilient Scholars team for how to plan parent workshops that mirror what students are learning in their Resilient Scholars class.</td>
<td></td>
<td></td>
<td>Counselors</td>
</tr>
<tr>
<td>Increase mailings to parents regarding Report Card grades, progress reports, Parent/Teacher conferences, Regents Exam Invitations (monthly)</td>
<td></td>
<td></td>
<td>Parent Coordinator</td>
</tr>
<tr>
<td>Parents invited to Mid-Year and End of Year Academic/ PBIS Award ceremonies (monthly)</td>
<td>100% of ELL students.</td>
<td>February 2019- June 2019</td>
<td>Teachers, Paraprofessionals, Counselors</td>
</tr>
<tr>
<td>Parent invitation to Annual Family Fair Day (May)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Information distributed to Students/Parents regarding the NYC School Survey (April)

Parent invitation to Mid-Year and End of Year Attendance Luncheons (Jan. and June)

100% of students

Administration
Parent Coordinator

### 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.

Families will be engaged monthly with the use of our parent engagement time where staff communicate the upcoming contents/skills/pedagogical practices to drive instruction forward. During the monthly meeting, the parent coordinator will focus on Resilient Scholar competencies and strategies for parents to support children at home.

### 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.

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Counselors</th>
<th>PROMISE Team</th>
<th>Parent Coordinator</th>
<th>Scheduling adjustment</th>
<th>PROMISE Program funding</th>
<th>Per Session Funds</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>Per Session Funds</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

#### Part 5 – Progress Monitoring

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

By February 2019, the administration and parent coordinator will see a 7% increase in parent attendance at school events as measure by sign in sheets for events through February.

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

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

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED's memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Below grade level on Scantron assessment Transcript Analysis Report Card Grade analysis</td>
<td>Wilson Reading GED classes Pre-GED classes Regents/RCT Prep</td>
<td>Small Group One-to-One</td>
<td>During school day After School</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Below grade level on Scantron assessment Transcript Analysis Report Card Grade analysis</td>
<td>Regents/RCT Prep Homework Help</td>
<td>Small Group One-to-One Tutoring</td>
<td>During school day After School</td>
</tr>
<tr>
<td>Science</td>
<td>Transcript Analysis Report Card Grade analysis</td>
<td>Regents /RCT Prep Homework Help</td>
<td>Small Group One-to-One</td>
<td>During school day After School</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Transcript Analysis Report Card Grade analysis</td>
<td>Regents /RCT Prep Homework Help</td>
<td>Small Group One-to-One</td>
<td>During school day After School</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>DORS analysis Teacher Observation</td>
<td>Counseling Mediation FBA/BIP</td>
<td>Small Group One-to-One</td>
<td>During school day After School</td>
</tr>
</tbody>
</table>

2018-19 CEP
## 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.)
   
   | h/a |

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

   | h/a |

### 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).

   | h/a |

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

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

n/a
Section 8: Title I Program Information

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

Part 1: Title I Status

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

- Hiring Committee comprised of teachers and administration
- Partnership with New York City Teaching Fellows
- Use of New Teacher Finder technology
- New Teacher Induction Orientation
- Instructional coach provides one-to-one mentoring 3x per week
- New Teacher support meetings monthly

2b. High Quality and Ongoing Professional Development
Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- All paraprofessionals engage in high-quality lead by the Principal on a weekly basis.
- Teachers participate in a variety of professional learning activities including but not limited to inter-visitations, grade team meetings, department meetings, problem of practice triads, and quarterly assessment data dives.

Part 3: TA Schools Only

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

N/A

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

N/A

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

N/A

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td></td>
</tr>
</tbody>
</table>

Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B section references where a related program activity has been described in this plan.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verify with an (X)</td>
<td>Section Reference(s)</td>
</tr>
</tbody>
</table>
Tax Levy (FSF)  Local  p  ||  ||

**Explanation/Background:**

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

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

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</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. 75X754, 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>75X754 will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>● providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;</td>
</tr>
<tr>
<td>● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>● providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

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

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

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

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

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

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

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

---

**Encouraging School-Level Parental Involvement**

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

- holding an annual Title I Parent Curriculum Conference;

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

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

- supporting or hosting Family Day events;

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

- encouraging more parents to become trained school volunteers;

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

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

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

---

**School-Parent Compact (SPC)**

75X754, 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;
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 by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td></td>
</tr>
<tr>
<td>☑ conceptually consolidated (skip part E below)</td>
<td>☒ NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

