2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 14K023

School Name: P.S. 023 CARTER G. WOODSON

Principal: JOSEPH MATTINA
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Carter G. Woodson Elementary School

School Number (DBN): 14K023

BEDS Code: 331400010023

Grades Served: Pre-K through 5th Grade

School Address: 545 Willoughby Avenue

Phone Number: 718-387-0375

Fax: 718-302-2312

School Contact Person: Joseph Mattina

Email Address: jmattina@schools.nyc.gov

Principal: Joseph Mattina

UFT Chapter Leader: Elizabeth Cortes

Parents’ Association President: Mayra Encarnacion

SLT Chairperson: Elizabeth Cortes

Title I Parent Representative (or Parent Advisory Council Chairperson): Tameka Cooper

Student Representative(s): n/a

CBO Representative:

District Information

Geographical District: 14K023

545 Willoughby Avenue

Brooklyn, New York 11206

Superintendent: ALICJA WINNICKI
Superintendent’s Office Address: 215 HEYWARD STREET
BROOKLYN, NY11206

Superintendent’s Email Address: awinnic@schools.nyc.gov
Phone Number: 7183027600  Fax: 7183027978

Field Support Center (FSC)

Brooklyn North

FSC: Executive Director: Bernadette Fitzgerald
131 LivingstonStreet

Executive Director’s Office Address:
bfitzge2@schools.nyc.gov

Executive Director’s Email Address:
718-935-3954 718-935-2382
Phone Number: Fax: 
Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joseph Mattina</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Elizabeth Cortes</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Mayra Encarnacion</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Lana Straker</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Tameka Cooper</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Magdalene Poulos</td>
<td>Member/ Faculty</td>
<td></td>
</tr>
<tr>
<td>Ariana Lopez</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Michelle Renna</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Nory Morales</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Yessika Luna</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Carmen Sanchez</td>
<td>Member/ Faculty</td>
<td></td>
</tr>
<tr>
<td>Edwin Rivera</td>
<td>Member/ Faculty</td>
<td></td>
</tr>
<tr>
<td>Mayra Encarnacion</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Lisa Rodriguez</td>
<td>Member/Faculty</td>
<td></td>
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</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.

### The Six Elements of the Framework for Great Schools

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

### The Quality Review and the Framework for Great Schools

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

#### NYCDOE’s Quality Review (QR)

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

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

#### School Quality Guide

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

#### Title I Requirements and Strengthening Title I Parent Involvement

2018-19 CEP 8
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.</th>
<th>What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Through our interdisciplinary instructional program, students are challenged to make real world connections that will prepare them for entrance to the college or career of their choice. We do this by providing:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>a nurturing and safe learning environment where teachers use questioning and discussion techniques to encourage students to take risks.</strong></td>
</tr>
</tbody>
</table>
opportunities for students to explore their creativity to enhance their critical thinking and problem-solving skills.

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.

PS 23 is committed to creating an interdisciplinary program that empowers students to collaborate and use innovative approaches to learning.

We are a small school serving approximately 290 students in grades Pre-K through 5th Grade in general and special education. Approximately 22% of our students reside in temporary housing. 33% of our students have an Individualized Educational Plan. 8% of our students are English Language Learners. In order to support our students we have partnered up with multiple agencies and community organizations.

Last year we received a grant from the Brooklyn Borough President’s office to add a second computer lab to our school with Z-Space machines (a 3-D platform). In order to expose our younger students to technology, we are in the process of creating a lab for grades K-1. This lab has SMART tables, laptops, and multiple defined areas for project based learning opportunities.

Through a grant from the CASA Association we will continue our partnership and work with the 92Y. Through this partnership, we provide students with exposure to dance, music, theater, and computer programming. For the last two years, we have partnered with 92Y with the vision to provide our students with high quality performing arts programs that supplement the curriculum in place at PS 23. Since working with this prestigious organization, we have been able to provide our students a wider range of experiences, greater opportunities for personal and collective success, and possibilities for parent and community engagement. There is evidence to suggest that attendance improved on days when 92Y programs were scheduled. This is strongly suggestive that a year long, whole school Performing Arts program will assist in raising attendance habits across the school.

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

Our community is unique in that a fourth of our school’s population is in temporary housing (STH). Additionally, 33% of our students have an IEP (individualized Educational Plan) and we strive to declassify as many students as possible placing all students in the least restrictive environment.

Historically, our students in temporary housing have had poor attendance; therefore, we have assigned one of our paraprofessionals to pick up students from the nearby shelters at 7:30am and bring them to school. As an incentive for early arrivals, we implemented the CHAMPS program, which requires students to begin the day at 7am. Students participate in organized sports activity led by our physical education teacher.

About a third of our student population is composed of students with special needs. In order to best service our students in the least restrictive environment, we have opened up ICT classes in 5 out of the 6 grades that we service. Having two teachers in each of the ICT classes support students by lowering student/teacher ratio. By June 2018, we reflected on our student progress and moved about 10% of our students from self-contained classes to ICT classes. We understand that the majority of our students with IEP learn best through a hands-on approach and have planned to incorporate the use of technology in the classroom. Currently, we have five computer carts in the school with at least thirty laptops in each cart.

In addition, we serve English Language Learners through our ENL (English as a New Language) program through push-in and pull-out services. We have scheduled parent workshops to empower with the necessary skills to best support their children at home. For the last 3 years, we have been part of the District Charter Partnerships Collaborative Learning pilot. Through this pipeline, we have shared best practices in supporting ENL students.
Our Pre-Kindergarten program is supported through the Quality Stars Program and as a participating program in which we were awarded 4 Stars; Quality Stars is a New York State Program dedicated to providing high quality/developmentally appropriate early childhood education while preparing children for the academic rigor needed to be academically & socially successful. Oftentimes, our Pre-K classes are used as model sites for other Pre-k programs.

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 indicated in our Framework for Great Schools Report we have been most successful in cultivating effective school leadership, strong family community ties, and building trust. In almost all areas we have exceeded the citywide average in the framework elements. It is our belief that we have been successful in attaining this through sustaining an open door policy where parents and family members are welcome in the building at any time having access to the administration, teachers, and staff. Also, serving so many families in a temporary housing setting, we strive to provide them with clothing, food, and guidance during a difficult time in their lives. Through the NYC Office of School Health we had the Dept of Health & Mental Hygiene conduct a vision screening for our students whom were then provided with glasses for no charge; In addition we have also provided dental screening. Representatives from CAMBA provided families resources to prevent homelessness.

