2018-19

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001): 20K127

School Name: P.S. 127 MCKINLEY PARK

Principal: Agatha Alicandro
Comprehensive Educational Plan (CEP) Outline

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## School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>P.S. 127 - The McKinley Park School</th>
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<tbody>
<tr>
<td>School Number (DBN):</td>
<td>20K127</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>332000010127</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>Grades K-5</td>
</tr>
<tr>
<td>School Address:</td>
<td>7805 - 7th Avenue Brooklyn, New York 11228</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-833-2323</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-836-9427</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Agatha Alicandro</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:Alicandro@schools.nyc.gov">Alicandro@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Agatha Alicandro</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Mary Jane Egan</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Jenny Hwang</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Mary Jane Egan</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Vanessa Aja-Sigmon</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
</tr>
<tr>
<td>CBO Representative:</td>
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## District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>20</th>
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<tbody>
<tr>
<td>Superintendent:</td>
<td>Karina Costantino</td>
</tr>
<tr>
<td>Superintendent’s Office Address:</td>
<td>415 - 89th Street Brooklyn, New York 11209</td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:KCostantino@schools.nyc.gov">KCostantino@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-759-4912</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-630-1633</td>
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</tbody>
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## Field Support Center (FSC)

<table>
<thead>
<tr>
<th>FSC:</th>
<th>Brooklyn South</th>
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</thead>
<tbody>
<tr>
<td>Executive Director:</td>
<td>Cheryl Watson-Harris</td>
</tr>
</tbody>
</table>
Executive Director’s Office Address: 415 - 89th Street Brooklyn, New York 11209

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

Phone Number: 718-759-4862  Fax: 718-759-4960
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>Agatha Alicandro</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Mary Jane Egan</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Jenny Hwang</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Maria Martinez</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Vanessa Aja-Sigmon</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Laura Kowalski</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Elizabeth Collins</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/ Teacher</td>
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</tr>
<tr>
<td></td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Bonnie Lee</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Remy Brahimi</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Nicole Russo</td>
<td>Member/ Parent</td>
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<td>Member/ Parent</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

School Quality Guide

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

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

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

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

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

**Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

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

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tbody>
<tr>
<td>The educational community of P.S. 127 is committed to our mission in ensuring that we provide a nurturing and supportive educational experience for each and every child. Our students are empowered to BELIEVE in themselves, ACHIEVE their fullest potential, and SUCCEED in meeting high standards of EXCELLENCE in order to be college and career ready. Our vision is that our school is a place where students, staff, and parents work together in a teaching and learning partnership. Every child is empowered to reach his/her highest potential and become happy, knowledgeable, and productive citizens of the 21st century.</td>
</tr>
</tbody>
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2018-19 CEP
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.

At P.S. 127, all members of the school community respect and value language and cultural diversity. Our student population is made up of 23.41% of English Language Learners and approximately 20.63% of students with special needs. The staff members of P.S. 127 are committed to planning for the academic and social-emotional growth of each child. With the Chancellor’s Four Pillars and the Citywide Instructional Expectations in mind, we strongly encourage parents and families to be active participants in their child’s education. At P.S. 127, there is an open door policy and there are many opportunities that foster our strong emphasis on “Parents as Partners”. Parents are actively involved in the Parent Teacher Association (PTA) and are visible daily as they engage in numerous activities that are essential in supporting our efforts towards the enhancement of student learning. Each class has a “Class Parent” who serves as a liaison between the classroom teacher and the students’ parents. Class Parents assist in facilitating classroom activities and events such as publishing parties, assemblies, and Dance Festival.

Our Parent Coordinator is instrumental in promoting effective partnering with families and establishing a strong home-school connection. This focus has been embodied in our work and aimed at supporting students’ progress toward college and career readiness. Parents are invited to our school to celebrate in school-wide events and initiatives. Workshops are held for parents by teachers, support staff, and the Parent Coordinator based upon the needs of the parents. In addition, “Time on Tuesdays” allows staff members to meet with parents, call parents, work on monthly newsletters, update the school website, complete student progress reports, and conduct workshops. With an open door policy and transparency, parents feel welcomed and are enthusiastic to volunteer their time and attend workshops. We continuously strive to establish a culture of trust and build parent capacity as we share an understanding of the Learning and implementation of the Next Generation ELA and Mathematics Standards, Curriculum Expectations, Instructional Shifts, and the many ways we can prepare our children for future success.

As we embrace a supportive environment and a strong home-school connection, we foster a school culture of high expectations. “Family Friday” is another opportunity for parents to actively participate in their child’s learning. There is open access to a parent room which is housed within our school building. Parents are able to sign in and use the computer, internet, and a variety of resources available for their review. A monthly newsletter, “McKinley Monthly”, is distributed to inform our school community of our instructional goals and the many wonderful activities that are taking place in each class/program. Student Progress Reports are distributed to parents/guardians as a way to provide ongoing communication regarding their child’s performance and progress.