### 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
- [x] 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
- [x] 10
- [x] 11
- [x] 12

2018-19 CEP 50
### 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:  

P754X's 2018-19 Title III program will focus on arts-based language instruction. We aim to serve 36 ELLs whose IEPs mandate 12:1:1 instructional ratios. We will host eight instructional sessions on Saturdays beginning in February 2019. Sessions will last from 9:00 am-2:00 pm. All instructional sessions will be open to parents of ELLs, who are strongly encouraged to attend and participate. The program will be staffed by four TESOL and TBE-certified teachers, three paraprofessionals and one assistant principal. We will use OTPS funds to hire the services of Inside Broadway, an approved DOE contractor, who will assist us in providing arts-based language instruction.

The arts are a valuable tool for educators and students at all levels. The arts, in all forms, enable individuals to showcase many aspects of life, and offer deep experiences in reflection, communication, experimentation, enquiry, probing, and imagination. Research has proven that the skills learned in the arts may aid students in mastering other subjects, such as ELA and Math. Evidence has also suggested that integration of the arts in school curricula contributes to student achievement. “High school arts teachers often describe the positive effects of arts education as a strategy for engaging and motivating their students.” (Critical Links: Learning in the Arts and Student Academic and Social Development, 2002).

We at 754X believe that incorporating the arts and art-making into English language instruction will enable English Language Learners to cultivate and expand their proficiency in the modalities of reading, writing, speaking and listening. For example, the use of the visual arts in the classroom can enhance language development by offering non-verbal practices for communication by providing a platform for students to create images connected to words. It is our hope that by integrating the arts into our Title III program, our ELL population will practice new ENL learning strategies that will augment language acquisition.

The Title III instructional program will infuse theater arts, dance and visual arts with content areas addressed during the school day. The Saturday sessions will be divided into thirds. In the first third, held from 9:00-10:30am, students and their parents will partake in interactive ENL/Dance lessons. During the second block, held from 10:30am – 12:00pm, students will be instructed in literacy with a focus on oral and written language that is specific to the Theater Arts. At 12:00 we will break for a 30 minute lunch, which P754X will provide. The Third block, held from 12:30pm-2:00pm, will provide mathematics instruction in the context of Visual Arts, more specifically, the measurement and numeracy in design.

Inside Broadway will facilitate the artistic aspects of the program. Their goal as an organization is to bring the arts directly into the school community while nurturing a life-long love of theater and the arts. Goals include language and vocabulary development, emotional literacy, enhanced speaking skills and a better understanding of oneself and others. OTPS funds will be used to pay for Inside Broadway, for four iPads on which we will record student performances, and for theatrical props used in student performances.
### Part B: Direct Instruction Supplemental Program Information

The program is designed to utilize the disciplines of voice, acting and choreography to engage students and parents in new pathways of expression. Using musical theater scripts and songs, students and parents will explore the themes and issues of the selected material and will correlate the experiences of the characters to their own lives.

By using scene study techniques, students and parents will explore the texts of the selected scripts and songs to better understand story arc, character motivation, expand vocabulary and the ways in which prose and lyrics can relay emotions and propel language. Students will also gain insight into the elements of dramatic structure while being able to recognize character intentions, obstacles, subtext and resolution; all while building language fluency. All work will be highlighted and exhibited during the Program’s showcase (to be held on the last day of the Title II program).

Emphasis on the New York State New Language Arts Progressions will be the platform for most of the curriculum planning. According to the Chancellor’s expectations, students should also experience Common Core-aligned instruction across all subject areas. The NLAP provides us with a framework to ensure that students receiving English as a New Language are meeting the CCLS. Units of study for the Saturday program will primarily focus on NLAP Standard 1, in the areas of Writing, Reading and Speaking/Listening for grades 9-10. The following Standards will also be integrated during instruction, and are meant to work in conjunction with the abovementioned NLAP standard.

### 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: ______

P754X will conduct four professional development sessions which will begin in late January 2019 prior to the start of our Title III program. Sessions will be ongoing throughout the program. PD will take place on four Wednesdays from 2:05-4:05 (students are dismissed at 2:00 on Wednesdays). Sessions will be supervised by one assistant principal who will not be remunerated from Title III funds, as PD sessions overlap with our AP’s official hours.

Research has shown that professional development plays a vital role in raising student achievement. To paraphrase Jacob and Lefgren, in order for teachers and administrators to be as effective as possible, it is necessary that they continually expand their knowledge and skillset to better implement successful educational practices (Jacob, B. A. & Lefgren, L. 2002).