When the shelter system relocates families or they find permanent housing, the overwhelming majority of parents choose to keep their children here with us not only because of the quality of education they receive, but because of the family atmosphere we have created and cultivated here. Supported by our Parent Coordinator, Tameka Cooper, we will continue these partnerships and forge new ones to educate and positively influence the WHOLE child and support our families.
### School Demographics and Accountability Snapshot for 14K023

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>PK,0K,01,02,03,04, 05</th>
<th>Total Enrollment (2017-2018)</th>
<th>286</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
</tr>
</thead>
</table>

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Program</th>
<th>PK,0K,01,02,03,04, 05</th>
<th>Dual Language</th>
<th>Self-Contained English as a Second Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th>56</th>
<th># SETSS (ELA)</th>
<th>13</th>
<th># Integrated Collaborative Teaching (ELA)</th>
<th>29</th>
</tr>
</thead>
<tbody>
<tr>
<td># Special Classes (Math)</td>
<td>56</td>
<td># SETSS (Math)</td>
<td>11</td>
<td># Integrated Collaborative Teaching (Math)</td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Types and Number of Special Classes (2018-19)</th>
<th># Music</th>
<th># Drama</th>
<th># CTE</th>
</tr>
</thead>
<tbody>
<tr>
<td># Special Transitional Bilingual Students</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td># Special Dual Language Students</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td># Special Self-Contained English as a Second Language Students</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>90.0%</th>
<th>% Attendance Rate</th>
<th>86.5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Free Lunch</td>
<td>89.5%</td>
<td>% Reduced Lunch</td>
<td>0.3%</td>
</tr>
<tr>
<td>% Limited English Proficient</td>
<td>7.7%</td>
<td>% Students with Disabilities</td>
<td>30.1%</td>
</tr>
</tbody>
</table>

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

| % American Indian or Alaska Native | 1.4% | % Black or African American | 50.7% |
| % Hispanic or Latino              | 45.5%| % Asian or Native Hawaiian/Pacific Islander | 0.7% |
| % White                           | 1.4% | % Multi-Racial             | 1.7% |

#### Student Performance for Elementary and Middle Schools (2017-18)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>33.0%</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
<th>35.8%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17)</td>
<td>97%</td>
<td>Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | N/A |
| Global History Performance at levels 3 & 4 | N/A | US History Performance at Levels 3 & 4 | N/A |
| 4 Year Graduation Rate | N/A | 6 Year Graduation Rate (2011 Cohort) | N/A |
| Regents Diploma w/ Advanced Designation | N/A | % ELA/Math Aspirational Performance Measures (2015-16) | N/A |

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

<table>
<thead>
<tr>
<th>Reward</th>
<th>No Recognition</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Good Standing</td>
<td>Yes</td>
<td>Local Assistance Plan</td>
</tr>
<tr>
<td>Focus District</td>
<td>Yes</td>
<td>Focus School Identified by a Focus District</td>
</tr>
<tr>
<td>Priority School</td>
<td>No</td>
<td>Focus Subgroups</td>
</tr>
</tbody>
</table>

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

#### Elementary/Middle School

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

#### High School

| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino               | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White                            | N/A | Multi-Racial              | N/A |
| Students with Disabilities       | NO  | Limited English Proficient | N/A |
| Economically Disadvantaged       | NO  | ALL STUDENTS              | YES |

#### Adequate Yearly Progress (AYP) in Mathematics (2016-17)

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

#### Adequate Yearly Progress (AYP) in Science (2016-17)

| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino               | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White                            | N/A | Multi-Racial              | N/A |
| Students with Disabilities       | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged       | N/A | ALL STUDENTS              | YES |

#### Adequate Yearly Progress (AYP) in Graduation (2016-17)

| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino               | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White                            | N/A | Multi-Racial              | N/A |
| Students with Disabilities       | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged       | N/A | ALL STUDENTS              | 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>

According to the 2016-2017 Quality Review Report, Curriculum is purposefully aligned to the Common Core Learning Standards and instructional shifts. However, feedback by the quality review evaluator stated the need to include resources for diverse learners, including ELLs and students with disabilities so that they could have access to the curricula and be cognitively engaged. During the 2017-2018 academic year, we focused providing teacher PD on designing rigorous tasks for students in both ELA and Math. We revisited our Assessment calendar and refined our practices for delivering instruction that focused on students' next steps. In the Summative Feedback for SY 2017-2018 of the Principal Performance Review, an area of growth was on QR indicator 2.2-Assessment. The superintendent highlighted the use of assessment as an area of strength for our school. She stated, "you have intensified your leadership moves in looking and analyzing assessment results by introducing and implementing the "quadrants" for student progress monitoring that is now school-wide and provides all teachers with the base for inquiry and planning for next steps for individual and groups of students."

A comprehensive assessment of our academic program was completed using the most current School Snapshot Report, QR, MOP and MOSL data. Our data indicated that although we are making steady increase in ELA, our students would need additional support in mathematics. From our results of the QR and teacher ratings, the pedagogy is effective. School leaders and staff have worked on curriculum planning, development of performance tasks and assessments to monitor student progress. The instructional focus for this year using our data (multiple) to develop benchmark goals and plan strategic/targeted small group instruction. Teachers are provided item analysis of ELA and math state exams to support in development of small group and differentiated lessons. With support from coaches/consultants, teachers are using data more frequently to gear instruction and determine best teaching practices.

Our priority for next year is to continue designing rigorous tasks that are aligned to major cluster CCLS and to continuously revisit data to inform small group instruction. We recognize the need to continue to effectively align these materials to the CCLS through designing coherent instruction specifically in designing, evaluating and continuously updating curriculum maps. We have chosen to use elements of the Wonders reading program for ELA instruction. For foundational skills, we will continue to use FUNDations in grades K-2. In addition to utilizing Fundations, DIBELSNExt will be incorporated and will be used for progress monitoring in order to hone in on targeted skills. We will also continue to use Wordly Wise as a supplement to build on students’ vocabulary.

Part 2 – Annual Goal

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

| By June 2019, 100% of students in grades K-5, including SWD and ENL students will show a gain of 10% as evidenced by running records, MOSL Performance Tasks, and NYS Test Results. |  |
**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)</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>Research based vocabulary program “Wordly Wise”</td>
<td>School wide</td>
<td>Sept 2018 – May 2019</td>
<td>Classroom Teachers and Paraprofessionals</td>
</tr>
<tr>
<td>Pre Assessments/Benchmark/ Weekly Assessments/vocabulary assessments</td>
<td>School wide</td>
<td>Sept 2018 – May 2019</td>
<td>Classroom Teachers and Administration</td>
</tr>
<tr>
<td>Analyzing Assessments and adjusting curricula accordingly with the assistance of Lead Teachers who will turnkey to staff during Monday PD</td>
<td>School wide</td>
<td>Sept 2018 – May 2019</td>
<td>Classroom Teachers and Administration</td>
</tr>
<tr>
<td>Wilson Training Specialists will assist teachers in strengthening their multi-sensory strategies as well as their comprehensive understanding of the structure of the English language within the structured program. In addition, teachers will improve the ability to plan and implement a coherent lesson based on the diverse needs of students.</td>
<td>School wide</td>
<td>Nov 2018 - May 2019</td>
<td>Consultants,</td>
</tr>
</tbody>
</table>

**3b – Parent and Family Engagement**

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

During the first Parent Teacher Conference for the 2018-2019, teachers will provide parents with an overview of the expectations for the grade across all subject areas. The Parent Coordinator will survey parents to determine areas need and will host monthly workshops on rigorous activities that they can engage in with their 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.

Teachers will have at least 4 common preparation periods a week with one of those periods being a back-to-back block for thorough collaborative planning to revise curricula and adequate time to analyze data to modify instruction to best meet the needs of all learners.

