2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 15K032

School Name: P.S. 032 SAMUELS MILLS SPROLE

Principal: DENISE WATSON
Comprehensive Educational Plan (CEP) Outline

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School Information

School Name: Public School 32
School Number (DBN): 15K032
BEDS Code: 331500010032
Grades Served: Pre K, K, 1, 2, 3, 4, 5
School Address: 317 Hoyt Street, Brooklyn, NY 11231
Phone Number: 718-222-6400
Fax: 718-222-6405
School Contact Person: Denise Watson
Email Address: dwatson5@schools.nyc.gov
Principal: Denise Watson
UFT Chapter Leader: Adam Marcus
Parents’ Association President: Jason Miller
SLT Chairperson: Denise Watson
Title I Parent Representative (or Parent Advisory Council Chairperson): N/A
Student Representative(s): N/A
CBO Representative: Karl Apelgren

District Information

Geographical District: 15
Superintendent: Anita Skop
131 Livingston Street, Brooklyn, NY 11201
Superintendent’s Office Address: askop@schools.nyc.gov
Superintendent’s Email Address: 718-935-4317 718-935-4356
Phone Number: Fax:

Field Support Center (FSC)

FSC: Brooklyn North
Executive Director: Bernadette Fitzgerald

2018-19 CEP 3
Executive Director’s Office Address: 131 Livingston Street Room 501

Executive Director’s Email Address: Bfitzge2@schools.nyc.gov

Phone Number: 718-225-5119

Fax: 718-935-4314
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>Denise Watson-Adin</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Adam Marcus</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Jason Miller</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Nataki Johnson</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Karl Apelgren</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Andrea Schulman</td>
<td>Member/UFT</td>
<td></td>
</tr>
<tr>
<td>Jenny Duch</td>
<td>Member/UFT</td>
<td></td>
</tr>
<tr>
<td>Andrew Powers</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
<td>------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Josette Silvinski</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Dayna Solomon</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Camille Casaretti</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Amanda Fox</td>
<td>Member/Parent</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

The Quality Review and the Framework for Great Schools

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

**NYCDOE’s Quality Review (QR)**

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

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

**School Quality Guide**

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

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

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tbody>
<tr>
<td>Public School 32, The Samuel Mills Sprole School, strives to be a nurturing and vibrant community for academic achievement. We proudly adhere to the Common Core Learning Standards, which includes significant foci on comprehensive literacy, writing and mathematics instruction. Our integrated, Teachers College workshop model based curriculum promotes active learning through reading, writing, thinking and problem-solving. Our focus on rigorous academic standards is driven by a deep sense of responsibility and a strong belief in the value of research and the importance of focused talk and investigation. In addition, students are expected to be active problem solvers and to act as leaders in a variety of situations. Public School 32 is committed to diversity. Our classes are</td>
</tr>
</tbody>
</table>

2018-19 CEP
heterogeneously grouped and scheduled to allow for a variety of unique learning experiences. P.S. 32 recognizes the special concerns of parents, learners and teachers and aims to create a safe environment in which children may be risk-takers. We believe that the ultimate goal of academic success for each student will be realized through support from the parent community and through meaningful and appropriate teacher training through professional development opportunities.

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 32 has partnerships with many outside organizations including: Arts Connection, Rioult, NYC Green Thumb, NYC grow and Learn, Brooklyn Botanical Garden, Trust for Public Land, MyLibraryNYC.org, NY Chess & Games, Play WE’LL technologies, Brooklyn Strategist, Pixel, and IVECA. We offer after school programs for students in grades K-5 through Good Shepherd Services and our PTA Enrichment Classes. Parents are invited multiple times over the course of the year to partake in Curriculum Workshops, Art Nights, Multi-Cultural Celebrations, Diapers to Dormitories, Nutrition Workshops, and other school wide events.

Students of PS 32 will continue to use various programs that are characterized by an integrated interdisciplinary approach to instruction. The integration of the dance, visual arts, music, Spanish, and science are the hallmarks of our cluster program. Our edible garden with its own irrigation system is used by every class. Multiple times a year the food grown is harvested and used in recipes in the kitchen for Garden to Café days. A Green Team Committee, consisting of teachers, students and parents help maintain the garden over the course of the year.

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

PS 32 is located in the Carroll Gardens section of Brooklyn, New York. This pre-kindergarten to fifth grade school services a population of approximately 500 students. Due to our diverse population we offer a variety of programs to meet the needs of all learners. All of our classrooms, except for our Gifted and Talented, are fully inclusive. We also have an ASD Nest Program for students with Autism. The school houses two full day pre-k, four kindergarten, four first grade, five second grade, five third grade, three fourth grade and three fifth grade classes.

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.**

According to the School Snapshot, PS 32 has made significant early grade progress. Based on the information collected from Dashboard in Advance, we are working on creating differentiated professional development cycles to meet the needs of all educators in order to move them from effective to highly effective based on the Danielson Framework. The goal is for our classrooms to be child-centered, inquiry based, and teacher as facilitator.

In our efforts to be transparent with all stakeholders there is an extensive staff handbook as well as an informative parent handbook which contains information on dates, school procedures, programs offered and clear school wide expectations.
### School Demographics and Accountability Snapshot for 15K032

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK,0K,01,02,03,04, 05</td>
<td>531</td>
<td>No</td>
</tr>
</tbody>
</table>

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

- **Transitional Bilingual**: N/A
- **Dual Language**: N/A
- **Self-Contained English as a Second Language**: N/A

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

- **# Special Classes (ELA)**: 2
- **# SETSS (ELA)**: 6
- **# Integrated Collaborative Teaching (ELA)**: 93
- **# Special Classes (Math)**: 2
- **# SETSS (Math)**: 6
- **# Integrated Collaborative Teaching (Math)**: 92

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

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>26</td>
<td>26</td>
</tr>
</tbody>
</table>

#### School Composition (2017-18)

- **% Title I Population**: 45.0%
- **% Free Lunch**: 42.6%
- **% Reduced Lunch**: 2.1%
- **% Limited English Proficient**: 41.1%
- **% Students with Disabilities**: 24.9%

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

- **% American Indian or Alaska Native**: 0.4%
- **% Black or African American**: 22.8%
- **% Hispanic or Latino**: 23.9%
- **% Asian or Native Hawaiian/Pacific Islander**: 8.1%
- **% White**: 40.7%
- **% Multi-Racial**: 4.5%

#### Personnel (2015-16)

- **Years Principal Assigned to School (2018-19)**: 3.26
- **# of Assistant Principals (2016-17)**: 2
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching Out of Certification**: 13%
- **Average Teacher Absences (2014-15)**: 6

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

- **ELA Performance at levels 3 & 4**: 66.2%
- **Mathematics Performance at levels 3 & 4**: 61.1%
- **Science Performance at levels 3 & 4 (4th Grade) (2016-17)**: 77%
- **Science Performance at levels 3 & 4 (8th Grade) (2016-17)**: N/A