Professional development enables educators to professionally flourish in order to help students learn at the highest levels. Ongoing professional development emphasizes team growth through collaboration.

With this in mind, Professional Development (PD) for our Title III Program will explore best practices in ENL in the form of a Professional Learning Community (PLC) where all participants will contribute by facilitating during each PD session. The administrator, three teachers and four paraprofessionals will participate in all Title III Program PDs that will focus on ENL practices and visual/theater arts in the classroom.

Professional development sessions will focus on scaffolding techniques described in the Quality Teaching for English Learners (Q-TEL) model. All participants will present material from Classroom Instruction That Works with English Language Learners (Hill and Bjork, 2008), during each professional development session. The sessions will begin with Chapter 1,
Part C: Professional Development
Introduction to Research and conclude with Chapter 15, Generating and Testing Hypotheses. The professional development sessions will focus on this text and development of multidisciplinary lesson/unit plans (math, literacy, science) focusing on nutrition, based on concepts in the literature.

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:
Research provides us with substantial evidence that parental involvement and engagement is associated with high student academic performance and social competence. One relevant study compared students whose parents are more highly involved with students whose parents are less involved. Rebecca Marcon (1999) looked at 700 urban preschoolers in Washington, D.C. Using teacher reports of parent involvement, she compared students’ grades and skill ratings. Children with highly involved parent ratings, compared to those with low ratings, scored higher grades. This year’s Title III program aims to increase parental engagement among our ELL population. The Saturday program encourages students and parents to participate in all activities together. Parents will be invited to all sessions. Lunch will be provided to encourage participation. It is our hope that parents, students and school officials will have the opportunity to collaborate, build community and enhance relationships to better suit the academic and social evolution of our students.

To incorporate Dance, students and parents will work with an Inside Broadway teaching artist on a choreographed musical piece from selected Broadway material. Using visual art techniques, students and parents will design and recreate theater backdrops and props. Along with each design piece, students and parents will provide museum captions describing their complete pieces.

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>$13,429.43</td>
<td>Saturday Instructional Program 4 teachers x 5 hrs/week x 7 weeks (60.65) = $8491 3 paras x 4 hrs/week x 8 weeks ($34.73) = $3334.08 Direct Instruction Subtotal: $9702.33 Professional Development</td>
</tr>
<tr>
<td>Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per diem</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Part E: Budget**

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

<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>Allocation Amount: $</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget Category</td>
<td>Budgeted Amount</td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td>$2,000.00</td>
<td>Inside Broadway (official NYC DOE vendor)</td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>$3,881.20</td>
<td>iPad 128gb x 8 x $405.00 = $3,240 iPad case x 8 x 34.65 = $277.20 Theatrical Props &amp; Costumes: $364.00</td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Travel</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Other</td>
<td>$95.37</td>
<td>Refreshments for parents</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$19,406.00</strong></td>
<td></td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADeS K-12 LAnguAGE AlLOCIATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>75</td>
<td>Bronx</td>
<td>754</td>
</tr>
</tbody>
</table>

School Name: J.M.R. School for Career Development

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daniel Hoehn</td>
<td>Jeffrey Farley</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>School Counselor</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Samantha Schwartz</td>
<td>Allison Nunez</td>
<td>Michelle Hernandez</td>
<td>Delia Conforme</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Related-Service Provider</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wilma Gonzalez/Global Studies</td>
<td>type here</td>
<td>type here</td>
</tr>
<tr>
<td>Elba Valarezo/Science</td>
<td>Parent Coordinator</td>
<td>Ariela Rosario</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

| Number of certified ENL teachers currently teaching in the ENL program | 2 | Number of certified bilingual teachers not currently teaching in a bilingual program | 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 | 2 | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12] | 0 | Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of 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 | 4 |

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>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>Language(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education</td>
<td>Yes</td>
<td></td>
<td>Spanish</td>
</tr>
<tr>
<td>Dual language program</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Part III: Assessment Analysis

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

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

The school uses SCANTRON Performance Series to assess students early literacy skills. SCANTRON is a computer based assessment that utilizes lexile measures to analyze student levels in Language Arts, Reading and Mathematics. SCANTRON automatically adjusts student performance levels as they navigate through the various assessments and provide detailed evaluation of student literacy skills embedded through the content areas. Assessment data and results show severe deficiencies in literacy skills across content areas for our ENL students. SCANTRON data accounts for more accurate student placement, diagnosis of instructional needs, including instructional adjustments, and measurement of student gains across reporting periods.