**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 January/February 2018,** 5% of students will increase in proficiency level as measured by TC Running Records and DIBELS Next Data,

Progress monitoring will take place in several different ways;

- **Response to Intervention (RTI)** will be delivered to at-risk students; October, January/February, May/June benchmarks using DIBELS Next

- **All teachers will continue the Inquiry Process on a 6-8 week cycle**

- **Wonders Biweekly Assessments**

- **Classroom teachers will track TC Running Records**

- **Classroom teachers will monitor students progress through SIP’s (Student Improvement Plans) which will be adjusted 3 times a year to track student progress and growth.**

- **Major planning sessions leading to revisions will be November 2018, February 2019, and May/June 2019**

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

For Grades K through 2 teachers will use the NYC Performance Tasks and Grades 3-5 will use given Benchmark assessments. Teachers will administer and score tasks. After analyzing the data, teachers will use the information to revise SIPs. Furthermore, that data will be shared during Monday PD with vertical teams whom will use that data to drive the curricula revisions to ensure students are on target to meeting this goal.

**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

<table>
<thead>
<tr>
<th>1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.</th>
</tr>
</thead>
<tbody>
<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>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
</tr>
</tbody>
</table>

1. As outlined in the 2017-2018 Framework for Great Schools Report, over 95% of our staff members agree or strongly agree that students are safe outside and around the school. This average exceeds the city average. We have accomplished this by establishing behavioral expectations for students, staff, and visitors that encourage a positive and respectful school climate and culture are essential to creating and maintaining a safe and supportive school community.

2. According to ATS records, our End of Year attendance for the 2017-2018 academic year was 87%. This average is below the NYC average. Our school average has been decreasing by about 1% each school year since 2015-2016.

3. In order to support student attendance we plan to implement the following practices:
   a. host monthly assemblies that recognize students' perfect attendance.
   b. schedule CHAMPS at 7am as an incentive for students who are interested in participating in organized sports 3 days a week.
   c. schedule S.T.E.A.M related activities after school hours.
   d. partner each staff member with students who have poor attendance to build strong positive relationship with an adult in the school building (Panther Partners).
   e. schedule a paraprofessional to pick up students at 7:30am from nearby shelters.

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, the school end of year attendance will increase by 3% as measured by ATS monthly and yearly reports.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>STH</td>
<td>Fall 2018 – June 2019</td>
<td>Marilyn Quinones</td>
</tr>
<tr>
<td>All Students Chronic absentee</td>
<td>ongoing</td>
<td>Mr. Robinson, Attendance Teacher School Aide</td>
</tr>
<tr>
<td>All Students</td>
<td>Once a month</td>
<td>Ms. Tameka, Parent Coordinator Ms. Rodriguez, SLT Chairperson</td>
</tr>
<tr>
<td>All students</td>
<td>October 2018- March-2019</td>
<td>Administration, Teachers</td>
</tr>
</tbody>
</table>

- Paraprofessional liaison to shelter
  
  A paraprofessional will pick up students from nearby shelters and drop them off at school for breakfast.

- Attendance Reports
  
  School aide will be responsible for printing monthly attendance reports. Teachers will be provided with attendance rates for their class and will contact students who are chronically absent or late during Parent Engagement time on Tuesdays.

- Monthly Assemblies
  
  Parent Coordinator and School Leadership Team Chairperson will collaborate to host monthly assemblies to celebrate student progress and perfect attendance.

- 92Y- interest students through art to increase attendance
  
  Partner with the 92nd Street Y to provide arts related programming to students across all grade levels.

### 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.

Setting clear expectations for students is a priority. We hope to engage families in supporting their understanding of creating a supportive environment by clearly communicating expectations with them and holding students accountable when expectations are not met. We will communicate with parents via Bloomz, letters sent home, and phone calls and parent square.

### 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.
Application of the CASA Association Grant and the Arts for English Language Learners and Students with Disability for funding for the 92Y programming.

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

Part 5 – Progress Monitoring

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

In 2017-2018, the attendance decreased by about 1% to 87%, which is below the city average of 94%. Our goal for the 2018-2019 school year is to bring student attendance rates to 90%. Attendance will be monitored on a monthly basis. Teachers will develop, implement and adjust class/grade attendance incentive plans. Furthermore, attendance benchmarks will be analyzed in November 2018, January 2019 and in March 2019.

The summative assessment for all testing grades is the NYS Tests. For progress monitoring, we plan to administer the TC Running Records four times per year for all grades. We also plan to administer the MOSL for grades K-2 by October and May 2019. For grades 3-5, we will monitor progress through the Performance Tasks 3 times per year. In addition, DIBELSNext will be continuously utilized to measure student growth and development in relation to specific targeted skills.

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

Student attendance will be measured through teacher daily attendance entry. The student attendance report will be tracked on a daily basis and families will be contacted by one of the school aides. Classes who have 100% attendance for the month will be acknowledged and celebrated. Overall success of student attendance will be measured by student growth on NYC MOSL for grades K-2 and NYS Test results for grades 3-5.

Student academic achievement will be measured by student growth on MOSL, NYC Performance Tasks, and the NYS test results. For grades K-2, the MOSL will be administered 2 times a year (BOY, EOY). For grades 3-5 the Performance Tasks are administered 2 times per year. The data from these assessments will be used to monitor student progress and to inform teacher practices.

Student achievement will be tracked on Students' Improvement Plans (SIP). Teachers will update the SIP three times per year.

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

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

Part 1 – Needs Assessment

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

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

According to data from the 2016-2017 Quality Review Report, Teacher teams consistently analyze school-wide assessment data and student work products across subjects. We have structures in place to ensure that teachers have built-in leadership capacity. The collaborative work of teacher teams has resulted in improvements to pedagogical practice and a strong voice in key decisions affecting supports for student achievement. To continue the collaborative work amongst teachers, it is imperative to maintain the stability in teacher teams and progress to the next level ensuring 100% of staff is held accountable.

Teachers will continue to work with their grade level and vertical inquiry groups on designing questions and tasks to assess student thinking resulting in an increase in student achievement as evidence by meeting goals set fourth on Student Improvement Plans (S.I.P.’s) across the content areas.

Part 2 – Annual Goal

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

By June 2019, each grade level team will have engaged in at least three inquiry cycles focused on how to design questions and tasks to assess student thinking resulting in an increase in student achievement as evidence by meeting goals set fourth on Student Improvement Plans (S.I.P.’s) across the content areas.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
</tr>
</thead>
<tbody>
<tr>
<td>students who are approaching grade level standards as measured by NYS test results, TC Running Records and DIBELNext Data</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timeline What is the start and end date?</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 2018-June 2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Teachers-Teachers will alternate facilitating inquiry meetings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>→ Horizontal Teacher Teams: teachers will meet once a week with grade level teams to discuss progress of students in their inquiry teams. Based on data results, teacher teams will identify areas of strength and possible areas of growth and report on new findings. There will be a total of three inquiry cycles per year.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>→ Common planning and weekly meetings: the daily schedule has been designed in a way that provides all teachers with opportunities to meet with their grade level colleagues during their preparation periods to review student work and develop targeted next steps.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Monthly Meetings with Administration</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>The administrative Team will participate in monthly data analysis meetings to take a pulse on goal implementation and identify next steps for PD and interclass visitations.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>N/A</th>
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<table>
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<tr>
<th>N/A</th>
</tr>
</thead>
</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.

We have an open door policy. Parents are welcomed into the building and encouraged to engage in conversations with their child's teacher during the Parent Involvement time that has been allocated by the Department of
Education. Teachers will also share monthly newsletters with parents about upcoming events, enduring understandings for key subject areas, and strategies that they can use at home to support their children.

We use Bloomz, a parent/teacher application that helps parents stay informed on activities/events taking place at 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.