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

- **ELA Performance at levels 3 & 4**: N/A
- **Mathematics Performance at levels 3 & 4**: N/A
- **US History Performance at Levels 3 & 4**: N/A
- **6 Year Graduation Rate**: N/A
- **% ELA/Math Aspirational Performance Measures (2015-16)**: N/A

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

- **Reward**: No
- **Recognition**: N/A
- **In Good Standing**: Yes
- **Local Assistance Plan**: No
- **Focus District**: Yes
- **Focus School Identified by a Focus District**: No
- **Priority School**: No
- **Focus Subgroups**: N/A

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

### Elementary/Middle School

- **American Indian or Alaska Native**: N/A
- **Black or African American**: N/A
- **White**: N/A
- **Hispanic or Latino**: N/A
- **Limited English Proficient**: N/A
- **Economically Disadvantaged**: N/A

#### Met Adequate Yearly Progress (AYP) in ELA (2018-19)

- **American Indian or Alaska Native**: N/A
- **Black or African American**: N/A
- **White**: N/A
- **Hispanic or Latino**: N/A
- **Limited English Proficient**: N/A
- **Economically Disadvantaged**: N/A

#### Met Adequate Yearly Progress (AYP) in Mathematics (2018-19)

- **American Indian or Alaska Native**: N/A
- **Black or African American**: N/A
- **White**: N/A
- **Hispanic or Latino**: N/A
- **Limited English Proficient**: N/A
- **Economically Disadvantaged**: N/A

#### Met Adequate Yearly Progress (AYP) in Science (2018-19)

- **American Indian or Alaska Native**: N/A
- **Black or African American**: N/A
- **White**: N/A
- **Hispanic or Latino**: N/A
- **Limited English Proficient**: N/A
- **Economically Disadvantaged**: N/A

#### High School

- **American Indian or Alaska Native**: N/A
- **Black or African American**: N/A
- **White**: N/A
- **Hispanic or Latino**: N/A
- **Limited English Proficient**: N/A
- **Economically Disadvantaged**: N/A

#### Met Adequate Yearly Progress (AYP) in ELA (2018-19)

- **American Indian or Alaska Native**: N/A
- **Black or African American**: N/A
- **White**: N/A
- **Hispanic or Latino**: N/A
- **Limited English Proficient**: N/A
- **Economically Disadvantaged**: N/A

#### Met Adequate Yearly Progress (AYP) in Mathematics (2018-19)

- **American Indian or Alaska Native**: N/A
- **Black or African American**: N/A
- **White**: N/A
- **Hispanic or Latino**: N/A
- **Limited English Proficient**: N/A
- **Economically Disadvantaged**: N/A

#### Met Adequate Yearly Progress (AYP) in Graduation (2018-19)

- **American Indian or Alaska Native**: N/A
- **Black or African American**: N/A
- **White**: N/A
- **Hispanic or Latino**: N/A
- **Limited English Proficient**: N/A
- **Economically Disadvantaged**: N/A

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11
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

5A Rigorous Instruction – Needs Assessment

By June 2019, 60% of the teaching staff will agree that children engage in quality discussion as measured by the School Survey and the Danielson component 3b.

Priority Need for Domain 1e:

- 48% of teachers say students build on the ideas of others in class discussions.
- 42% of teachers say students use data or text references to support ideas
- 32% of teachers say students provide constructive feedback to their peers and 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–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, 85% of the teaching staff will receive an overall rating of Highly Effective on Component Component 3b. Using Questioning and Discussion Techniques as measured by formal and informal observations.
### Part 3a – Action Plan

#### Activities/Strategies

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Community/Parents</strong></td>
<td><strong>School community/Parents</strong></td>
<td><strong>Administration, All Teachers (Classroom, Cluster, ESL, AIS)</strong></td>
</tr>
<tr>
<td><strong>Teachers, paraprofessionals, Academic Intervention Service providers, Related Service Providers</strong></td>
<td><strong>September 2018 through June 2019</strong></td>
<td><strong>Administration, All Teachers (Classroom, Cluster, ESL, AIS)</strong></td>
</tr>
<tr>
<td><strong>Level 1 and 2 students, Students with Disabilities, English Language Learners, Bottom Third Students</strong></td>
<td><strong>September 2018 through June 2019</strong></td>
<td><strong>Administration, All Teachers (Classroom, Cluster, ESL, AIS)</strong></td>
</tr>
</tbody>
</table>

#### Part 3b – Parent and Family Engagement

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

Parent Engagement activities, targeted parent workshops Parent Coffee (monthly)

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

Administration, All Teachers (Classroom, Cluster, ESL, AIS), Parent Coordinator

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>
<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.

Mid-Point Benchmark – Advance Teacher Level MOTP Report and Advance Dashboard

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

Danielson Framework

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

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

Part 1 – Needs Assessment

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

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

By June 2019, 80% of the staff will participate in social-emotional learning to strengthen the community, using the Skill Streaming curriculum, and advisory periods with students. This will result in a 5% decrease of Office Data Reports and an overall rating of effective and highly effective on Danielson component 2a: Creating an Environment of Respect and Rapport.

Priority Need for Domain 2a: Creating an Environment of respect and Rapport

- Students can be emotionally charged which leads to outburst and/or inability to focus on work products
- Student relationships can be strained and it is important for them to learn how to work with one another as diverse learners.
- Students work better in a safe and respectful environment/classroom

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, this will result in a 5% decrease of Office Data Reports and an overall rating of effective and highly effective on Danielson component 2a. As measured by formal and informal observations. The MTSS committee will monitor the Office Data Reports on a monthly basis.
## Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Positive Behavior Interventions and Support (PBIS), Skillstreaming curriculum, Peer Mediation, Professional Development on Danielson Domain 2, Discipline Code, PBIS World, Assemblies on community building, bullying, positive choices, Common Preps, Weekly Grade Meetings, Inquiry Team Meetings, Faculty Meetings, Chancellor’s Professional Development Days, Common Planning Time, Weekly Professional Development</th>
<th>Entire Staff</th>
<th>September 2018 through June 2019</th>
<th>Administration, All Teachers (Classroom, Cluster, ESL, AIS)</th>
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<tr>
<td>1:1 conferences, RTI, UDL, Small group instruction, Fundations, Orten-Gillingham, ELL push-in/pull-out, Occupational Therapy, Physical Therapy, Speech, and Academic Intervention Services.</td>
<td>Level 1 and 2 students, Students with Disabilities, English Language Learners, Bottom Third Students</td>
<td>September 2017 through June 2018</td>
<td>Administration, All Teachers (Classroom, Cluster, ESL, AIS) social workers and school guidance counselor, Crisis Intervention Teacher (CIT)</td>
</tr>
<tr>
<td>Representation on the School Leadership Team, Parents provided with Discipline Code and Student Behavior Contract, monthly school and class newsletters, School Library that includes a plethora of books and magazines, monthly Parent Engagement Committee meetings, Weekly Parent Engagement, Parent Orientation with teachers and administrators, School and PTA websites. Parent Workshops on curriculum, expectations and ways to help, Classroom and grade celebrations, Parent workshops with the parent coordinator, School Messenger weekly reminders about upcoming workshops and events</td>
<td>School community/Parents</td>
<td>September 2018 through June 2019</td>
<td>Administration, All Teachers (Classroom, Cluster, ESL, AIS) Parent Coordinator, Guidance Counselor and Social Workers</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Parent workshops (monthly)
PTA meetings (monthly)