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

The success of our ELL program is evaluated using a variety of data which includes NYSESLAT, NYS exams, Periodic Assessments, and a wide variety of informal assessments, such as portfolios and report card grades. We use an ELL Inquiry team to study longitudinal progress of every student. This data compares not only the NYSESLAT and ELA scores but the percent gains in each of the aforementioned assessments. We closely monitor assessment data to determine the academic success of our instructional approach to our ELL programs. Assessment data is reviewed officially by school leadership on a quarterly basis through paper and online reporting. We also consider the engagement of our ELL families as a factor in the success of our ELL programs. It is essential to involve our parents in order to promote students’ success. Our ELL parents are engaged in parent workshops during the supplemental program. The progress that these parents make, in their language development and in their ability to engage in their students’ school work, is an element of our ELL program success. Additionally, our staff members’ professional progress is a measure of the success of our ELL programs.

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

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.]

Currently, 754x serves ELLs in grades 9-12.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? [Refer to the ELL Data Analysis Tool and RLAT from ATS].

The data patterns indicate that a significant number of students, regardless of grade level, reside in the lower levels of performance. 86 total students register in the Entering(Beginning) category. Despite overall success in acquiring course credit and passing report card grades many of our students do not achieve the same type of success on the examinations. This does not necessarily indicate, however, severe deficiencies in English language proficiency. The significant disabilities of our students must also be taken into account. The students at our school display a wide range of impairments that include cognitive disabilities, emotional disturbance, and test anxiety. In evaluating the whole child, which these assessments do not, it becomes apparent that student language proficiency is not as poor as it may appear.

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

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.
      Instruction is delivered to ELL’s in the following ways:
      ENL teachers collaboratively teach with traditional subject area teachers using various co-teaching models
      Pull-Out services
      Integrated Model
Students are grouped in our standardized assessment program based upon grade level which is determined by credit accumulation. In our Alternate Assessment program, students are ungraded and classes consist of students in similar age groups and similar academic levels, where possible. Therefore, students are taught in heterogeneous settings by both grade and level. Most of the time, students are in groups according to whether they are designated standardized or alternate assessment.

b. TBE program. *If applicable.*

We only have an alternate assessment TBE program. HNL is taught by the classroom teacher in conjunction with ENL services provided by an ENL teacher.

c. DL program. *If applicable.*

Currently, 754x only features ENL and TBE programs.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

   Instructional minutes, as described on the charts below, are delivered to students by way of the Push-In, Pull-Out model conducted by the school's ENL teachers. The LPT analyzes student requirements and communicates student needs to the ENL teachers. ENL teachers are required to devise their schedule, which receives oversight by the Asst. Principal of the LPT, to ensure accuracy and proper instructional time. Our bilingual teachers are each responsible for teaching 2 of the 4 core subject areas. Classes visit different teachers and thus receive instruction in all content areas. Additional native language support is provided through the use of specifically selected school personnel who are fluent in the student’s native language.

   Students assigned to our TBE program are serviced by bilingual teachers and ENL teachers. Students in this program receive the number of units of ENL and HLA instruction as delineated by CR Part 154. ENL instruction for all Entering ELLs is 540 minutes per week; 360 minutes per week for our Emerging ELLs and 180 minutes per week for our Transitioning and Expanding students along with 180 minutes of ELA instruction. ENL minutes are delivered by an ENL pedagogue. Additionally, TBE students receive 180 minutes of Native Language Arts (HLA) per week by certified bilingual pedagogue.

   Our ENL teachers also provide pull-out services to students at our off-sites and at our main-site. Students in our ENL program with IEP mandates for ENL only receive ENL services from our certified ENL teacher. Students’ with IEP recommendations for a TBE program that benefit from the ENL program are provided with Alternate Placement Paraprofessionals who speak the students’ native language and English. Students in our ENL program according to the CR Part 154 are entitled to the following: for students at the Entering level, 540 minutes per week for ENL instruction, students at the Emerging level receive 360 minutes of ENL instruction per week and for students at the Transitioning and Expanding levels, 180 minutes of ENL instruction and 180 minutes of ELA per week. Commanding students receive 900 minutes of ENL instruction for two additional years.

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.