Teachers will have at least 4 common preparation periods a week with one of those periods being a back-to-back block for thorough planning to revise curricula and adequate time to analyze data to modify instruction to best meet the needs of all learners. Additionally, we will collaborate with Brooklyn North coaches to support teachers with using data collected through the inquiry process to adjust SIP’s, curriculum maps, and the design of rigorous tasks.

**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>
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</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 June 2019, there will be a 20% increase in the number of teachers who take on leadership roles to facilitate workshops as evidenced by component 4e in Advance.

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

Teacher created S.I.P.’s. Additionally, teachers will use mentor text "How to Create and Use Rubrics" to create and develop rubrics to assess student growth and achievement. Furthermore teachers will use data from formative assessments, chapter, and unit assessments to revise curricula to monitor the impact of adequate student growth.

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

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

Part 1 – Needs Assessment

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

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

According to the 2017-2018 School Quality Guide, 99% of parents responded that the principal includes them in leadership decisions. 92% of staff members responded positively to questions about Effective School Leadership. This data exceeds both the city and the district average.

As stated by the quality review evaluator, we have developed systems for supporting and improving teacher practices through regular and frequent cycles of observations that lead to effective feedback that are strategically scheduled.

In the 2017-2018 Principal Performance Review, the superintendent identified Teacher Feedback as an area for growth. As a next step, she suggested that we "regularly use the Danielson Framework to analyze trends where multiple teachers show problems of practice or areas where teachers are less than effective...and ensure that (we) provide normed feedback and next steps which will also inform professional development for identified teachers."

Part 2 – Annual Goal

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

Regularly use the Danielson Framework to analyze trends where multiple teachers show problems of practice or areas where teachers are less than effective and provide feedback and next steps. The information gathered from formal and informal observations will be used to design a professional development plan for identified teachers.

By June 2018, 100% of observations, when permissible, will be completed within the time period defined by the NYCDOE. Teachers will receive verbal feedback within 48 hours after observation and will receive written feedback within a week after observation.

Teacher growth will be supported by:

1. ongoing observation cycles and feedback to teachers as measured through ADVANCE
2. scheduled PD sessions as reflected in PD tracker with possible teacher next steps
3. interclass visitations on best practices in the area of growth.

Teacher growth will be measured by:
1. feedback as noted in the ADVANCE rating

2. informal feedback provided by colleagues through peer evaluators
### 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)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff development; teachers will participate in a variety of PD to enhance our S.T.E.A.M. initiative and incorporate findings into creating attainable tasks and projects for students.</strong></td>
<td>All teachers</td>
<td>October 2018-June 2019</td>
<td>Lead teachers and or staff members who attend workshops and turnkey. Teachers will come up with a cycle of PD that will be revised mid year based on progress and assessed needs</td>
</tr>
<tr>
<td><strong>Workshops, Data Specialist Briefings, BNFSC PD to address community needs.</strong></td>
<td>All staff</td>
<td>November 2018-June 2019</td>
<td>Teachers/paraprofessionals.</td>
</tr>
<tr>
<td><strong>Subgroup data will be analyzed to address students’ needs and strengths to effectively plan next steps, especially with ELL and special need student cohorts. Teachers will develop lesson plans that include multiple entry points (differentiated text, visuals, manipulatives, etc)</strong></td>
<td>Teachers of subgroups</td>
<td>November 2018-June 2019</td>
<td>Teachers/paraprofessionals administration</td>
</tr>
</tbody>
</table>

| n/a | n/a | n/a | n/a |

### 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.**

The administrative team will share the Comprehensive Educational Plan with the PTA to ensure that the goals for the school are transparent. Parents in the SLT will plan monthly workshops that are aligned to the school goals and are reflective of student data.

### 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.

No additional funding.

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

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

Part 5 – Progress Monitoring

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

By February 2019, all formal observations will be conducted and 50% of informal observations will be finalized on ADVANCE.

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

A tracker has been created to identify observation option and the number of observations per month. An administrator has been assigned to observe each teacher on a monthly basis. Once a teacher has been observed, he/she will receive verbal feedback within 48 hours of observation and written feedback within a week after the observation. The feedback will include areas for celebration and areas for growth with specific resources to improve teacher practice.

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

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

**Part 1 – Needs Assessment**

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</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 action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

According to the 2017-2018 School Quality Guide, 96% of parents responded positively to questions about Strong Family Community Ties. They responded that the school staff regularly communicates with them about how parents can help their child learn. Parents and teachers also noted that they communicate with each other and that they work closely to meet student needs.

The priority need is to increase the number of parents who participate in schoolwide community events such as Parent Association Meetings, Parent Teacher Conferences, workshops and community events.

**Part 2 – Annual Goal**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019 P. S. 23 will see an increase of 6% in attendance in school wide community events such as: Parent Association Meetings, Parent Teacher Conferences, Workshops and Community Event and establish Parent-Teacher luncheons, as evident by sign in sheets at various activities.</td>
<td></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>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>1. English as a New language (ENL) teacher will continue using Title III funding to provide parent workshops in the areas of ENL services and technology workshops.</td>
<td>All parents and guardians</td>
<td>ENL teacher Parent coordinator PA President</td>
</tr>
<tr>
<td>2. Parent Association will coordinate a parent-teacher luncheon related to multicultural events addressing the cultural diversity in our community.</td>
<td>All parents and guardians</td>
<td>Parent coordinator Parent Association Teachers</td>
</tr>
<tr>
<td>3. Establish and cultivate relationships with various organizations to meet the needs of our STH population, specifically the local shelter.</td>
<td>All parents and guardians</td>
<td>Administration STH coordinator Community Organization Staff</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

CPP

### 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.

ENL Teacher will attend PD provided by District and BNFSC. Title III funds will be used to plan and execute Professional Development for teachers led by ENL Teacher. Additionally, we will work with STH liaison, Tameka Cooper, to facilitate resourced for STH Students. This will be done in collaboration with the Parent Coordinator who will synchronize necessary organizations to meet the needs of our families; this will take place during designated events such as Parent Teacher Conferences and Assemblies.

**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>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Part 5 – Progress Monitoring

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

By February of 2019, at least three schoolwide events have been scheduled. Parent participation will be tracked through attendance sheets.

1. Beginning of school year Parent Teacher Conferences
2. November Parent Teacher Conferences
3. LEAP Mid Year Celebrations (December)
4. Monthly Assemblies to Celebrate student attendance and progress

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

Parent Coordinator will create agenda and attendance sheets to monitor parent participation in school related activities.