### Part 4 – Budget and Resource Alignment

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

Administration, All Teachers (Classroom, Cluster, ESL, AIS) social workers and school guidance counselor

**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>
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<th>Title I SWP</th>
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</table>

### Part 5 – Progress Monitoring

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

Mid-Point Benchmark – Advance Teacher Level MOTP Report and Advance Dashboard

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

Danielson Framework

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

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

**Part 1 – Needs Assessment**

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

**By June 2019, 100% of classroom teachers will engage in the creation of Common Formative Assessments in Reading. This will result in an overall rating increase of 5% in Danielson component 1e: Designing Coherent Instruction.**

**Strengths:**
- 62% of teachers say they have influence over school policy in the area of selecting instructional materials used in classrooms
- 76% of teachers say they have influence over school policy in the area of developing instructional materials

**Priority Need:**
- Teacher engagement in grade planning and common preps will help them to make the reading work more visible. At present, it's hard to 'see' what students have learned or need to learn in reading especially when meeting with parents.

**Part 2 – Annual Goal**

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By June 2019, 100% of the teaching staff will engage in professional development focusing on common formative reading assessments, resulting in increased overall MOTP ratings.</strong></td>
</tr>
</tbody>
</table>

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2018-19 CEP
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teachers, paraprofessionals, Academic Intervention Service providers, Related Service Providers</strong></td>
<td>September 2018 through June 2019</td>
<td>Administration, All Teachers (Classroom, Cluster, ESL, AIS)</td>
</tr>
<tr>
<td><strong>Level 1 and 2 students, Students with Disabilities, English Language Learners, Bottom Third Students</strong></td>
<td>September 2018 through June 2019</td>
<td>Administration, All Teachers (Classroom, Cluster, ESL, AIS)</td>
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<td><strong>School community/Parents</strong></td>
<td>September 2018 through June 2019</td>
<td>Administration, All Teachers (Classroom, Cluster, ESL, AIS, Parent Coordinator)</td>
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</table>

- **Teachers College Reading and Writing Project, GoMath, Exemplars, Common Preps, Weekly Grade Meetings, Inquiry Team Meetings, Faculty Meetings, Chancellor’s Professional Development Days, Common Planning Time, Weekly Professional Development**

- **1:1 conferences, RTI, UDL, Small group instruction, Fundations, Orten-Gillingham, ELL push-in/pull-out, Occupational Therapy, Physical Therapy, Speech, and Academic Intervention Services.**

- **Representation on the School Leadership Team, teachers provide clearly written unit expectations aligned to the CCLS in ELA and Math to parents, monthly school and class newsletters, School Library that includes a plethora of books and magazines, monthly Parent Engagement Committee meetings, Weekly Parent Engagement, Parent Orientation with teachers and administrators, School and PTA websites. Parent Workshops on curriculum, expectations and ways to help, Classroom and grade celebrations, Parent workshops with the parent coordinator, School Messenger weekly reminders about upcoming workshops and events.**

### 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.

Parent Engagement activities
**Part 4 – Budget and Resource Alignment**

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

Administration, All Teachers (Classroom, Cluster, ESL, AIS) Parent Coordinator

**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>
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<td>SIG</td>
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**Part 5 – Progress Monitoring**

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

Mid-Point Benchmark – Advance Teacher Level MOTP Report and Advance Dashboard

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

Danielson Framework

**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.

By June 2019, 80% of teachers will agree or strongly agree on the School Survey that school leaders participate in instructional planning with teams of teachers.

Strengths:

- 70% of teachers agree or strongly agree that administration participates in instructional planning with teams of teachers.

Priority Need:

- Teachers feel that they would like more administrative presence when discussing and planning instructional initiatives. At times, they feel that the are unsure about the amount of flexibility provided to meet individual student needs.

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.

By June 2019, school administrators will attend two of four meetings held weekly focusing on instructional issues to ensure consistency across classroom settings (ICT, G&T, ASD).

2018-19 CEP
**Part 3a – Action Plan**

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s) 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>
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| • 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). | Teachers, paraprofessionals, Academic Intervention Service providers, Related Service Providers | September 2018 through June 2019 | Administration, All Teachers (Classroom, Cluster, ESL, AIS) |
| Teachers College Reading and Writing Project, GoMath, Exemplars, Common Preps, Weekly Grade Meetings, Inquiry Team Meetings, Faculty Meetings, Chancellor’s Professional Development Days, Common Planning Time, Weekly Professional Development | | | |
| 1:1 conferences, RTI, UDL, Small group instruction, Fundations, Orten-Gillingham, ELL push-in/pull-out, Occupational Therapy, Physical Therapy, Speech, and Academic Intervention Services. | Level 1 and 2 students, Students with Disabilities, English Language Learners, Bottom Third Students | September 2018 through June 2019 | Administration, All Teachers (Classroom, Cluster, ESL, AIS) |
| Representation on the School Leadership Team, teachers provide clearly written unit expectations aligned to the CCLS in ELA and Math to parents, monthly school and class newsletters, School Library that includes a plethora of books and magazines, monthly Parent Engagement Committee meetings, Weekly Parent Engagement, Parent Orientation with teachers and administrators, School and PTA websites. Parent Workshops on curriculum, expectations and ways to help, Classroom and grade celebrations, Parent workshops with the parent coordinator, School Messenger weekly reminders about upcoming workshops and events | School community/Parents | September 2018 through June 2019 | Administration, All Teachers (Classroom, Cluster, ESL, AIS, Parent Coordinator) |

**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.

Participation in the PS 32 Parent learning leader program, volunteering in various ways throughout the school day.

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

Administration, All Teachers (Classroom, Cluster, ESL, AIS) Parent Coordinator

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

<table>
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### Part 5 – Progress Monitoring

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

Mid-Point Benchmark – Advance Teacher Level MOTP Report and Advance Dashboard

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

Danielson Framework

**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>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>
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<tr>
<td>1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.</td>
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<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>
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</table>

By June 2019, teachers will bank their Parent Engagement time to create blocks of time for Parent Workshops at least twice a year in addition to the four Parent/Teacher Conferences.

Strengths:

- 90% of parents/guardians agree or strongly agree that school staff regularly communicate with them about how they can help their child learn.