   To ensure that students meet the demands of the Common Core Learning Standards and pass the required state and local assessments, ENL instruction is delivered via content specific curricula. In English Language Arts and Content Areas, instruction for ELLs emphasizes on language acquisition through planned linguistic objectives and integrates principles of Universal Design for Learning (UDL). We use ongoing assessments to modify language allocation in instruction throughout the year, so as to most appropriately scaffold students developing language proficiency as students progress in response to instruction. This strategy incorporates the principle of Academic Rigor, as teachers scaffold students to perform at the height of the Zone of Proximal Development.

   Teachers, equipped with a current and comprehensive view of their students’ levels of language proficiency within each modality, are best able to plan for instruction that both supports and challenges their students, with the most appropriate allocation of native and target languages, to meet the demands of the CCLS. We then focus on integrating these cognitive approaches throughout the subject areas. This extends language learning, as well as promotes content comprehension.
Instruction is provided in a classroom environment that supports academic language development. Characteristics of this type of encouraging environment include comprehensible input, low affective filter, and error acceptance. In addition, students practice language while processing complex and abstract ideas. This scaffolded curriculum is driven by standards-based instruction in order to promote high student achievement. ENL teachers collaborate with classroom teachers to ensure coherence of content instruction. Instructional plans are shared so that ENL teachers and classroom teachers are planning for students to achieve the same lesson objective, with scaffolded approaches tailored to individual students’ needs. We utilize multiple ELL-appropriate resources to support our children in content-area learning.

Instruction is supported with multicultural library books, the use of technology, and the adaptation of literacy materials to meet the needs of students with severe disabilities. To comply with New York City’s Literacy requirements, each classroom library contains books in the native language, including those adapted by teachers to meet the needs of students with severe disabilities. All instructional materials, service supports and resources, and adapted teacher-made materials are age and grade appropriate.

In the school’s TBE program, core content is delivered to students via certified teachers who are responsible for 2 core content subject areas. In the school’s ENL program, ENL teachers work collaboratively with traditional subject area teachers to impart instruction. Collaboration between all members of the ELL community is essential in determining student needs and creating viable student objectives. This collaboration is achieved by way of administrative scheduling and includes analysis of student work by members of the school’s Assessment Team. All teachers utilize the Danielson Framework for Teaching in an effort to reflect, refine, and successfully deliver instruction. Multi-Sensory instruction is common throughout both programs as well as teaching language in context. Additional methods include scaffolding, differentiation of instruction, and the continued introduction of content-specific vocabulary. This allows for the successful delivery of the demands of the Common Core Standards regardless of what program a student is in.

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

All content area subjects in our TBE programs are delivered in English with the exception of HLA, which is delivered in Spanish. HLA instruction is parallel to the literacy instruction imparted in monolingual classes and is provided by bilingual teachers utilizing native language literacy materials. The use of bilingual software and multimedia enhances and supports the development and assessment of native language skills. Native language supports are used to evaluate the content understanding of students who are not yet able to express their knowledge in English. Bilingual teachers assess students’ reading proficiency using native language books. Content area knowledge is evaluated using translated content specific assessments for new ELL students. Ultimately, language of evaluation is determined based on ELLs’ dominant academic language.

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

SIFE students are well supported through individualized and differentiated instruction from all content area teachers and receive small group instruction during AIS periods concentrating on areas of concern. SIFE students are encouraged to attend after school programming at the school as well. ENL teachers design appropriate instruction and assessments to maintain rigorous instruction. Specifically, teachers utilize DOK and UDL guidelines.

Newcomers to the ELL program (1 to 3 years of service) receive mandated bilingual and ENL instruction and additional support to build communication skills in English and in the student’s native language through AIS, bilingual paraprofessionals and Title III. For ENL students who are in years 3 through 6 of service, we provide continued development and support for continued acquisition of skills through a balanced literacy approach, enhanced communication in both Spanish and English, provisions of bilingual and ENL instruction at the worksites, and follow-up activities both in the community and at home.

Our long-term ELLs (in excess of six years) receive services based on their IEP mandates, and in accordance with their proficiency levels as indicated on the NYSESLAT. Some of our long-term ELL students also attend our Transitional Sites where they gain additional training and job placement from AHRC. All instruction is designed to promote language acquisition and language growth.
When students score proficient on the NYSESLAT, they are provided with additional support for two years. Students continue to benefit from the school’s after school programs. Differentiated strategies and extended time are utilized to support language needs.

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?