**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</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Universal Screening</td>
<td>FUNdations</td>
<td>Small Group&lt;br&gt;</td>
<td>2 to 3 times a week</td>
</tr>
<tr>
<td></td>
<td>Gates MacGinitie/</td>
<td>SPIRE</td>
<td>One to one&lt;br&gt;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DibelsNext</td>
<td></td>
<td>Tier 3</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Unit Assessments</td>
<td>Go Math Intervention</td>
<td>Small Group&lt;br&gt; Tier 2&lt;br&gt; Tier 3</td>
<td>During the day</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>NYS Science Assessment&lt;br&gt; Formative Assessment</td>
<td>Harcourt</td>
<td>Small Group&lt;br&gt; repeated readings&lt;br&gt; tutoring in writing&lt;br&gt; hands on activities</td>
<td>During the day</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Formative assessments</td>
<td>Teacher Created</td>
<td>Small Group&lt;br&gt; Individual &amp; group projects</td>
<td>During the day</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>Guidance Counselor&lt;br&gt; ENL</td>
<td>BNFSCP</td>
<td>one to one, small groups&lt;br&gt; small group, push in reading &amp; writing across content areas&lt;br&gt; Reading &amp; writing across content areas</td>
<td>During the day&lt;br&gt; During the day</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>small groups and push in</strong></td>
<td><strong>During the day</strong></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

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

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

Part A: FOR TITLE I SCHOOLS

<table>
<thead>
<tr>
<th>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.)</th>
<th>63 students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>Cool Culture Pass, school communication system (Parent Square), provide families with basic school supplies (uniforms, backpacks, notebooks, folders, pencils), Various Workshops set up by the Parent Coordinator to best meet the needs of our STH population as requested by their parents.</td>
</tr>
</tbody>
</table>

Part B: FOR NON-TITLE I SCHOOLS

<table>
<thead>
<tr>
<th>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).</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: Title I Program Information

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

Part 1: Title I Status

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

| X | Schoolwide Program (SWP) | Targeted Assistance (TA) Schools | Non-Title I |

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.

The Principal’s cabinet is also the interviewing committee, which makes recruitment a process that involves all stakeholders. Final decisions are made by the administration with the committee’s input. Since quality instruction is the strongest influence on student achievement, teachers are involved in developing their own professional learning plans. To create quality teachers, we will ensure that staff will have opportunities to develop, grow, and learn from peers and experts. Staff will lead Professional learning sessions to turn key information obtained during outside seminars. Preference sheets are always distributed to teachers in regards to their teaching assignments, then 1 on 1 conversations with administrators take place before any possible re-organization is made.

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).

We have ongoing PD opportunities throughout the school year. Professional Development is regularly scheduled on Mondays from 2:20pm – 4:00pm. We have a partnership with PS 147, PS 257, and PS 132 to share best practices aligned to the CCLS.

This year we have been collaborating with staff members from Brooklyn North. We are currently working with Kira Bonn for support in early literacy, Julia Hynes for support in Math, and Margery Cooper for support in school environment.

This year the ULIT coach is working with our K-2 grade team on early childhood development. She’s working with Kindergarten teachers in writing and supporting first and second grade teachers with phonics instruction.

Our faculty also participates in PD offered by the BFSC, RTI PD offered by NYS and district wide initiatives.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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.).

Pre-K teachers prepare their children with a curriculum that will help with the transition to Kindergarten through the following activities: Pre-K and Kindergarten teachers participate in inter-grade conferences, introduce Pre-K students to their Kindergarten teachers, visit the student cafeteria where they will eat breakfast and lunch when they enter Kindergarten, participate collaboratively with Kindergarten in special assemblies and events, and hold a parent orientations are held to discuss Kindergarten student expectations. Additionally, feedback from our Quality Stars Specialist was incorporated into the Pre-K Parent handbook to assist students with this transition.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers worked collaboratively and decide on which types of assessments to help monitor student progress. These assessments are used to identify student weaknesses and strengths. Each Grade had a Grade Team Leader, key members of the community are members of the Principal's Cabinet; these teams met disseminate information the faculty and based on feedback final decisions are made. The data is collected and analyzed to help our teachers modify and create targeted lesson plans. During our PD sessions/grade conferences, teachers collaborate and share best practices/strategies.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$238,200.00</td>
<td>X</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$68,790.00</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$11,200.00</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>n/a</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$1,647,802.00</td>
<td>X</td>
</tr>
</tbody>
</table>

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

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

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

2The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:
• **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).  

• **Title I 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. 14K023 Carter G. Woodson, 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>The Carter G. Woodson Elementary School P.S.23K will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

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

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

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

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

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

The school’s Parent Involvement

Parental Involvement and School Quality

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

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

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

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

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

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

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

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

  ● provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
  ● host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right
to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the ESSA;

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

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

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

### 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, such as ‘Parent Expos’ composed of community organizations and local businesses pertinent to families;

● 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 such as seasonal luncheons, seasonal celebrations, student performances, and the annual STEM Science Fair;

● maintaining and improving parent resources within the school, including the Parent Resource Room and its lending library (a collection of instructional materials for parents), the Information Center (a collection of information about school and community events, community resources and social services, educational and employment opportunities, and health related information and resources), the Book Exchange, and the Clothing Exchange;

● 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, including the option to communicate using private messaging via Bloomz.

● distributing the school newsletter and displaying copies at all entrances and exits of the building, displaying information and events on the exterior of the school, and maintaining the school website designed to keep parents informed about school activities and student progress;

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

### School-Parent Compact (SPC)

School-Parent Compact (SPC)
The Carter G. Woodson Elementary School P.S.23K, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

## I. School Responsibilities: High Quality Curriculum

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

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

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

Support home-school relationships and improve communication by:

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

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

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

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

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### 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;

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

Provide general support to parents by:

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

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

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

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

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

### 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.
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADERS K-12 LANGUAGE REALLOCATION POLICY
SUEMISSION 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>14</td>
<td>Brooklyn</td>
<td>23</td>
</tr>
</tbody>
</table>

School Name: Carter G. Woodson Elementary School

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 ELL teacher, and one parent.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joseph Mattina</td>
<td>Fiordeliza Marte</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>Carmen Sanchez</td>
<td>Marilyn Quinones</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Teacher/Subject Area</th>
<th>Related-Service Provider</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edwin Rivera, Technology</td>
<td>n/a</td>
<td>Luciano Rosa</td>
<td>n/a</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>n/a</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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

<table>
<thead>
<tr>
<th>This school serves the following grades (includes ELLs and non-ELLs)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check all that apply</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

This school offers (check all that apply):

- Transitional bilingual education program (TBE)
  - Yes
  - No
  - If yes, indicate language(s):

- Dual language program (DL)
  - Yes
  - No
  - If yes, indicate language(s):

- Freestanding ENL
  - Yes
  - No

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

<table>
<thead>
<tr>
<th>Bilingual Program Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Part III: Assessment Analysis

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

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

The assessments our school uses to assess the early literacy skills of our ELLs are the TC Reading Performance Assessment, MOSL Performance Task, ELL Periodic Assessment, and NYSESLAT as well as unit assessments from the core instructional program Wonders. The assessments cover a variety of concepts of print, letter/sound recognition/ reading progression as well as high-frequency words. The TCRWP offers a set of informal reading inventories for narrative texts, which correlates, to the Fountas and Pinnell system for leveling books. These assessments help teachers identify which level of texts students can read independently and will, therefore, be able to practice all the reading strategies they are learning during the Reading Workshop. The MOSL fall and spring baseline assessment provides us with key data that will provide us with students strength and weaknesses. The assessments provide an analysis of comprehension, miscues, and fluency( Fluency is only assessed for Level J-Z). The data also shows that out of 15 students in grades 3, 4 and 5 87 % of our ELLs scored below the level in the NYS Part I: Assessment Analysis
ELA assessment. The data also provides shows us that our ELLs need to strengthen in the area of Reading and Writing. ELLs language development and vocabulary development is a crucial element of our instructional plan for English Language Learners.