The School Leadership Team (SLT) is comprised of elected parents and staff members as well as the Principal, PTA President, and UFT Chapter Leader meet monthly to develop school-based educational policies and ensure that resources are aligned to implement those policies. The members of the SLT play a significant role in creating a structure for school-based decision making and shaping the path to a collaborative and successful school culture.

Using a variety of assessment tools, such as periodic and benchmark assessments in both ELA and Math, Fountas and Pinnell running records, formative assessments (student/teacher conference notes) and teacher data folders to gain information of student understanding, the SLT as well as teacher teams identify an area of need. An Instructional Focus is derived from data analysis which then becomes the "big idea" of this school year’s Inquiry work.

Teacher teams work collaboratively throughout the school year to make a thoughtful assessment of the effectiveness of each lesson and the extent to which it achieved its instructional outcomes. They consistently seek opportunities to enhance learning and actively monitor the progress of individual students. Teachers reflect on their efforts to ensure
that they are providing focused, quality instruction and are committed to developing their content knowledge and pedagogical skills.

The Instructional team which is comprised of representatives across grades and administration meets regularly to discuss the important concepts and understandings shared by each grade/program. During conversations about practice, the members of the Instructional Team plans for professional learning opportunities to meet the varied needs of the staff, develops interest and feedback surveys, and creates a solid annual professional development plan. Teachers share best practices and turn-key information gained from workshops. In addition to the data compiled from interest surveys, reports are generated from the Advance Observation Dashboard and are utilized as a tool to identify specific areas of pedagogical needs in accordance with the Framework for Professional Practice. As a result, differentiated professional development is planned accordingly. Professional goals are set by teachers at the beginning of the school year and are communicated during the Initial Planning Conferences. The attainment of these goals is benchmarked with a mid-year reflection meeting and at the end of the school year during the End of Year Summative Conferences. Professional goals are used as an additional resource when planning professional learning opportunities for individual staff members.

As a result of the commitment to students and their learning, the administration, teachers, and staff take ownership and continually reflect on their efforts to ensure student success. They participate in on-going professional learning throughout the school year and are dedicated to enhancing their knowledge. For example, teachers have attended the Borough Field Support Center meetings, which addressed meeting the needs of all students, including English Language Learners and Students with Disabilities. Professional development experience sheets are completed and turn-key sessions take place in which staff members share their new learning with colleagues. Reflection sheets are completed regularly and used to adjust and plan further learning opportunities.

Teaching strategies and routines provide multiple entry points as well as high-quality supports and extensions into the curricula so that all learners, including English Language Learners (ELLs) and Students with Disabilities (SWDs), are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student work products. Teachers’ assessment practices consistently reflect the varied use of ongoing checks for understanding and student self-assessment so that teachers make effective adjustments to meet all students’ learning needs and students are aware of their next learning steps.

Cycles of observations are conducted to monitor the implementation of strategies and professional growth. As a result of actionable feedback and ongoing support, there has been an increase in rigor and student engagement in all classrooms. Additionally, multiple sources of data including student work products and data folders indicate enhanced skills of teaching and improved student learning. School leaders and faculty ensure that curricula are aligned to the standards and strategically integrate the instructional shifts, resulting in coherence across grades and subject areas that promote college and career readiness for all students. Curricula and academic tasks consistently emphasize rigorous habits and higher-order skills across grades and subjects for all students, including ELLs and SWDs.

In order for teachers to dig deeper into content and ensure academic rigor while addressing the instructional shifts, departmentalization for all core subject areas in grades 4 and 5 has been established. As a team, teachers and administration shared their ideas and beliefs about better preparing our students academically, professionally, and socially for future endeavors. Accordingly, planning sessions were held to departmentalize the upper grades in order to achieve deeper and more rigorous instruction and student learning. Transition from elementary to middle school and middle to high school has been more easily achieved with departmentalization. As a result of departmentalizing the 4th and 5th grades, students have been able to move more frequently during the school day which has helped increase attention and has allowed them to be more intellectually engaged in each of the content-based classrooms. It has allowed students to become better organized as they prepare for each class. Students in grades 4 and 5 have had the opportunity of learning from different teachers while gaining in-depth knowledge during each Math, Reading, Writing, Science, and Social Studies class.