Subject area teachers collaborate with the ENL teacher to work with students in small groups, twice weekly, to provide native language support in the content concepts and vocabulary, as well as targeted exam preparation for students who will take the NYS exams. Cluster teachers collaborate with the ENL teacher to support students in using language-appropriate strategies to scaffold content learning for students. ENL teachers will specifically work on vocabulary and grammar for all aspects of academic language. Comprehension and writing skills are honed and taught by the ENL teacher during ENL instruction. As literacy is a fundamental element of language learning, students receive a comprehensive range of support services in developing their reading and writing skills. Targeted students work with guided reading specialists one-on-one or in small intervention groups; language of instruction is according to student need (English or Spanish, based on dominant language in literacy).

Students also receive support through our Title III program, which focuses on building comprehension through targeting academic vocabulary. Instruction is provided by certified Special Education teachers with bilingual extension and by certified ENL teachers. ENL methodologies used include: TPR, CALLA, Language Experience, the Natural Approach, Whole Language, and multi-sensory materials. Students designated as having an alternate placement paraprofessional receive additional support in the native language and English from a paraprofessional who speaks the students’ native language and English. The use of technology is incorporated into ENL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instruction. ELL subgroups also benefit from Wilson Reading during the school day and also participate in all after school programs such as CHAMPS, Title III After-School Program, and other sports programs. Wilson reading provides decoding, encoding, and sight word fluency, vocabulary, oral expressive language development, and comprehension.

The use of software and multimedia such as Rosetta Stone enhances and supports the development of English Literacy. Focus on language acquisition is extended throughout the curriculum and subject areas through embedded informational text reading strategies, multisensory approaches, cooperative learning, the infusion of the arts, and the use of technology. Language instruction within content area subjects is crucial for ELLs to succeed in achieving Cognitive Academic Language Proficiency (CALP), in targeted language. In addition to other resources, ENL teachers utilize content-specific material to implement effective instruction for reading and writing. Materials are acquired or created based on consultation between the ENL teachers and content area teachers. All materials reflect DOK levels and are Common Core aligned.

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?

All students who attend 754 are identified as having special needs. All students including ELL subgroups (SIFE, newcomers, ELLs receiving service 4 to 6 years and Long-Term ELLs) have opportunities to participate equally in instructional programs with AIS supports and our shop classes. Our school features the following shop classes: Dance, Plastics, Woodworking, Auto Mechanics, Recycle-a-Bike, Cooking and Catering. Our students also participate in other work related programs such as, part-time and full-time community-based work and school-based internships when they turn 17 ½.

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.

Students in our school receive the following targeted interventions in each content area:

- Small student to staff ratio which allows for more interaction with teachers and individually tailored instruction.
- Specially qualified teachers who receive the latest training in ENL, TBE, and special education services.
- Differentiation of Instruction which allows information to be presented in ways students can understand including DOK, UDL, and Common Core aligned activities and assessments.
- Teacher cluster meetings where teachers analyze student data to create individualized interventions for each content area subject

In addition, our school offers the following intervention programs:

- Occupational Therapy, Physical Therapy and other related services in order to enhance the development of the whole child and alleviate hindrances to learning
- Counseling to increase the social-emotional development of the student and enhance learning
- Title III after school program which provides additional support for students, and parents, in language acquisition
- CHAMPS after school program which provides additional support for students and promotes positive interactions as well as physical development

All of our intervention programs for ELLs incorporate English and native language when possible.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
A new program to incorporate horticulture and botany for bilingual and ENL students is currently being designed.

10. If you had a bilingual program, what was the reason you closed it?
Currently, 754X does not plan to discontinue any programs for ELLs.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELL students are afforded equal access to all school programs as is any other student. Announcements and flyers notifying students about any program are given on both English and Spanish. Additionally, we will have flyers translated to other languages as needed. Teachers and staff also call parents/guardians to notify them of any programs that are available.

Some of our programs include:
Title III
CHAMPS
Basketball
Volleyball
Cheerleading
Regents Prep
Clubs
Gardening
Full-Time/Part-Time Worksites

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.
A new, state of the art Library Media Center was installed. It is a virtual research facility complete with appropriate reference material and a computer lab with Internet access. Our in-house Library Media Specialist plays an integral role in ELA, HLA, ENL resource allocation and research skill development for both teachers and students. ELLs are trained to evaluate websites, locate current event articles through on-line databases, and prepare evidence-based claims. Materials utilized include TrueFlix, BookFlix, BrainPop, Tumble books and National Geographic en español. Content area materials are available in English and Spanish via NYPL resources. The school also has the benefit of SmartBoards and numerous computers available for use. Classrooms have extensive libraries with both English and Spanish titles.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
TBE students receive 90 minutes of instruction in their native language per week. HLA classes mirror the ELA curriculum. ENL students do not receive instruction in the native language, although they are given the opportunity of working with a bilingual paraprofessional. Native language materials are available for students and teachers at our Library Media Center. Home language support is delivered in each program via the use of teachers, paraprofessionals, technology, and adapted materials. Instruction is given based on CR Part 154 guidelines.