Priority Need:

- Parents feel that they would like to know more about how to academically support their children at home to ensure that they are making consistent progress throughout the school year.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, each grade level will have had at least two targeted parent workshops (ELA and Math) to help teach parents skills and strategies that they can use at home with their children. Attendance sheets will be used to measure parent participation.</td>
</tr>
</tbody>
</table>
# Part 3a – Action Plan

### Activities/Strategies

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

<table>
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<tr>
<th>Activities/Strategies</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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<td>Teachers College Reading and Writing Project, GoMath, Exemplars, Common Preps, Weekly Grade Meetings, Inquiry Team Meetings, Faculty Meetings, Chancellor’s Professional Development Days, Common Planning Time, Weekly Professional Development</td>
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<td>1:1 conferences, RTI, UDL, Small group instruction, Fundations, Orten-Gillingham, ELL push-in/pull-out, Occupational Therapy, Physical Therapy, Speech, and Academic Intervention Services.</td>
<td>Level 1 and 2 students, Students with Disabilities, English Language Learners, Bottom Third Students</td>
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<td>Representation on the School Leadership Team, teachers provide clearly written unit expectations aligned to the CCLS in ELA and Math to parents, monthly school and class newsletters, School Library that includes a plethora of books and magazines, monthly Parent Engagement Committee meetings, Weekly Parent Engagement, Parent Orientation with teachers and administrators, School and PTA websites. Parent Workshops on curriculum, expectations and ways to help, Classroom and grade celebrations, Parent workshops with the parent coordinator, School Messenger weekly reminders about upcoming workshops and events.</td>
<td>School community/Parents</td>
<td>September 2018 through June 2019</td>
<td>Administration, All Teachers (Classroom, Cluster, ESL, AIS, Parent Coordinator)</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.

- Good Shepherd Services
- PTA Afterschool

### Part 4 – Budget and Resource Alignment

2018-19 CEP
**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Administration, All Teachers (Classroom, Cluster, ESL, AIS) Parent Coordinator

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

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**Part 5 – Progress Monitoring**

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

Mid-Point Benchmark – Advance Teacher Level MOTP Report and Advance Dashboard

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

Sign-in sheets from various events

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

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Not Meeting Grade Level Standards</td>
<td>Instruction provided to small groups of students by teachers and in ELA. Fundations, Reading Skill by Skill, Making Connections, Ready, Progress, After-school Tutoring 2x per week, Saturday School</td>
<td>Small Group Instruction</td>
<td>During the school day, After School and Saturday School</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Not Meeting Grade Level Standards</td>
<td>Instruction provided to small groups of students by teachers and in Math. After-school Tutoring 2x per week, Saturday School Ready, Close and Careful Mathematics, Daily Math Review Centers, Progress, Elementary, Word Problems</td>
<td>Small Group Instruction</td>
<td>During the school day, After School and Saturday School</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>All Students</td>
<td>Reading in the content area</td>
<td>Small Group Instruction</td>
<td>During the school day</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>All students</td>
<td>Reading in the content area</td>
<td>Small Group Instruction</td>
<td>During the school day</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>Anyone that needs support</td>
<td>The school guidance counselor and two school social workers provide one on one services as well as meets with students</td>
<td>1:1, Small Group Instruction</td>
<td>During the school day</td>
</tr>
<tr>
<td>in small groups addressing the following skills: social, peer socialization, boundaries, appropriate classroom behavior, and compliance with authority, social-emotional functioning, trauma, counselling, anxiety, anger management, and grief and bereavement.</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

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>35 students are in temporary housing at this time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>35 students are in temporary housing at this time.</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td>35 students are in temporary housing at this time.</td>
</tr>
</tbody>
</table>
### 3. Non-Title I Schools

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.

<table>
<thead>
<tr>
<th>Adrian Straker</th>
</tr>
</thead>
</table>
Section 8: Title I Program Information

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

N/A

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).

N/A

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A
Part 4: SWP Schools Only

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

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

<table>
<thead>
<tr>
<th>Program Name</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>[ ]</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>[ ]</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>[ ]</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>[ ]</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Verify with an (X)</td>
<td>Section Reference(s)</td>
</tr>
</tbody>
</table>

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.

---

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.
Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
**Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)**

*(Required for All Title I Schools)*

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

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

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

---

**Parent and Family Engagement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 32** in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

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

**P.S. 32** will support parents and families of Title I students by:

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

---

**Parental Involvement and School Quality**
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;
- Title I Priority and Focus Schools and the parents of students served in the Title I program must jointly agree upon the use of these additional funds to support increased parent engagement/education to enable parents to effectively support their child’s learning.
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the ESSA;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Encouraging School-Level Parental Involvement
The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

**School-Parent Compact (SPC)**

**P.S.32,** in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

**I. School Responsibilities: High Quality Curriculum**

**School Responsibilities:**

*Provide high quality curriculum and instruction consistent with 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 Elementary and Secondary (ESSA) Act;

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

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

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

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

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

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

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

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

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

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

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

- supporting parental involvement activities as requested by parents;

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

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

<table>
<thead>
<tr>
<th>II. Parent/Guardian Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/Guardian Responsibilities:</td>
</tr>
<tr>
<td>- 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;</td>
</tr>
<tr>
<td>- 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;</td>
</tr>
<tr>
<td>- check and assist my child in completing homework tasks, when necessary;</td>
</tr>
<tr>
<td>- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);</td>
</tr>
<tr>
<td>- set limits to the amount of time my child watches television or plays video games;</td>
</tr>
<tr>
<td>- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;</td>
</tr>
<tr>
<td>- encourage my child to follow school rules and regulations and discuss this Compact with my child;</td>
</tr>
<tr>
<td>- volunteer in my child’s school or assist from my home as time permits;</td>
</tr>
<tr>
<td>- participate, as appropriate, in the decisions relating to my child’s education;</td>
</tr>
<tr>
<td>- 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;</td>
</tr>
<tr>
<td>- respond to surveys, feedback forms and notices when requested;</td>
</tr>
<tr>
<td>- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;</td>
</tr>
<tr>
<td>- 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;</td>
</tr>
</tbody>
</table>
● 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
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Brooklyn</td>
<td>32</td>
</tr>
</tbody>
</table>

School Name: Samuel Mills Sprole

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denise Watson-Adin</td>
<td>Melanie Carbone</td>
</tr>
</tbody>
</table>

Coach

ENL (English as a New Language)/Bilingual Teacher

Andrea Schulman

School Counselor

Teacher/Subject Area

Anika Scott/AIS

Parent

Teacher/Subject Area

Parent Coordinator: Angela Bowie

Related-Service Provider

Field Support Center Staff Member

Superintendent

Other (Name and Title)

C. Teacher Qualifications

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

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

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>484</td>
<td>25</td>
<td>5.17%</td>
</tr>
</tbody>
</table>
A. ELL Programs

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

[ ] K [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ] 7 [ ] 8 [ ] 9 [ ] 10 [ ] 11 [ ] 12

This school offers (check all that apply):

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

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

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

PS 32 is currently using Fountas and Pinnell, TCRWP, and Spaulding to guide instructional planning for ELLs. These tools help provide data on reading engagement, accuracy, oral reading fluency, and comprehension, as well as giving us insights on how our ELLs attend to and work with the various components of spoken and written words including: phonological awareness, metalanguage, letter/high frequency word recognition, phonics, and structural analysis and syllabication. The data helps us monitor the literacy growth of our ELLs over time. Teachers also use running records, student conferences, and classroom observations to assess the literacy progress of ELLs. This data helps us monitor the literacy growth of our ELLs over time as well as tailor our instruction to meet the needs of each student.