With the ability of having a full-time Guidance Counselor, P.S. 127 has been actively involved in many awareness campaigns that educate our students and sends a unified message. These campaigns teach our students about
citizenship, bullying prevention, and cybersecurity. Our Guidance Counselor works closely with the members of the Student Council to organize campaigns, special school events, and fundraisers throughout the school year. The students sponsor a “Cause a Month”. Student Council members promote school spirit and leadership among students. Members of the Student Council demonstrate leadership qualities by serving as good examples of behavior through their words and actions.

We have been identified as a “Respect For All” school. “Respect for All” is engrained in our curriculum through the use of the Book of the Month and varied approaches to social emotional learning. The Book of the Month program uses a school-wide book each month that continues to be linked to the theme of CKCC in order to promote social-emotional growth of children, ways to deal with stress, anger, respect for differences, cultural diversity and bullying. CKCC is a social emotional learning program that has been a part of our school's instruction for many years. It has helped our school to develop a common culture of mutual respect and positive behavior for all members of our school community. In addition, we have begun to implement the RULER Approach to Social Emotional Learning that was created by the Yale Center for Emotional Intelligence. This approach helps to support a positive emotional climate and the development of these skills in both students and the adults in their lives. RULER began with staff personal and professional learning, and will continue with classroom instruction and family engagement, and become embedded seamlessly into policies and practices school-wide.

The PTA’s Executive Board meetings are held once a month to organize sponsored events and fundraisers. The administration, Parent Coordinator, Guidance Counselor and two teacher liaisons attend each meeting to ensure that all parties are supporting one another and working towards common school goals and initiatives.

Young Dancers in Repertory (YDR) Afterschool Program is a community based organization in which our school has partnered. YDR holds a daily afterschool program for students from Grades K-5 in which they provide dance, music, theatre, and visual arts classes. The program director works closely with the school community to ensure the same high expectations and a seamless day for our students.

In conclusion, all members of our school community are committed to working collaboratively to improve student achievement and ensure that every child is prepared for college, a career, and a future as a productive citizen.

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

In September 2016, we opened our first Kindergarten Chinese Transitional Bilingual class. These students were instructed 50% in English and 50% in Chinese throughout the school day in Math, Social Studies, and Science. As the year progressed and the students became more proficient in English, this ratio was adjusted. Additionally, students were instructed solely in English for English Language Arts (ELA) and solely in Mandarin for the Home Language Arts period. This ensured that students mastered educational content in their primary language, and assisted students in becoming fluent in the second language.

In September 2017, we continued to have a Kindergarten Chinese Transitional Bilingual class. Additionally, we expanded our program to include a Grade 1 Chinese Transitional Bilingual class. For the 2018-2019 school year, we will continue to expand the Chinese Transitional Bilingual Program to include a Grade 2 class. The goal of the transitional bilingual classes is to meet the needs of the students and to help assimilate them into English. As the year progresses, the amount of Chinese instruction will decrease as the amount of English instruction will increase. We have had many students that have reached the Commanding level as measured by the NYSELSAT exam and therefore have been placed into General Education 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.
“Collaborative Teachers” is an element of the Framework for Great Schools in which PS 127 has made great progress over the past year. Teachers are committed to the success and improvement of their classrooms and schools through their work on vertical instructional planning teams, grade and subject specific teams, and strong co-teaching partnerships. Teachers have an opportunity to participate in professional development within the school and district, and share that knowledge with colleagues, fostering a culture of respect and continuous improvement.

Our Instructional team and grade/subject specific teams meet regularly to discuss the important concepts and understandings shared by each stakeholder. During conversations about practice, the members of the teams plan for professional learning opportunities to meet the varied needs of the staff, develop interest and feedback surveys, and create a solid annual professional development plan. Teachers share best practices and turn-key information gained from workshops. Teachers create and work towards professional goals that move their practice and pedagogical growth forward.

Moving forward our key area of focus will be in “Rigorous Instruction” to ensure that our students are actively engaged in ambitious intellectual activity and developing critical thinking. All staff members understand the importance of Common Core aligned curricula and expectations of the Framework for Teaching. Therefore across classrooms, consistently providing research-based strategies and multiple entry points into the curricula allow all learners, including ELLs and SWDs, to be engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student work products. It is necessary for teachers to plan for more Common Core-aligned and STEAM related project-based learning opportunities. The process and end product will increase student engagement in content and enhance the quality of student discussions. Additionally, Amplify Science is being implemented in order to blend digital experiences with hands-on lessons to inspire students to think like scientists and engineers and solve real world problems. Staff members attended a series of workshop during the July 2018 and began to turn-key their new learning to the staff. Additional Professional Development on the Amplify Science Program will be sought out and turn-keyed to the staff.

A team of teachers attended a series of workshops on the implementation of the Passport to Social Studies program which was turn-keyed to staff members. Across classrooms, this comprehensive instructional resource was implemented to support strong Social Studies teaching and learning. Teachers incorporated the use of trade books and primary source documents to engage students in historical thinking and disciplinary literacy.