2. What structures do you have in place to support this effort?
N/A at this time

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?
To evaluate the success of our program for English Language Learners our school will continue to use the Title III Annual Measurable Achievement Objectives (AMAO) Estimator Tool to inform us of meeting the schools AYP for ELLs. We also evaluate students success by identifying students growth in performance levels from entering, emerging, transitioning, expanding and commanding and proficiencies in English Language Arts.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Once the data is gathered, we look at each component of the data through various lenses to view the areas in which the students needs are the strongest and/ or needs additional instruction support or intensive explicit support. Students are then placed in small groups to meet their needs for 6 to 8 weeks intervals focused on their intervention needs, progress monitored and reassessed to determine if the student requires continued intensive intervention service or modified instructional support.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]
To provide ELLs with explicit, systematic, and culturally responsive instruction, a strong Response to Intervention (RTI) model has been implemented. This set of guidance has been designed to assist teachers, instructional leaders, and ELLs support services with RTI implementation, as the model is adapted in each context.

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].
2017 NYSESLAT Reading and Writing Modality Results: N/A at the moment
Grade/Levels- Entering Emerging Transitioning Expanding Commanding Kindergarten

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
N/A at this time

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.
      Meta Integrated
      English as a New Language Program (ENL):
      The ENL Program for this school will follow a “push-in and pull-out” model. The teacher will push-in and pull-out a certain number of students to receive ENL instruction to students at Entering, Emerging, Transitioning, Expanding and Commanding levels. The Entering and Emerging ELL students will receive 360 minutes of E.N.L. instruction per week.
The Transitioning and Expanding ELL students will receive 180 minutes of Instruction- (90 minutes) Integrated ENL and (90 minutes) Integrated ENL in the Content Area (ELA, Math, Science and/or Social Studies) instruction per week. It is a pull-out, push-in program that implements different scaffolds and appropriate strategies to aid in English acquisition. The newly arrived ELL students will be instructed by participating in a comfortable low-risk environment. They will see behavior modeled by the teacher that fosters gesturing, pointing, active listening, and responses to commands, constant repetition and increased vocabulary development. The approach of scaffolding will be exercised through modeling task completion, activating one’s prior knowledge, TPR (Total Physical Response), hands-on experiences, visual reinforcements (including sight word wall with icons) read aloud, accountable talk involving small group discussions using various strategies when scaffolding. Also, positive reinforcement by the teacher using gestures along with words of encouragement. The long term ELL students will be instructed by using proper scaffolds that will help them obtain English Proficiency. After analyzing their scores on the NYSESLAT, the teacher will differentiate instruction based on the academic needs of the child forming small groups/teams. There will be the following scaffolds in order to achieve maximum results during instruction: modeling, bridging, contextualization, schema building, text-representation, and Meta-cognitive development. The strategies will be more in depth compared to the instruction for new ELL students. The strategies will include accountable aids, read aloud, content word walls with visuals, shared reading, guided reading, visual aids, vocabulary development, shared writing, conferences, comprehension, reading, graphic organizers, discussions, reflective/strategy charts, word frames, story boards, rubrics, for writing/reading comprehension, collaborative posters, and thinking maps. The ENL teacher will incorporate the Balanced Literacy Model when reinforcing the various strategies to our ELL students.

b. TBE program. If applicable.
   Not applicable at this time.

c. DL program. If applicable.
   Not applicable at this time.

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)?
   We ensure mandated instructional minutes by cross referencing NYSESLAT and NYSITELL scores and ENL program schedule to provide according to proficiency levels in each program model.

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.
   The content areas are delivered in push-in, pull-out ENL program. The content area is delivered in English with content area translation dictionaries available to students in their native language. ENL scaffold consist of metacognitive, contextualizing information, various forms of thinking maps. Such as, circle map to define content, tree maps to sort and classify, bridge maps to form analogies and bubble maps to describe their topics. These maps are used to think about their thinking and to ask questions and question. Modifying curriculum, TPR, Native language arts books in their language, scaffolds, vocabulary development, language experience charts. Fundations and wonders components will continue to be used for Language development and core instructional support with English Language components in the Wonders Curriculum program. We also will be providing students with trade books from Ladders to support our content area in social studies and science along with the TC writing units of study in narrative, informational and argumentative to provide strategies with strengthen their writing skills.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
   Not applicable at this time.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

a. SIFE Instructional

Students with interrupted formal education will be provided with differentiated instruction based on various assessments. SIFE students aside from ENL mandated services will be placed in academic intervention services and/or programs such as, after school and technology based programs that will meet the needs of a SIFE student in all modalities of listening, speaking, reading and writing.

b. ELLs who have been in US schools less than three years (newcomers) are grouped by placement level Entering, Emerging, Transitioning, Expanding and Commanding. Newcomers will also be provided with a class buddy that may be a FELL (Former English Language Learner), ELL (English Language Learner) or any other student in their class that may speak their native language as well to provide peer support. Newcomers are also provided with intensive academic and social vocabulary development to build background knowledge.

c. Students who are developing:

Students who are developing with 4 to 6 years of service will be provided with detailed instruction based on their needs compiled from data on NYSESLAT and NYS/NYC Assessments. Students will develop goals based on their needs and be monitored on various benchmarks. ELL students will also have various Response to Intervention (RTI) where applicable, in addition to the extended day, testing accommodations and after school academic and enrichment programs.

d. Students Receiving Service 7+ years (Longterm ELLs):

Students with 6+ years of service will be provided with detailed instruction based on their needs compiled from data on NYSESLAT and NYS/NYC Assessments. Students will develop detailed and rigorous goals based on their needs and be monitored consistently using skills benchmarks. ELL students will also have various Response to Intervention (RTI) where applicable, in addition to testing accommodations and after school Instructional Academic programs.

e. ELLs who have been determined Commanding/Proficient based on the previous NYSESLAT and/or English Language Art scores will be provided with two years of ENL (English as a New Language) testing accommodations. The FELLS will also be provided with After school and Academic Intervention Services.

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?

ELLs Identified as having Special Needs:

All ELL students who have been identified with special needs by the School Based Support Team (SBST) will be placed in the appropriate setting determining the outcome of their assessments. Various meetings will take place with the parent in order to keep the parents informed of all academic process for their child. All support staff which includes SETSS, ENL, Intervention and RTI will meet with student according to their Individual Educational Plan or Pupil Instructional Plan.

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?

PS23k has and will continue to focus on enabling ELLs-SWDs to achieve their IEP goals and attain English language proficiency by allowing teachers to cohesively plan on grade level and across grade level through grade conference meeting, teacher team meeting, and instructional planning. ELL-SWD participate and in all heterogeneous setting allowing them to mainstream. This process allow ELLs-SWDs to meet their goals in the least restrictive environment. Students are provided with a well balanced and rigorous curricula allowing our ELLs-SWDs achieve their IEP and set new ones. Instructional strategies and grade level materials are provided for teachers of ELL-SWDs who uses researched based technology program based on language acquisition curriculum development called Imagine Learning. Teachers also use during their balanced literacy- use the Common Core Aligned Wonders reading programs that are based in the content area of social studies and Sciences in fiction and informational text. This program provided ELL instructional support and strategies in order to immerse our ELL students.
during instruction. Teachers and all support staff are provided with professional development that incorporates the scaffold strategies required for ENL and academic development. The Scaffolding strategies used during instructional periods consist of Modeling which includes walking the students through an interaction, doing a required task together first, or providing students with a clear example of how students can accomplish the task. Bridging forges connections between new concepts and language component for all learning. students are asked to activate prior knowledge and make a link with new content information. Contextualizing new concepts and language by using realia, manipulative, and graphic representation. These are just some of the scaffolding strategies along side schema building, Meta-cognition and text re-presentation that are provided to ELL-SWDs in order to provided proper curricula instruction. Students of ELL / SWD's in self-contained classroom are placed in a 12:1:1 setting and SETSS ELL students are also provided with small group instruction in order to provided them with the least restrictive environment.