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

As 754 is a special education high school, the school is ever vigilant in ensuring that material disseminated to students is grade-level appropriate. In both our standardized and alternate assessment programs, the general education curriculum is utilized. Modifications and differentiation occur, but the material is the same. Adapted materials and technology play a large role in providing necessary resources and support.

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?

A new, state of the art Library Media Center was installed. It is a virtual research facility complete with appropriate reference material and a computer lab with Internet access. Our in-house Library Media Specialist plays an integral role in ELA, HLA, ENL resource allocation and research skill development for both teachers and students. ELLs are trained to evaluate websites, locate current event articles through on-line databases, and prepare evidence-based claims. Materials utilized include TrueFlix, BookFlix, BrainPop, Tumble books and National Geographic en español. Content area materials are available in English and Spanish via NYPL resources. The school also has the benefit of SmartBoards and numerous computers available for use. Classrooms have extensive libraries with both English and Spanish titles.

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).

Prior to entering the new school year, newly enrolled students have the opportunity to participate in Chapter 683 (Summer School Program) where instruction focuses on acculturating students to the school in addition to supporting them with language acquisition. Newly enrolled ELLs also have access to the school’s Title III program. Both programs have the benefit of bilingual counseling services.

17. What language electives are offered to ELLs?

Currently, 754X does not offer language electives for ELLs.

18. For schools with dual language programs:

a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.

b. In which language(s) is each core content area taught?

c. How is each language separated for instruction?

d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

Currently, 754X only features ENL and TBE programs.

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?

Individual professional development goals for teachers are discussed with the Principal and/or Asst. Principal. This discussion is held at the beginning of the school year at the Initial Planning Conference and allows teachers to reflect on their practice and establish ownership of their professional development. The Asst. Principal and teachers are able to analyze offerings provided
by the District 75 Office of English Language Learners and register for training, if appropriate. ENL personnel then turnkey the information to the rest of the ENL department. Workshops are also held at the school during professional development days targeting ENL needs.

In-house professional development is provided by members of the Language Proficiency Team as an ongoing process throughout the school year. Focus is geared towards supporting ELLs as they engage in the CCLS. Some of the topics include utilizing UDL principles in curriculum development, integrating ENL methodologies through unit/lesson planning, and looking at student work. Teachers, counselors and paraprofessionals are in constant communication both formally and informally to discuss student needs and determine overall ELL goals and progress. Common planning preparation periods have been established within school class schedules in order to enable ENL teachers, bilingual teachers and content area teachers to plan curriculum and units of study that utilize ENL methodologies with alignment to the CCLS. The school’s teachers and paraprofessionals serving ELLs are also supported through coaching services provided by the District 75 ENL instructional coach. A portion of our school is alternate assessment, ungraded, high school students. These students are working on transition goals and CDOS standards to assist them as they transition from high school to the community. The remaining portion of students are standardized assessment. These students earn course credit, sit for the appropriate NYS examinations, and proceed toward college and career.

Jose P. workshops are provided by District 75 OELL, which specifically target instructional support for Special Education ELLs. All non-ENL teachers are required to fulfill 10 hours of training. Records of attendees are maintained in-house and are updated on periodic ENL compliance documents. Additionally, we encourage and allow all teachers, paraprofessionals, counselors, parent coordinator, therapists and secretaries to attend appropriate professional development opportunities offered through OELL and other DOE offices. The Principal/Assistant Principals approve any appropriate training to help our ELL students succeed.

Trainings offered by the Office of English Language Learners are attended by ELL personnel who turnkey the information to the rest of the ELL department. Workshops are also held at the school during professional development days targeting ELL needs.

In-house professional development is provided by members of the ELL Team as an ongoing process throughout the school year. Focus is geared towards supporting ELLs as they engage in the CCLS. Some of the topics include utilizing UDL principles in curriculum development, integrating ENL methodologies through unit/lesson planning, and looking at student work. Teachers, counselors and paraprofessionals are in constant communication both formally and informally to discuss student needs and determine overall ELL goals and progress. Common planning preparation periods have been established within school class schedules in order to enable ENL teachers, bilingual teachers and content area teachers to plan curriculum and units of study that utilize ENL methodologies with alignment to the CCLS. The school’s teachers and paraprofessionals serving ELLs are also supported through coaching services provided by the District’s instructional coach.