During the 2017-2018 school year, our teachers of English Language Learners attended a series of workshops centered around Teaching Advanced Literacy Skills. The professional learning provided an in-depth understanding of ways towards meeting the goal of promoting advanced literacy among all students including those who are linguistically diverse. The text by Nonie K. Lesaux will continue to be a resource for teachers and staff to utilize as a guide to strengthen professional learning practices and instruction in the classroom in order to meet the students' considerable needs. Additionally, the teachers of English Language learners, along with the Assistant Principal in charge of English Language learners will be attending the second part of the Advanced Literacy Series being offered by the FSC.
## School Demographics and Accountability Snapshot for 20K127

### School Configuration (2018-19)
- **Grade Configuration**: 0K, 01, 02, 03, 04, 05
- **Total Enrollment (2017-18)**: 538
- **School Configuration**: N/A

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

### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 13
- **# SETSS (ELA)**: 24
- **# Integrated Collaborative Teaching (ELA)**: 66
- **# Special Classes (Math)**: 13
- **# SETSS (Math)**: 16
- **# Integrated Collaborative Teaching (Math)**: 64

### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: 25
- **# Music**: 25
- **# Drama**: 25
- **# Dance**: 25
- **# Integrated Collaborative Teaching**: 25

### School Composition (2017-18)
- **% Title I Population**: 81.0%
- **% Free Lunch**: 74.7%
- **% Reduced Lunch**: 6.5%
- **% Limited English Proficient**: 29.4%
- **% Students with Disabilities**: 19.1%
  - **% American Indian or Alaska Native**: 0.2%
  - **% Black or African American**: 0.9%
  - **% Hispanic or Latino**: 22.7%
  - **% Asian or Native Hawaiian/Pacific Islander**: 40.5%
  - **% White**: 34.2%
  - **% Multi-Racial**: 1.7%

### Personnel (2015-16)
- **Years Principal Assigned to School (2016-17)**: 8.25
- **# of Assistant Principals (2016-17)**: 4
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching Out of Certification**: 0%
- **Average Teacher Absences (2014-15)**: 7.6

### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4**: 55.1%
- **Mathematics Performance at levels 3 & 4**: 61.3%
- **Science Performance at levels 3 & 4 (4th Grade) (2016-17)**: 98%
- **Science Performance at levels 3 & 4 (8th Grade) (2016-17)**: N/A

### Student Performance for High Schools (2017-18)
- **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
- **4 Year Graduation Rate**: N/A
- **6 Year Graduation Rate (2011 Cohort)**: N/A
- **% ELA/Math Aspirational Performance Measures (2015-16)**: N/A

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

#### Elementary/Middle School
- **American Indian or Alaska Native**: N/A
- **White**: N/A
- **Hispanic or Latino**: N/A
- **Students with Disabilities**: N/A
- **Economically Disadvantaged**: N/A

#### American Indian or Alaska Native (AYP in ELA) (2016-17)
- **Black or African American**: Yes
- **Asian or Native Hawaiian/Other Pacific Islander**: Yes
- **Multi-Racial**: N/A

#### Hispanic or Latino (AYP in ELA) (2016-17)
- **American Indian or Alaska Native**: N/A
- **Asian or Native Hawaiian/Other Pacific Islander**: Yes
- **Multi-Racial**: N/A

#### Students with Disabilities (AYP in ELA) (2016-17)
- **Limited English Proficient**: Yes

#### Economically Disadvantaged (AYP in ELA) (2016-17)
- **ALL STUDENTS**: Yes

#### High School
- **American Indian or Alaska Native**: N/A
- **White**: N/A
- **Hispanic or Latino**: N/A
- **Students with Disabilities**: N/A
- **Economically Disadvantaged**: N/A

#### American Indian or Alaska Native (AYP in ELA) (2016-17)
- **Black or African American**: N/A
- **Asian or Native Hawaiian/Other Pacific Islander**: N/A
- **Multi-Racial**: N/A

#### Hispanic or Latino (AYP in ELA) (2016-17)
- **American Indian or Alaska Native**: N/A
- **Asian or Native Hawaiian/Other Pacific Islander**: N/A
- **Multi-Racial**: N/A

#### Students with Disabilities (AYP in ELA) (2016-17)
- **Limited English Proficient**: N/A

#### Economically Disadvantaged (AYP in ELA) (2016-17)
- **ALL STUDENTS**: N/A
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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.