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

Grade meetings, articulations
3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

The success of our ESL program is evaluated by monitoring the growth of ELL students as evidenced by the formal/informal assessments, predictive and state assessments, AMAO tool, and class work. Success is also evaluated by monitoring the increase in proficiency levels and scores on the NYSESLAT.

Our ELL students are consistently showing progress on the NYSESLAT (as seen in charts in Part III). The amount of ELL students at the Beginner level decreases from kindergarten through fifth grade, while the number of Advanced level ELL students increases. On the ELA, the amount of ELL students scoring at a Level 2 increased as ELL students move from third to fifth grade. On the New York State Math assessment, the amount of ELL students scoring at a Level 1 decreased as well as ELL students move from third to fifth grade, while the amount of Level 2, 3, and 4 increased. The reading levels of ELL students continue to increase from small group instruction as is evidenced by the Fountas and Pinnell, and TCRWP.

These results show the success of our ESL program.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   RTI, AIS, small group work

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]

   The Response to Intervention (RtI) framework is used at PS 32 as an instructional model that aims at prevention and early intervention through a tiered system of instructional support. This includes levels of intervention and instruction that increase in duration and intensity over time; as students improve, measured by reliable and valid assessments (both formal and informal), the extra supports are removed. Instruction for ELLs in English language development is provided at the Tier 1 instructional level. Students move into Tier 2 and Tier 3 if they demonstrate a need for more targeted and intensive academic support. This extra support can occur in the classroom, but also in separate settings with instruction focused on specific learning targets. The RtI team carefully analyzes the characteristics of each learner, and views their status as a language learner as an asset to draw upon. The RtI team attempts to build upon the linguistic capabilities students bring to the classroom and understand where challenges may lie.

   The RtI team at PS 32 consists of the building’s administrators, AIS teachers, Speech therapists, ESL teacher, SETTS teachers, and other service providers. Each member possesses in depth knowledge of their field. The team has a systematic approach for examining how ELLs’ backgrounds and educational contexts (i.e., first and second language proficiency, educational history including bilingual models, immigration pattern, socioeconomic status, and culture) have an impact on their academic achievement in the classroom. To refer any student to the RtI, classroom teachers must fill out a form including data on the student and what attempts have been made to have the student progress. Here is a list of some of the data that is included on the RtI referral form: Fontas and Pinnell level, TCRWP, ELA/Math scores, NYSESLAT/NYSITELL proficiency scores, writing samples, a description of the amount and type of ESL instruction being provided, etc. When ELLs are referred to the RtI, the team first examines the appropriateness of classroom instruction that is given by the classroom teacher, based on knowledge of individual student factors. The informal and formal assessments are analyzed when examining instruction and learning about the learner. When evaluating data, the RtI team examines how the child performs relative to peers of the same age, grade level, and English language proficiency. If an ELL student is flagged as at-risk or below-benchmark on any particular skill or competency (such as in math or literacy), the student receives targeted instructional support to bolster development in this area. This support is delivered in coordination with language support services. For example, when the data shows ELL students are below grade level in reading, they are pulled for extra guided reading instruction. They may also receive at risk AIS services if deemed necessary by the team. The ESL provider of the referred ELL is present during the intervention planning to provide input on the extent, if any, to which ESL instruction is needed during Tiers 2 and 3 interventions to ensure the student will benefit from the intervention. The classroom/referring teacher is also given specific strategies to try with the student for a
specific time frame to watch for growth and progress. Each suggestion by the RtI team addresses a different concern that the child has according to the data provided by the referring teacher. Teachers work collaboratively when necessary to ensure the success of the implementation of the RtI plan for the student. After the allotted time has passed, a liaison to the teacher presents the new data on the child to see if progress has been made. If not, the RtI reconvenes and continues through the framework to suggest other interventions. Data drives all suggestions and instruction. Data is drawn from multiple sources to inform decisions, and multiple tools are used to uncover critical information. It should also be noted that all ELL students at PS 32, other than those in the G & T program, are in ICT classes; thus, receiving small group intervention and attention daily.

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].
   NYSELAT, ELA, Math, Science (grade 4)

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

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### 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.
      
      At PS 32 we currently offer the Free Standing English as a Second Language program. Our Free Standing English as a Second Language program is the push-in/pull-out model. Students at the entering and Emerging levels of proficiency receive 360 minutes of ESL instruction per week. Students at the Transitioning and Explaining proficiency level receive 180 minutes of ESL instruction and English Language Arts instruction.
      
      We utilize the push-in/pull-out model at PS 32 for kindergarten through fifth grade which involves ELLs in G&T, general education, and ICT classes. Students are grouped by NYSESLAT level and grade. The ESL teacher works collaboratively with the classroom teacher on literacy and content area instruction. The reduced ratio of teacher to students allows for small group and individualized instruction. Through guided reading instruction, strategy lessons, interactive experiences, and individualized instruction, the students are led to interact, reflect, read, write, problem solve, develop and practice strategies, in the second language.

   b. TBE program. *If applicable.*
      
      N/A

   c. DL program. *If applicable.*
      
      Not Applicable

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)?
      
      Students with a proficiency level of Entering or Emerging all receive 2 units of study per week (360 minutes). The time is split evenly - 1 unit (180 minutes) of integrated ESL/ENL and 1 unit (180 minutes) of stand-alone ESL/ENL. Students at the Transitioning level receive 1 unit a week (180 minutes), of which .5 (90 minutes) is integrated ENL and .5 (90 minutes) is stand-alone ENL. Expanding students also receive 1 unit (180 minutes) that is integrated ENL with ELA or another content area (Social Studies, Science, Math). Lastly, students who test at the Commanding level (former ELLs) receive additional...
support/services for 2 years in the form of .5 units (90 minutes) of integrated ENL with ELA or another content area (Social Studies, Science, Math).

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.

As our school only has a stand-alone ENL program, all instruction is presented in English. However, we have a variety of resources to assist students in their native languages as well - bilingual glossaries, and books in students’ native languages (for reading pleasure as well as Go Math! and other content area support). Within the stand-alone program, the sheltered English approach is used with a focus on grade-level content area study (science and social studies) and aligned to the CCLS.

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

PS 32 currently only has a Freestanding ENL program, as per parent choice. Students are not evaluated in their native languages. They do have the option to take the New York State science and math assessments in their native languages, as well as use bilingual glossaries. Native language materials are available when needed as well.

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

Our instructional plan for Students with Interrupted Formal Education (SIFE) is as follows:

SIFE students will be placed in an age appropriate grade. After orientation, parents will have the opportunity to meet the grade leader of that grade, and meet the ENL Coordinator to discuss the educational plan for the student. The goal is to provide students with differentiated lessons that highlight student strengths to support areas of need. With this goal in mind, our SIFE population will receive the following support:

- Small group reading and writing instruction at the students’ ability level both in reading and language
- Participation in AIS during the day, as well as part of the after school and Saturday program
- Teachers will create and review their lessons with careful consideration to the SIFE student need and modify instruction where needed
- Teachers will provide individual and guided support in literacy and content areas.
- An ENL teacher will push-in/pull-out to provide literacy assistance and language development support aimed specifically at working with students at their ability levels.