Jose P. workshops are provided by District 75 OELL, which specifically targets instructional support for Special Education ELLs. All non-ELL teachers are required to fulfill 10 hours of training. Records of attendees are maintained in-house and are updated on periodic ELL compliance documents.

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.

754X is a high school that serves students in grades 9-12. All staff is encouraged and permitted to attend professional development activities. Records of attendees are maintained in-house and are updated on periodic ENL compliance documents. The attendance secretary maintains these records accordingly. All certificates of completion are put into the staff member’s personnel file kept in the school.
### Parental Involvement

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

The school provides information on the aforementioned items during scheduled IEP meetings and through monthly telephone calls to parents. A consistent and open line of communication exists between the school and families. This year, a pilot program is being established which will invite parents into the school to meet with the LPT to discuss the previously mentioned items. This meeting will occur twice per school year and allow the school to present information and serve as an additional opportunity to discuss student progress. Connecting with parents regarding these items is also accomplished via the orientation and follow-up sessions conducted for the Title III program. Parents are also invited to become members of the School Leadership Team and participate in the Parent-Teacher Association. We provide translation services at all meetings where deemed necessary. We utilize in-house translators, but will use an outside vendor if a special language is needed that we cannot accommodate from in-house staff.

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

Parents of ELL students have excellent opportunities to become involved. To begin, parents are sought out by our Parent Coordinator to become members of the School Leadership Team. Parents who do not speak English are welcomed and interpretation services are provided. This affords parents the opportunity to be an integral part of the decision-making process at the school level. Parents are also invited to attend and participate actively in the school’s PTA. The Leadership Team and the PTA offer parents fantastic opportunities to receive information, offer input and feedback, and understand the direction the school is heading. Outreach is also conducted by the Parent Coordinator to solicit information from parents as to ways in which the school can offer assistance. The school conducts monthly workshops for parents based upon the information gathered. Title III is another way parents are engaged and involved in the school. This program occurs after school and is accompanied by a newsletter and weekly opportunities for parents to come to the school and engage in educational activities with their children.

### Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response here:
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Daniel Hoehn, 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>Daniel Hoehn</td>
<td>Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Jeffrey Farley</td>
<td>Assistant Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Ariela Rosario</td>
<td>Parent Coordinator</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Allison Nunez</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Delia Conforme</td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Wilma Gonzalez</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Elba Valarezo</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Samantha Schwartz</td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michelle Hernandez</td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
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>(*Primary)</td>
<td></td>
<td></td>
<td></td>
<td></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 data and methodologies used to assess our school's written translation and oral presentation needs consists of the following:

- Home Language Identification Surveys (HLIS)
- Parent interviews, specifying what language is preferred for all written and oral correspondence
- Student Registration Form
- Place of Birth report (RPOB)
- Parent Orientations

- Emergency blue cards - parents' language preference is written on the card

- PTA Meetings

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>The majority of the translation and interpretations need to be in Spanish. However, we have added Haitian Creole and several African dialects as needed. Our findings were recorded during faculty conferences, staff memos, and ongoing communication between the teachers and the families.</td>
<td></td>
<td></td>
<td></td>
<td></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.

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>The written translation services our school provides are primarily for correspondence to parents and include the following:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP
2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The formal face-to-face meetings will typically include the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Parent-Teacher conferences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Open School Night</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- IEP meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Meetings with guidance counselors/social workers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

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.

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.)

In order to fulfill section VII or Chancellor’s Regulations A-663, in September no later than 30 days from the school’s opening, we compile and review HLIS and RPOB data to determine the primary language spoken by the parent of each student enrolled in the school. In addition, in our main office we have posted in English and the 8 languages as per the chancellor’s Regulations, the signs indicating to parents the availability of language services provided by the DOE. The data collected is used to determine in which languages school notices have to be translated and interpretation services needed. Our bilingual staff members provide the written translations and interpretation services needed to the greatest extent possible. When in-house staff members cannot provide the specific services needed, we request services from the Department of Educations’ Translation and Interpretation Unit. We also distribute written notification to all parents, whose primary language is a covered language by the DOE, of their rights regarding translation and interpretation services.

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?

In addition to the procedure outlined in Part E, we will monitor all new entrants in the same manner, relying on in-house support or the Translation and Interpretation Unit. If internal resources are not available, we will enlist an outside vendor for translation and interpretation services.