| 1. P.S. 127’s curricula are aligned to the Common Core Learning Standards and Instructional Shifts. Teacher teams create curriculum maps which outline essential questions, student learning objectives, learning activities and resources, assessments, and tiered questions. All students engage in academic tasks and in standards-aligned units of study. When planning lessons, teachers prepare for engaging entry points, modeling, scaffolds, and extensions that support all learners. A variety of resources for student use is accessible to all students during each lesson. Across classrooms, teachers foster authentic discussions and encourage students to use academic vocabulary as well as accountable talk. Teaching practices are aligned to the curricula and reflect a coherent set of beliefs about how students learn best. All staff members have attended professional development on the Danielson components and have a shared understanding of the research-based teaching framework. Teacher teams collaborate on designing or modifying curriculum-aligned assessments and rubrics that provide data to address the needs of students. Throughout the year, collaborative inquiry is sustained in order to continuously improve instruction. Teachers effectively analyze the data to glean information about students’ progress and learning needs. Teams of teachers have been engaged in inquiry-based professional collaborations that analyze classroom practice, assessment data, and student work. Instructional goals and action plans are established to explicitly address the student performance trends. An instructional focus is identified and clearly articulated among the members of the school community. Teacher teams are actively involved in the work of inquiry which focuses on deepening the understanding of academic vocabulary in writing as well as in student-to-student dialogue. With the cycle of inquiry being implemented throughout the school year, student performance trends are closely monitored. Student growth will be evident using a comparison of the results from the beginning and end of year Measures of Student Learning (MOSL) assessments. In addition, there will be an increase in students’ overall performance on state and local assessments. Teacher teams working closely to refine the current ELA curriculum maps to include culminating project-based tasks, increased opportunities for group work, and incorporate enhanced levels of questioning. We have developed a partnership with staff developers from Houghton-Mifflin Harcourt to provide ongoing professional development to support the staff with an understanding of the additional components of the literacy program. In addition, our school community will continue with the NYCDOE’s endorsed program, Go Math! Teachers have worked collaboratively and have created a pacing guide that will provide staff members across grades with a... |
framework for implementation. It has been a common practice for teachers to use best practices from previous programs and also adjust current lessons to meet the various learning needs in their classrooms. Students have excelled using the comprehensive lesson design and components of Go Math! Teachers will continue this work by planning culminating project-based student tasks to be included in these existing guides.

Our instructional core programs in ELA and Mathematics both include resources for engaging learners through the use of interactive on-line features. Teachers use SmartBoards and the available resources to enhance their teaching and learning taking place in the classrooms. Parents have attended workshops and given the opportunity to familiarize themselves with both programs’ features including the on-line resources such as Houghton Mifflin Harcourt (HMH) Think Central. Think Central offers teachers, parents, and students’ educational technology as a tool to support and enrich instruction.

In looking at the data from the NYS ELA and Mathematics exams, we have had an increase on most grade levels in the levels of 3’s and 4’s from 2017 to 2018 as noted in the chart below.

**GRADE 3 NYS ELA EXAM**

<table>
<thead>
<tr>
<th>School Year</th>
<th># of Students Tested</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>70</td>
<td>16</td>
<td>23 %</td>
<td>22</td>
<td>34 %</td>
</tr>
<tr>
<td>2018</td>
<td>80</td>
<td>10</td>
<td>12.5%</td>
<td>22</td>
<td>27.5%</td>
</tr>
</tbody>
</table>

**GRADE 3 NYS MATH EXAM**

<table>
<thead>
<tr>
<th>School Year</th>
<th># of Students Tested</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>70</td>
<td>16</td>
<td>23 %</td>
<td>8</td>
<td>11 %</td>
</tr>
<tr>
<td>2018</td>
<td>79</td>
<td>14</td>
<td>18 %</td>
<td>8</td>
<td>10 %</td>
</tr>
</tbody>
</table>

**GRADE 4 NYS ELA EXAM**

<table>
<thead>
<tr>
<th>School Year</th>
<th># of Students Tested</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>81</td>
<td>12</td>
<td>15 %</td>
<td>18</td>
<td>22 %</td>
</tr>
<tr>
<td>2018</td>
<td>62</td>
<td>10</td>
<td>16 %</td>
<td>14</td>
<td>22 %</td>
</tr>
</tbody>
</table>

**GRADE 4 NYS MATH EXAM**

<table>
<thead>
<tr>
<th>School Year</th>
<th># of Students Tested</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>84</td>
<td>10</td>
<td>12 %</td>
<td>32</td>
<td>38 %</td>
</tr>
<tr>
<td>2018</td>
<td>68</td>
<td>4</td>
<td>6 %</td>
<td>13</td>
<td>19 %</td>
</tr>
</tbody>
</table>
Additionally, almost all of our English Language Learners made progress at at least 1-2 levels as measured by the 2018 NYSESLAT exam. We have also had an increase of the number of students that reached the Commanding level on the 2018 NYSESLAT exam.