SIFE ELL students will be placed in an ICT or MICT classroom, as all of our classes are ICT. They will also receive language support from a licensed ESL teacher. The ENL teacher collaborates and communicates with the general education and special education teacher in order to ensure the student’s needs are met.

Our instructional plan for newcomers is as follows:

Students identified through their home language survey, are eligible for testing and the administration of the NYSITELL, within ten days of registering. In the case of students coming from other city schools, a verification of ELL status is done through ATS. Students categorized as Entering or Emerging are provided with 360 minutes of ENL instruction per week. Students who scored Transitioning/Expanding are provided with 180 minutes of ENL instruction. Support for these students is given in the following:

- Participation in AIS
Standalone ENL program and integrated ENL/content-area

- Classroom libraries are leveled and contain varied genres.
- All ELLs are held to the Common Core State Standards.
- Instructional programs use materials that are aligned to the Common Core State Standards.
- On-going formal and informal assessments are provided to assure that students’ achievement is periodically measured.
- Small groups and individualized instruction is based on assessments.

Our instructional plan for the Long Term English Language Learners:

The school’s academic intervention team, ENL service provider, and teachers will analyze students’ NYSESLAT scores and other assessments to identify academic strengths and needs. Teachers will plan and modify instruction to best meet the needs of our Long Term English language Learners and students who are receiving services for four to six years.

To meet the needs of our Long Term English Language Learners and ELLs receiving service four to six years, we propose the following:

- Analysis of the NYSESLAT, ELA and other assessments to monitor testing history and track progress.
- Attendance records are reviewed for interruption of instruction and services.
- Scores obtained from the citywide, state and other assessments are reviewed for patterns.
- Parent conferences are held several times a year to monitor home study and academic practices.
- Teacher assessments, conferences and writing samples are assessed to identify areas of strengths and needs.
- Small group reading and writing instruction at the students’ ability level.
- Participation in the after school and Saturday program.
- Teachers will create and review their lessons with careful consideration to the student’s need and modify instruction where needed.
- Teachers will provide individual and guided support in literacy and content areas.
- An ENL teacher will push-in/pull-out to provide literacy assistance and language development support. Student support services for Long Term ELLs and ELLs receiving service four to six years is as follows: aimed specifically at working with students at their ability levels.
- Pupil Personnel Team will meet to review and revise intervention plans as needed.
- Pupil liaisons will serve as case managers to disseminate the school’s committee intervention plan to the teacher.
- Professional development will be provided for all teachers on modifying and differentiating instruction to best support our ELLs.
- Assessments, on a six to eight week cycle, will be implemented to monitor student progress.
- Decisions will be made whether to continue intervention services, modify the instructional plan or refer students to the PPT team for formal evaluation and other services.

Students who achieve language proficiency (commanding) based on the NYSESLAT receive academic intervention services as needed, as well as the newly mandated 90 minute integrated period. The ENL provider works with the children differentiating instruction during the literacy, math, and content periods. Parents of the students are given the opportunity to enroll their children in an after school program and the Saturday school program. These programs provide continuing ENL, literacy, and mathematics support for learners who may be at risk of not meeting promotional standards. These students will continue to receive, for two years, testing modifications for ELLs as based on the New York State testing requirements. Testing accommodations for ELLs and fELLs include time-and-a-half time (for timed tests), separate location, and small groups.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

We currently have an Integrated Co-teaching class and 1-2 micro-inclusion classes in Kindergarten, First, Second, Third, Fourth, and Fifth grade; a licensed ESL teacher services the ELLs. Services for our special education students are provided by
our ESL teachers. The ESL teachers work collaboratively with all teachers and reviews the goals of each student as indicated on their Individualized Education Plan. All service providers work with each child as mandated and required by their IEP.

Here are the grade-level materials teachers of English Language Learners With Special Needs (ELL-SWDs) use that provide both access to academic content areas and accelerate English language development:

Guided reading books specified for ELL students are included with each unit in addition with labels to make vocabulary comprehensible and are scaffolded using simpler sentence structures. ELL students also read books at their appropriate reading levels and participate in guided strategy lessons.

Teacher’s College Reading and Writing Workshop (differentiated writing paper, charts with visuals, mentor read aloud texts, shared/interactive writing pieces, teacher written and student written model pieces, sentence starters are utilized).

All students also have a technology class, as well as have access to iPads for class projects and support.

Math: Go Math is used (manipulatives, vocabulary flash cards, projects, Math Journal pages, etc. are used to support ELL-SWD students in learning the content material). Go Math! is a focused elementary math curriculum designed to meet the goals of the Common Core State Standards for Mathematics. The Standards for Mathematical Practice are integrated throughout the program. Students and teachers are supported as they advance from concrete to abstract content through the use of models and Math Talk. The flexibility, comprehensiveness, and rigor of Go Math! provide personalized and adaptive 21st-century instruction to ensure success.

Resources and materials support our ELLs with special needs. Classroom libraries are leveled appropriately and include a variety of reading genres. The push-in ESL teachers provide shared, guided and interactive lessons that support the skills and strategies addressed by the special education teacher.

7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

All ELL-SWDs are placed in ICT and mICT classrooms, receive ESL services, and AIS as needed. At PS 32, all classes that are not G&T are ICT or mICT classes. Thus, all ELL-SWDs are placed in 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 PS 32 we have various intervention programs for struggling ELLs in Math, ELA, and other content areas. All intervention programs are offered in English.

For ELA and Math, all struggling below grade level ELL students participate in AIS and the extended day program. Revisions on students’ intervention plans are modified as needed. Progress is carefully tracked by the classroom teacher, ESL provider, and other licensed teachers providing support services. All students use technology (computer and iPads) to assist with learning as well. Within the stand-alone ENL program, grade level content in science and social studies is supported, and during the integrated portion of ENL for Expanding and Commanding levels, social studies and science is supported.

Targeted interventions for the ELA for all subgroups (Newcomer, 4 to 6 years, Long Term, and ELL-SWD):

- Extended use of scaffolding methods during components of balanced literacy. Learners are supported through scaffolding of instruction that ensures that needed elements are in place before constructing meaning of the whole topic. Some examples are the usage of sentence prompts, charts accompanied by pictures and/or diagrams, vocabulary flash cards accompanied with definitions and pictures, etc.
• Teachers further develop the acquired vocabulary and content through student conferences.
• Small group reading and writing instruction at the students’ ability level both in reading and language.
• Teachers create and review their lessons with careful consideration to the ELL students needs and modify instruction where needed.
• Teachers provide individual and guided support in literacy and content areas.
• An ESL teacher pushes-in/pulls-out to provide literacy assistance and language development support aimed specifically at working with students at their ability levels.