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.

At PS23k, there are ranges of intervention services offered to ELLs for specific content areas. The range of services provided are based on data collect through STARs, Universal Screener Dibels Next, teacher progress reports, baseline assessment, literacy level, Bottom Third, Special Education ELLs, as well as the NYS ELA and Math test is surveyed. In math, students are provided with math task to enhance the instructional program while providing study strategies for Math. In the ELA content area, the TC assessment tool is used to unearth student knowledge, skill, and to better understands the specific needs of the student.

Based on these assessments tools, students are provided with additional writing support, skills development, academic tutoring embedded in their schedules, with extra teacher support. In all content areas all ELLs are provided with academic tutoring either after school or in their schedules, peer tutoring, and one on one teacher student tutoring (RTI) Response to Intervention focusing the the Five Pillars of Reading: Vocabulary, Fluency, Phonemic Awareness, Phonics and Comprehension. Targeted intervention in Social Studies will be determined through formative assessments and provide small group services for differentiated instructions. Targeted science intervention will be provided to students who scored level 2 and below through their formative assessments and in the NYS Science Assessment. NYS Science data showed that 50% of our ELLs score at or above level, 25% scored level 2 and 25% scored a level 1. Targeted Math intervention will be determined through unit assessments. Math program strategies will be based on Go Math Intervention program through small group, tier 2 and tier 3 levels during the day.
9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

With budget pending for this upcoming new year 2017-2018, we are going to continue the implementation of the online program providing support in Literacy, vocabulary, phonics, fluency, and comprehension called Learning Kids A to Z to support English Language Learners.

The ELL Edition provides a number of research-based resources and teaching strategies specifically designed for helping English language learners achieve success with social and academic English. Available with a subscription to Raz-Plus, the ELL Edition's resources are organized in content area topics at varying grade ranges and include integrated grammar and vocabulary support.

- Provide content-based and thematic-based resources that develop English speaking, listening, writing, and reading skills.
- Develop and introduce academic and social vocabulary.
- Correlate instruction to various ELL curriculum standards.
- Track progress with grade-appropriate assessments.

ELL edition will provide the following features that will provide essential improvements in ELLs growth in reading, writing, speaking and listening. The features consist of the following:

ELL Leveled Reader Packs
Provide vocabulary, grammar, and writing support required to access narrative and informational texts - the perfect ELL companion to Raz-Plus' leveled books.

ELL Content Picture Packs
Utilize visual devices to develop students' vocabulary, language, and critical thinking skills.

ELL Vocabulary Books and eBooks
Develop students' social and academic language with an emphasis on content-based themes.

ELL Assessments
Provide in-depth information about students' speaking, writing, reading, and listening language development.

ELL Language Skill Packs
Provide comprehensive resources to meet students' needs by teaching targeted language skills.

The pending budget we will also implement the continuation for the upcoming new year 2017-2018 school year the online literacy program, "One More Story" this program provides literacy support. English Language learners need to be fully immersed in English literary fiction and non-fiction. Their library gives the user the opportunity to hear colloquial English spoken as the written word on the page is highlighted. The books in the library range from 'first books' like Bear in a Square to books with more mature content and more sophisticated vocabulary like Stellaluna. The books in the library include more than 9500 distinct words, an excellent foundation for a working knowledge of English. The variety of voices, nearly 30 different narrators, is excellent for training the ear in the learning of a foreign language. The I Can Read It mode allows users to click on each word in a book to clearly hear the pronunciation of that word. In the privacy of a computer, an English language learner can click on a difficult word multiple times until they master the pronunciation. Echo Reading allows a student to play an individual phrase, then echo it. What is being said in the text is also expressed visually. The illustrations help with vocabulary and comprehension. The multi-sensory experience, including the music, reinforces vocabulary and comprehension and helps with the retention of the material. The variety of books and narrators helps with pronunciation, intonation, and phrasing benefiting the full range of students from beginners to advanced learners.

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

none

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

All students including ELLs are provided are invited to participate in our after school programs. Our after school programs we provide Title III after school programs, Students are provided with applications to sign up for all programs available at the school. ELLs are also provided with the opportunity to try out for school basketball teams to learn about sportsmanship and Teamwork. After school Reading and Math programs, Guitar Enrichment programs are offered to all students including ELLs pending funding. Moore 4U Community Based Organization after school program are offered to parents for their students. This program may be subject to fees that may be waivered with a voucher. Health and Wellness program is offered to our students during school session.

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.
There are a variety of instructional materials used to support ELLs. One of the most sort of instructional support is the use of a smartboard. The smartboard provide an interactive, visual and audio aid to ELLs. Overhead projectors are also used as a source of visual aid. Many online academic programs like Imagine Learning and Destination Math/Reading and ST Math are being used to enhance student academic and language development. Modifications to materials like graphic organizers

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
In our ENL program, we have embedded a multicultural and dual language library in order to provide native language support. Our ELL’s will also have access to native language support embedded in our digital online programs when applicable while using Kids A-Z, and NEWSELA.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
Protocols are set to ensure that all students including ELLs are provided with all required services and resource to ELLs ages and grade levels. ENL provider along with classroom teacher will: Students are placed according to grade as per NYC admissions regulations

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?
There are a variety of instructional materials used to support ELLs. One of the most sorts of instructional support is the use of a smart board. The smart board provides an interactive, visual and audio aid to ELLs. Overhead projectors are also used as a source of visual aid. Many online academic programs like Imagine Learning and Destination Math/Reading and ST Math are being used to enhance student academic and language development. Modifications to materials like graphic organizers

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).
Throughout the school year 2017 - 2018, our ELLs will be enrolled in many school-wide events, such as our Hispanic Heritage Cultural Events, school spirit days, Book Fairs, Winter Festival, Panthers Basketball Programs, PS23k Panthers Toy Drive, Spring Festival, Math Game Night, and much more. Newly enrolled students are placed in a buddy system with a fellow student to provide them with a sense of security and cared for incoming students, as well as ELLs, have an open house and orientation events. The Parent Coordinator or Principal Designee calls the individual homes to personally invite families to these events. Administration and school staff, including ESL staff, guides these events.

17. What language electives are offered to ELLs?
Not applicable at this time.

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)?
Not applicable at this time.

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
All Teachers (ENL and non-ENL) will attend workshops and conference (both Brooklyn North sponsored and non-Brooklyn North-sponsored) that will enhance teaching strategies for ELL students. In-house professional development will be presented by Carmen Sanchez, ENL Teacher. Furthermore, the following is a list of professional development workshops that the ENL teachers will provide the P.S.23 School Community:

Teachers will be placed by grade teams as well as vertical grade teams. Teachers in kindergarten are Ms. Archie, Mr. Russell, and Ms. Zudlow. Our First-grade teachers are Ms. Rivera and Ms. Aly. Second Grade Teachers are Ms. Butcher, Ms. Rubinstein. Third-grade teachers are Mr. Williams. Our fourth-grade teachers Ms. Rodriguez, Ms. Prout and Self-Contained teacher Ms. Fourquet. Teachers of ELL’s the fifth grade are Ms. Cortes, and Ms. Poulos and Self-contained Ms. Simmons. Our professional development plan for all ELL personnel at the school is the following: All of our staff, including teacher’s of ELL students, attend weekly grade meetings in order to plan instruction for all students including modifications for the ELL students. Our principal and ENL teacher receive all notifications from OELL (Office of English Language Learners) regarding workshops for teachers of ELLs. The teachers are informed of any appropriate workshops and are given the option to attend. Our teachers will continue to turnkey information from workshops that they have attended. We will continue to invite our ELL network personnel to give workshops for teachers of ELLs on the Common Core Standards, as well as have our grade leaders give workshops for teachers of ELLs.