The 2017-2018 School Quality Snapshot revealed that 96% of parents feel that this school offers a wide enough variety of programs, classes, and activities to keep students interested in school.

Our school's results in the six areas of school conditions and practices in the Framework for Great Schools indicate scores well above district and city averages.

The 2018 Framework Element Scores are as follows:

Rigorous Instruction - 4.18

Collaborative Teachers - 4.87

Supportive Environment - 4.81

Strong Family Community Ties - 4.35

Trust - 4.90

**School’s Needs Relative to the Capacity Framework:**

<table>
<thead>
<tr>
<th>School Year</th>
<th># of Students Tested</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>93</td>
<td>25</td>
<td>27%</td>
<td>25</td>
<td>27%</td>
</tr>
<tr>
<td>2018</td>
<td>93</td>
<td>27</td>
<td>29%</td>
<td>25</td>
<td>27%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Year</th>
<th># of Students Tested</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>96</td>
<td>27</td>
<td>28%</td>
<td>13</td>
<td>14%</td>
</tr>
<tr>
<td>2018</td>
<td>99</td>
<td>21</td>
<td>21%</td>
<td>35</td>
<td>35%</td>
</tr>
</tbody>
</table>
All staff members understand the importance of Common Core aligned curricula and expectations of the Framework for Teaching. Therefore across classrooms, consistently providing research-based strategies and multiple entry points into the curricula allow all learners, including ELLs and SWDs, to be engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student work products.

2. Moving forward, it is necessary for teachers to continue to plan for Common Core-aligned and STEAM related project-based learning opportunities. This will include the new Amplify Science curriculum which is rooted in the do-talk-read-write-visualize model of learning. The students will be presented with problems in order for them to apply their newly acquired knowledge to real world scenarios. The students will have opportunities to investigate like scientists and engineers and demonstrate a deeper understanding of content. The process and end product will increase student engagement in content and enhance the quality of student discussions. Additionally, all staff members will continue to be trained in the RULER Approach in order to support the social and emotional growth of all of our students.

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, there will be at least a 10% overall increase in student performance across grade levels on the project-based STEAM tasks as measured by the electronic data folder from the beginning-of-the year to the end-of-the year, as a result of the implementation of the new Amplify Science Program.
### 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>
</tr>
</thead>
</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | Teachers | Sept.-June | Teachers and Administration |
| Research-based instructional programs (Journeys, Go Math!, Passport to Social Studies, AMPLIFY Science, Fundations, Sadlier Vocabulary Workshop) will continue to be implemented in all classrooms. Teachers will continue to work collaboratively to plan lessons and units of study to address the needs of all learners. Teachers will meet weekly on their common preps to plan these lessons and units of study. Teachers will also use this common planning time to analyze data and review student work products. **Planning and preparation** of all teachers will include differentiated instruction, high levels of student engagement, tiered questioning, as well as, the use of multiple entry points, scaffolds, and extensions. | Teachers | Sept.-June | Teachers and Administration |
| Strategies to address the needs of students with disabilities, English Language Learners, and other high-need student subgroups are embedded in curriculum maps and outlined in each teacher’s daily lesson plans. | Teachers | Sept.-June | Teachers and Administration |
| Using the Journeys reading program, the Go Math program, Passport to Social Studies, and the Amplify Science program, teachers will create comprehensive units around the elements of STEAM to provide hands-on, problem based approach to learning. | Teachers | Sept.-June | Teachers and Administration |
| Teachers will complete data folders to reflect individual student performance on each STEAM-related completed task which will be monitored three times a year. | Students | Fall, Winter and Spring | Teachers and Administration |
| Learning walks will take place throughout the school year with specific lens in order to share best practices. Inter-visitations will also be scheduled as another way to share best practices. | Teachers and Support Staff | Fall, Winter and Spring | Teachers, Support Staff and Administration |
Professional Development will be planned based upon the needs of each staff member. A Professional Development Need Survey is distributed two times a year (Sept. and Jan.) to assess the interests and needs of staff. Additionally, professional development sessions are planned based upon observation cycles.

We will continue to work closely with trained personnel from STEMteachersNYC who will provide all staff members with hands-on interactive professional learning on planning and implementing lessons around Science, Technology, Engineering, Arts, and Math.

In addition, our Science teachers attended a series of professional development sessions during the summer months and began to turn-key the information received in order to successfully implement the Amplify Science program.

Additional professional development will be sought out in order to continue with this cycle of learning and sharing among colleagues.