Targeted interventions for Math for all subgroups (Newcomer, 4 to 6 years, Long Term, and ELL-SWD):

• Small group math instruction at the students’ ability level both in math and language.
• Teachers further develop the acquired vocabulary and content through student conferences.
• Teachers create and review their lessons with careful consideration to the ELL students needs and modify instruction where needed.
• Teachers provide individual and guided support in math.
• An ESL teacher pushes-in/pulls-out to provide language development support aimed specifically at working with students at their ability levels.
• Learners are supported through scaffolding of instruction that ensures that needed elements are in place before constructing meaning of the whole topic. Some examples are the usage of sentence prompts, charts accompanied by pictures and/or diagrams, vocabulary flash cards accompanied with definitions and pictures, etc.

Targeted interventions for Science and Social Studies for all subgroups (Newcomer, 4 to 6 years, Long Term, and ELL-SWD):

• Extended use of scaffolding methods during components of content area instruction. Learners are supported through scaffolding of instruction that ensures that needed elements are in place before constructing meaning of the whole topic. Some examples are the usage of sentence prompts, charts accompanied by pictures and/or diagrams, vocabulary flash cards accompanied with definitions and pictures, etc.
• Small group content area instruction at the students’ ability level.
• Teachers create and review their lessons with careful consideration to the ELL students needs and modify instruction where needed.
• Teachers provide individual and guided support in the content areas.

For all interventions, progress is tracked through formal and informal assessments. Teachers constantly reflect on the needs of the students and redirect lessons and small groups to tackle the needs of the student.

If, however, these interventions do not seem to be adequately moving the student in any of the subject areas, the student is then referred to the RtI team.

The RtI team at PS 32 consists of the building’s administrators, AIS teachers, Speech therapists, ESL teacher, and other service providers. Each member possesses in depth knowledge of their field. The team has a systematic approach for examining how ELLs’ backgrounds and educational contexts (i.e., first and second language proficiency, educational history including bilingual models, immigration pattern, socioeconomic status, and culture) have an impact on their academic achievement in the classroom. To refer any student to the RtI, classroom teachers must fill out a form including data on the student and what attempts have been made to have the student progress. Here is a list of some of the data that is included on the RtI referral form: Fountas & Pinnell, ELA/Math scores, NYSESLAT/LAB-R/NYSITELL proficiency scores, writing samples, a description of the amount and type of ESL instruction being provided, etc. When ELLs are referred to the RtI, the team first examines the appropriateness of classroom instruction that is given by the classroom teacher, based on knowledge of individual student factors. The informal and formal assessments are analyzed when examining instruction and learning about the learner. When evaluating data, the RtI team examines how the child performs relative to peers of the same age, grade level, and English language proficiency. If an ELL student is flagged as at-risk or below-benchmark on any particular skill or competency (such as in math or literacy), the student receives targeted instructional support to bolster development in this area. This support is
delivered in coordination with language support services. For example, when the data shows ELL students are below grade level in reading, they are pulled for extra guided reading instruction. They may also receive at risk AIS if deemed necessary by the team. The ESL provider of the referred ELL is present during the intervention planning to provide input on the extent, if any, to which ESL instruction is needed during Tiers 2 and 3 interventions to ensure the student will benefit from the intervention. The classroom/referring teacher is also given specific strategies to try with the student for a specific time frame to watch for growth and progress. Each suggestion by the RtI team addresses a different concern that the child has according to the data provided by the referring teacher. Teachers work collaboratively when necessary to ensure the success of the implementation of the RtI plan for the student. After the allotted time has passed, a liaison to the teacher presents the new data on the child to see if progress has been made. If not, the RtI reconvenes and continues through the framework to suggest other interventions. Data drives all suggestions and instruction. Data is drawn from multiple sources to inform decisions, and multiple tools are used to uncover critical information.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
This year we are piloting the Spaulding program Writing Road to Reading. We are also offering an earlybird AIS program for additional support before the school day begins. Based on our data, we believe that each program will benefit our students and help in achieving success. The data shows our ELLs are gaining proficiency on the NYSESLAT (the majority scoring Expanding and Commanding); the majority are approaching grade level on the ELA. Therefore, these 2 programs will help our students in their continued academic growth.

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

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs are have equal access to all programs in our school - both intervention and enrichment opportunities. As all ELLs at PS 32 are in the classroom with non-ELLs, they are all afforded the same opportunities. Most ELLs and fELLs are in a classroom with 2 teachers or 1 teacher and a teaching assistant. All students are offered free after school services through Good Shephard. The PTA also offers an after school enrichment program. Our school library is frequently open before and after school for student and parent use. In addition, we offer an earlybird AIS program before school as well as a Saturday school program. All classes take regular trips to support classroom learning. Arts Connection and Rioult afford all students an opportunity to express themselves through the arts (in addition to our art, music, and dance programs which all children receive). Our 5th grade students, including our ELLs, all take part part in a Jazz program through Lincoln Center. We have a school-wide talent show, science fair, reading nights, family fun nights, multicultural celebration, Hispanic Heritage night, First Friday events with parents, a winter show, a spring performance, and PBIS assemblies that all of our students are encouraged to take part in.

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.

iPads, smartboards, technology class (preK-5),

Resources and Instructional Materials Used to Support ELLs:

Classroom libraries are leveled appropriately and include culturally motivating books as part of each classroom library. All instructional materials are age appropriate for ELLs. Literacy is instruction is presented through meaningful literature which actively engages students to participate and apply strategies learned. Before initiating a unit of study, the general education teachers and ESL teachers who are responsible for delivering instruction to ELLs meet to plan the teaching points for the unit.

Differentiation of instruction to meet the language needs of students is achieved through techniques and strategies the ESL teachers use. Our ESL teacher uses the program On Our Way to English and Treasures to create units that fit the children's needs and interests.
Technology is used to support ELLs with programs that are interactive. They have audio feedback and reinforce phonic and phonemic awareness instruction. All teachers have access to these programs to utilize with their students. In addition, all classes have a technology period in our lab/library and iPads are readily available for use in the classroom setting. Each classroom is also equipped with a Smart board to be used during all content areas to make the material more comprehensible, interactive and engaging.

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

PS 32 utilizes the ENL program model for English language instruction. Native language support is delivered to students through bilingual glossaries and classroom library books, as well as buddy pairing when possible. Bilingual glossaries are available for math, social studies, and science. Students may also take the math and science tests in their native languages, as well using Go Math! in a few languages.

In addition, school personnel, when available, are able to provide native language support to students during the school day. They provide clarification for ELLs in their native languages in the lunchroom, nurse’s office, main office, etc.

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

All required support services and resources correspond to ELLs’ ages and grade levels. ELLs are placed into age appropriate classrooms and utilize age appropriate materials. Small groups are conducted with students at the same grade level. When necessary, resources are adapted to be more appropriate to meet students’ needs.

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?

N/A

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).

The ENL Coordinator assists newly enrolled ELLs who enter the school. She answers all questions parents may have about the school, ELL programs, and the curriculum.