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.

Our school meets the Professional Development requirements as per CR Part 154.2 as follows, we have professional learning on Mondays which include support for English Language Learners. Beginning in September we will begin with our Professional Development for professional growth in knowledge in Language Acquisition. Regular Education Teachers, are required to meet 15% of the 100 hours of Professional Development. Teachers trained in compliance with Jose P. Staff and personnel will be provided with in-house and network Professional Learning. Staff will turnkey and apply strategies learned to staff and with their class. All agendas and attendance sheets will be located the main office in the English as a New Language Binder.

### 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?

Annual individual meeting with parents of English Language Learner is invited to attend during our Tuesday Parent Involvement sessions on Tuesday to discuss their children’s growth and development in our program and in collaboration with district #14 staff, N.Y.U B.T.A.C, Brooklyn North and Moore 4 U C.B.O. Parents will also be invited to attend alternate individual meeting dates as follows to discuss revision of goals, progression of language and possible action plans: October 4, 2017, January 4, 2018, May 4, 2018. On these scheduled dates Parents will be provided with language proficiency assessment results and discuss in details every component of the student's strength and areas in which their child should develop. Translation provisions will be provided by the ENL teacher for parents who speak Spanish. Parents of other languages other than Spanish and English will be provided with translations services through the Translation Unit.

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

Parent /Community Involvement

Public School 23 recognizes the importance of parent/ family and community involvement in the education process of our ENL students. Newly enrolled ELL students are invited to attend an orientation session in the month of September and in the spring. Letters will be sent to these parents in their native language telling of the exact time and place, as well as the nature of their orientation. At this orientation, topics and discussions will be in the parents Native Language and include, but not limited to state standards and assessments, general ENL program descriptions, LAB testing procedures, and ENL teaching approaches. The ENL teacher and the Parent Coordinator will plan several parent workshops over the course of the school
year to contact the parents about their children’s work and how parents can assist in helping their children. Some of the various Professional Development provided for parents will have topics concerning the following:

* Ten Things Parents Should Know About The Common Core Standards
* Vocabulary Building and Identifying Cognates
* Helping your Children Get Ready to Read!
* Encouraging Children to Write
* Helping Your Child Become Successful Readers
* Using Oral Rhymes for Language Development
* Parents Road map to Common Core Support- Understanding the Common Core Shifts
* A Closer Look At the NYSESLAT

We believe that parents are an essential piece of the learning process for all students including our English Language Learners. Our goals is to continue building and strengthening relationships with them through monthly PTA Meetings, weekly Parent Involvement activities and communication via email and phone calls. All these activities are possible with the crucial role the Parent Coordinator plays being our Parent Liaison, keeping open communications with our parent, teachers and other staff.

**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.

Not applicable at this time.
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, Joseph Mattina, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

**School Name:** Carter G. Woodson P.S.23k  
**School DBN:** 14k023

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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</thead>
<tbody>
<tr>
<td>Joseph Mattina</td>
<td>Principal</td>
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<tr>
<td>Fiordaliza Marte</td>
<td>Assistant Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms. Matthews</td>
<td>Parent Coordinator</td>
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<tr>
<td>Carmen Sanchez</td>
<td>ENL/Bilingual Teacher</td>
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<tr>
<td>Yulemina Luna</td>
<td>Parent</td>
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<tr>
<td>Luciano Rosa</td>
<td>Teacher/Subject Area</td>
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<tr>
<td>Edwin Rivera</td>
<td>Teacher/Subject Area</td>
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<td>Coach</td>
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<tr>
<td>Marilyn Quinones</td>
<td>School Counselor</td>
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<td></td>
<td>Superintendent</td>
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<tr>
<td></td>
<td>Field Support Center Staff Member</td>
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<td>Other</td>
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<td>Other</td>
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2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 14k023  School Name: PS 23  Superintendent: Alicja Winnicki

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>
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<tbody>
<tr>
<td>(*Primary)</td>
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* 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.

When a child is first initially registered in the school, our first indicator of language is when parent fills out the Home Language Identification Survey, The Emergency Contact Card which provides a section for preferred language in written and spoken form, and the Student Registration Form. With this information, we can tailor our services to meet their specific needs, and ensure that all parents are given any and all available information in their native language, so as to insure that they are kept up-to-date with all pertinent information. Parents are also invited to workshops held by the Parent Coordinator and English as a New Language Teacher to inform parents of services that their school offers, to further educate parents on topics that may affect the well being of their children, and to accommodate and alleviate any concerns. This service is provided regardless of native language. Parents preferred language is also documented on ATS allowing us to have a full report of all the languages preferred by parent. This report on ATS has helped us determined the trend of the languages spoken other than English at our school. This information provided by the parents, ATS and Home Language Identification Survey has
provided us with the data necessary to know which parent by grade and class require the notices, letters and flyers sent home in their native language.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>At P.S.23k the preferred language for both written and oral communication requested by parents are listed below</td>
<td></td>
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<tr>
<td>1. English</td>
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<tr>
<td>2. Spanish</td>
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<tr>
<td>3. Arabic</td>
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<tr>
<td>The most requested language preference at our school is English following spanish. The most limited number of parents indicate a language of Arabic</td>
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</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 following list of documents are disseminates every year that require translation services and will be distributed to families. Most of the</td>
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</table>

2018-19 CEP 58
documents are in-house translated by staff that speaks the second most requested language preference of Spanish. For our present and limited language of Arabic documents will be sent to the Translation and Interpretation services for proper translation. The typical documents translated consist of Parent Handbooks, School Parent/Teacher Association Newsletters, Parent Teacher Conferences announcements, NYS testing dates as well as school Principal letters to parents announcing Curriculum Night.

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>
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<tbody>
<tr>
<td>Face-to-face meeting at our school consists of Individual Educational Plan (IEP) meetings throughout the school year for annual and triannual meeting. Parent Teacher conferences will be conducted a minimum of four times a year, September 17, 2015, Parent-Teacher Conference, November 5, 2015, Parent-Teacher Conference- March 3, 2016 and Parent Conferences on May 12, 2016. Parents will also receive a Progress Report that will be distributed twice a year, once in January 2016 and a second time in April 2016.</td>
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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.)

Our school fulfills all the parental notification requirements for translation and interpretation services, as per Section VII of the Chancellor's Regulations A-663 and we insure that the following is implemented:

Welcome posters are located at the entrance of the school as well as the Language ID guide. The language ID guide will be located by the school safety desk and main office by all staff members desks.

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?

Know and track the language preferences of all parents in your school community.

- Written and oral language preference data is collected via the following forms and entered by school staff in ATS:
  - Student Registration Form
  - Home Language Identification Survey (HLIS)
  - Emergency Contact Card

Regularly generate and review up-to-date ATS reports which include preferred language for parents in your school community

Surveys to insure proper translation is prove