Our teachers of English Language Learners along with administration will continue to provide Professional Development to the staff centered around Teaching Advanced Literacy Skills. The professional learning will provide an in-depth understanding of ways towards meeting the goal of promoting advanced literacy among all students including those who are linguistically diverse. The text by Nonie K. Lesaux will continue to be a resource for teachers and staff to utilize as a guide to strengthen professional learning practices and instruction in the classroom in order to meet the students' considerable needs. Additionally, the teachers of English Language learners, along with the Assistant Principal in charge of English Language learners will be attending the second part of the Advanced Literacy Series being offered by the FSC.

<table>
<thead>
<tr>
<th>Teachers and Support Staff</th>
<th>Sept. - June PD is planned on Monday afternoons during Professional Learning time, on Election Day and Anniversary Day</th>
</tr>
</thead>
</table>
| Teachers of English Language Learners and Administration | *Every Monday afternoon during Professional Learning Time*  
*October 30, 2018*  
*Election Day*  
*November 27, 2018*  
*February 13, 2019* |
3b – Parent and Family Engagement

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

“Time on Tuesdays” throughout the school year allows all staff members (Classroom teachers and Support Staff) to meet with parents, call parents, work on monthly newsletters, update the school website, complete student progress reports, and conduct workshops. With an open door policy and transparency, parents feel welcomed and are enthusiastic to volunteer their time and attend workshops presented by the teachers and Parent Coordinator, all of which establish a culture of trust and build parent capacity as we share an understanding of the Common Core Learning Standards (CCLS), Curriculum Expectations, Instructional Shifts, and the many ways we can prepare our children for future success. Parent workshops include training on how to use on-line resources such as the on-line component of our school’s ELA and Math curriculum, ThinkCentral and our school website, E-Chalk. Parents workshops will also include the introduction and overview of the new Amplify Science program.

As we embrace a supportive environment and a strong home-school connection, we foster a school culture of high expectations. “Family Friday” is another opportunity for parents to actively participate in their child’s learning. Family Friday takes place the first Friday of every month and parents and family members are invited to go into the classroom to participate in an interactive hand-on activity with their child.

There is open access to a parent room which is housed within our school building. Parents are able to sign in and use the computer, Internet, and a variety of resources available for their review. A monthly newsletter, “McKinley Monthly”, is distributed to inform our school community of our instructional goals and the many wonderful activities that are taking place in each class/program. Student Progress Reports are distributed to parents/guardians as a way to provide ongoing communication regarding their child’s performance and progress.

The administration and Parent Coordinator are visible during all activities and events planned. We review the parent workshop surveys, attendance sheets, parent communication logs and reflection sheets in order to monitor parent and family engagement.

Part 4 – Budget and Resource Alignment

<table>
<thead>
<tr>
<th>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The resources that we will leverage to achieve this annual goal and implement this action plan are as follows:</td>
</tr>
</tbody>
</table>

**Human Resources**

Classroom and Cluster Teachers – Tax Levy

Lower and Upper Grade Support Staff – Tax Levy and Title I SWP

Per Diem – Tax Levy and Title I SWP
Instructional Resources

Journeys and GoMath! – Tax Levy and NYSTL

Schedule Adjustments

Classroom and Cluster Teachers – Tax Levy

Per Diem – Tax Levy and Title I SWP

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

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

**Part 5 – Progress Monitoring**

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

As part of an overall cycle of continuous improvement planning, we have identified a mid-point benchmark that will indicate progress toward meeting the specified goal. Therefore, at the end of February 2019, the performance on the Winter STEAM-related task will be compared to the Fall STEAM-related task to monitor growth. There will be at least a 5% increase in overall student performance on the project-based STEAM tasks as measured by the data folder from the beginning-of-the year to the middle-of-the-year.

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

Throughout the year, all members of the school community will engage in progress monitoring as part of an overall cycle of continuous improvement planning.

The instrument of measure that will be used to assess progress is task rubrics.

The quality of our instructional core and success will be monitored using electronic data folders and through thoughtful examination of:

* STEAM Unit Plans
* Tasks Rubrics
* Student work products
* Student-to-student dialogue
*Conference Notes

*Reflection Sheets

*Exit Slips

*Surveys

*Danielson Framework ratings across Domains 1 & 3

*Amplify assessments

In September, January, and June, the administration will meet with individual teachers to discuss goals and individual professional learning plans. Cycles of observations will continue to be conducted and specific feedback will be provided along with continued support. The monitoring of the Danielson data will guide conversations and professional development planning.

By June 2019, the overall performance recorded in the electronic data folders and student work products will demonstrate high quality teacher pedagogy.

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

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

Part 1 – Needs Assessment

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

Our educational community at P.S. 127 is committed to ensuring that all students strive for and achieve academic excellence. We believe that they can all succeed if the students feel safe, supported, and challenged by their teachers and their peers. We foster a strong home-school connection with open lines of communication and an open door policy. We plan instructional programs to challenge students’ thinking and creativity.