Parents of newcomer students who were determined LEP by the NYSITELL are invited to attend parent orientations by the ENL department. Parent orientations are held on an ongoing basis to accommodate newcomer ELLs that enter the school through the school year. Parent orientations are held within 10 days of student enrollment to ensure that they understand all three program choices available for ELLs. Translators and translating devices are made available during the meeting to provide support in the parents’ native language. Brochures are provided with information on the educational program options in the language spoken by the parent. In addition, parents view a video which also explains the educational programs available: Transitional Bilingual, Dual Language Program and Freestanding English as a New Language Program. The video is viewed in the parents’ native language. Parents have an opportunity to ask questions about the programs available and select to have their child placed in one of the three program options. Parents complete a Parent Survey and Program Selection Form before they leave.

17. What language electives are offered to ELLs?

Spanish is offered to students for half a year.
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)?
   N/A

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?
   - Teachers meet on a weekly basis to plan curriculum units of study, gather and share resources and materials with the administrator, grade leaders and/or ESL teacher. ESL teacher will work together and articulate with the general education and special education teachers on student goals and progress.
   - Instructional rounds and debriefing sessions will be conducted in order to provide the staff with examples of best practices. In addition, teachers will provide demonstration lessons and time will be afforded for teachers to discuss and plan next steps in student learning.
   - The ESL Coordinator will attend workshops provided by the Office of English Language Learners and turnkey information at grade meetings and/or weekly planning sessions.
   - Labsites are created for the grade. The focus for the labsites will be student engagement, questioning and discussion. The labsites will run in cycles. Each labsite will provide opportunities for teachers to observe student engagement as it moves from the continuum of complexity from grades K-5.
   - Intervisitations to labsites are conducted and debriefing sessions will follow with a brief discussion/write up.
   All UFT staff will attend professional development in regards to ELLs as per CR Part 154. The PDs will take place during the contractual PD times on five Mondays over the course of the year lead by the ESL Coordinator, Assistant Principal, Parent Coordinator, Social Workers, and Guidance Counselor. Lunch and Learn opportunties are also offered to all staff on a monthly basis regarding a variety of ELL subjects based on the needs of staff. Staff are encouraged to attend PD opportunites through the Office of ELLs. Attended PDs are then turn-keyed at weekly meetings. Attendance will be taken via sign-in sheet.
   - Professional development will continue on the following topics: UDL strategies for supporting various sub-groups, CCLS instructional shifts, text complexity, lexile level; data analysis; identifying trends and planning next instructional steps.

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.
   The school provides the parents of ELLs, who are transitioning from elementary to middle school, with an orientation. In this session information is provided to parents on the application process and the criteria by which kids are chosen. The school provides parents with a schedule of all the open houses that are available to them.
   During September and October the guidance counselor attends professional development about students transitioning from Elementary to Middle Schools and specifically the services available to meet the needs of ELLs. The professional development consists of a description of the Middle School Enrollment Choice Process in District 15, including the three programs available to ELLs - ENL (English as a New Language), TBE (Translational Bilingual Education) and DL (Dual Language). Additional information is provided for students residing in non District 15 ELL options.

2018-19 CEP 50
All UFT staff will attend professional development in regards to ELLs as per CR Part 154. The PDs will take place during the contractual PD times on five Mondays over the course of the year lead by the ESL Coordinator, Assistant Principal, Parent Coordinator, Social Workers, and Guidance Counselor. Lunch and Learn opportunities are also offered to all staff on a monthly basis regarding a variety of ELL subjects based on the needs of staff. Staff are encouraged to attend PD opportunities through the Office of ELLs. Attended PDs are then turn-keyed at weekly meetings. Attendance will be taken via sign-in sheet.

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?
   Letters are sent to parents in their preferred language informing them of these meetings. Times are offered first during the Tuesday afternoon parent engagement time. If these days do not work, parents are asked when an acceptable time is. If they are unable to attend a meeting in person, parents are offered a phone meeting. All letters are sent in English and their preferred language, with follow-up phone call made by PS 32 school staff in their preferred language. All meeting are conducted in the parent/guardian preferred language with translation provided when applicable.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
   The Parent Coordinator facilitates Family Fun Nights monthly. Families are invited to bring food from their native countries. We also have school performances that highlight some of the cultural diversity in the school. School staff and Parents are used for translations if needed.

Additional Information

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

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

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denise Watson-Adin</td>
<td>Principal</td>
<td></td>
<td>10/29/15</td>
</tr>
<tr>
<td>Melanie Carbone</td>
<td>Assistant Principal</td>
<td></td>
<td>10/29/15</td>
</tr>
<tr>
<td>Angela Bowie</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/29/15</td>
</tr>
<tr>
<td>Andrea Schulman</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/29/15</td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Anika Scott/AIS</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/29/15</td>
</tr>
<tr>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 15K032  School Name: Samuel Mills Sprole  Superintendent: Anita Skop

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

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrea</td>
<td>Schulman</td>
<td>ESL</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Angela</td>
<td>Bowie</td>
<td>PC</td>
<td>no</td>
<td>no</td>
</tr>
</tbody>
</table>

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

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

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

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

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

   Language preferences are pulled from the HLIS form every parent completes during registration, through Student Emergency Contact cards (blue cards), and through discussions with family. The preferences are compiled into a list showing preferred oral language and preferred written language. A copy of the list is kept in the office; the ESL coordinator maintains the list and updates it as necessary, passing new information on with a newly printed list.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>7</td>
<td>23%</td>
<td>7</td>
<td>23%</td>
</tr>
<tr>
<td>Spanish</td>
<td>23</td>
<td>42%</td>
<td>13</td>
<td>42%</td>
</tr>
<tr>
<td>Mandarin</td>
<td>10</td>
<td>31%</td>
<td>10</td>
<td>31%</td>
</tr>
<tr>
<td>Arabic, Cantonese, Sign Language</td>
<td>4</td>
<td>2%</td>
<td>5</td>
<td>1%</td>
</tr>
</tbody>
</table>

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

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>Grade&amp;PTA newsletters,</td>
<td>every month</td>
<td>translator</td>
</tr>
<tr>
<td>School letters, Letter from principal, event announcements</td>
<td>monthly as needed</td>
<td>various copies in language</td>
</tr>
<tr>
<td>IEP’s, Face to face letters, conference letters</td>
<td>as needed</td>
<td>translated letter or copy is available</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent-Teacher Conferences</td>
<td>September, March, June</td>
<td>staff, parent help, translation services</td>
</tr>
<tr>
<td>Parent Orientation September</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family school events monthly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PTA meetings
IEP meetings as needed
Town Hall/Fireside Chats with principal monthly
Meetings with teachers as needed
Administrative meetings as needed
General phone calls home as needed
First Fridays monthly

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

In case of emergency, all families receive a robo-call and an email. Limited-English proficient families will also receive a phone call from a staff member who speaks the preferred language.

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.

Teachers are provided the necessary information, and are also provided with the "I speak" card which includes the phone number of translation services in order for parents to identify their language and provide translations.

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..)
Official “Welcome” poster, “I speak” cards, translated signage, parent notification of translation services available (conferences, PTA meeting, special events)

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?

Surveys (with closed-ended questions and ratings), sign-up genius, doodle, backpacking information home, regular emails, speaking with staff