We have a large population of English Language Learners (ELLs) that continues to grow. Currently, we have approximately 23.41% of English Language Learners. Within this population of ELLs, the students entering at the Kindergarten level demonstrated a need of a Transitional Bilingual program. To support the students’ needs and strengthen their native language development as well as content knowledge, P.S. 127 welcomes them to a Chinese Transitional Bilingual class in Kindergarten, in Grade 1 as well as in Grade 2. As a result, the students will be immersed in their native language while they build their social and academic English skills.

Additionally, we have approximately 20.63% of Students with Disabilities (SWDs) and it is our job to ensure that all the students’ needs are met by providing them with multiple entry points and rigorous instruction.

Teachers and support staff are committed to planning lessons to academically challenge all students at their level for the academic and social-emotional growth of the individual child. PS 127’s Professional Learning Teams meet regularly to analyze student work, look for trends and patterns and adjust curriculum to meet the needs of their students.

The School Leadership Team assists in making school-wide goals. Through the use of vertical teams, we have a solid professional development plan to build the capacity of teachers and of learners by encouraging and welcoming staff members to become facilitators of areas of best practice.

At P.S. 127 we are proud of our school culture, which welcomes families to be active participants in school-wide celebrations. Each classroom puts on at least one formal assembly program in which the parents are invited to watch their children. In addition, parents are invited in to be part of classroom celebrations such as, publishing parties and other project-based learning share fairs. Every month we also invite families to come into the classroom to participate in a learning activity with the child/children during family Friday. PTA meetings are held monthly, in which parents are informed of events going on within the school. A Dance Festival is held in year in June. The parents are invited to see their children dance with the entire grade during this culminating event. Parent workshops are held in order to help parents understand the instructional programs. Translations are provided for parents who do not speak English. Monthly progress reports are sent home to keep the lines of communication open and Tuesday afternoons are utilized by the teachers for parent communication and workshops. A parent room is also available to the parents, where there are computers set up and resources available for the parents to utilize.

Our school will continue to use Competent Kids Caring Classroom (CKCC), a social emotional learning program and Book of the Month to help our school develop a common culture that supports our school mission and a focus on
mutual respect and positive behavior from all members of the school community. In addition, we have begun to implement the RULER Approach to Social Emotional Learning that was created by the Yale Center for Emotional Intelligence. This approach helps to support a positive emotional climate and the development of these skills in both students and the adults in their lives. The rollout of RULER began with staff personnel and professional learning will be ongoing for staff and parents. The RULER approach will be utilized daily during instruction and discussed during family engagement time, As a new initiative, it will become embedded seamlessly into policies and practices school-wide. The school community will utilize the RULER tools such as: "A Class Charter", "Take a Meta-Moment", the Mood Meter, and the Blueprint for Problem Solving to positively impact students academically, socially and emotionally.

Inspirational Quotes are shared throughout the school year to allow students and the school community to reflect on positive messages and create supportive classroom environment as well as enhance school climate. "Feeling Words Curriculum" from RULER will be integrated across subject areas to allow them to label, understand, express and regulate emotions. Each week, we have planned Wednesday's Words of Wisdom which will introduce feeling words to the school community.

School's Needs Relative to the Capacity Framework:

In looking at the data from the NYS ELA and Mathematics exams, we have had an increase on most grade levels in the levels of 3's and 4's from 2017 to 2018. Additionally, almost all of our English Language Learners made progress of at least 1-2 proficiency levels on the NYSESLAT exam in the Spring of 2018.

Based upon the 2017 School Quality Snapshot, 87% of teachers indicate that adults at their school have access to school based support to assist in behavioral and emotional escalations. At P.S. 127 we strive for excellence in all areas, Therefore, our goal is to maintain a positive school culture and plan to implement additional strategies through the RULER approach in order to do so. Maintaining a positive and supportive culture will allow the students to succeed socially, emotionally, and academically.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, P.S. 127 will continue to build coherent instructional and social-emotional supports to improve student achievement for all students, including English Language Learners and students with disabilities. By providing students with a supportive environment both academically and social / emotionally, students will show an increase of at least 3% on NYS ELA and Math exams.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., average/under-credited, SIFE, STH). | All students | Sept.-June (Daily) | Administration, Teachers, Guidance Counselor, and Student Council |
| Programs like CKCC and Book of the Month as well as the RULER approach to social emotional learning will be implemented to strengthen the social-emotional well-being of students. In addition, students will be provided with tools such as The Class Charter, The Mood Meter, The Meta-Moment strategy, and the Blueprint for Problem Solving in order to assist with self regulation of emotions. | All students | January | Administration, Teachers, Guidance Counselor, Student Council, and Parent Coordinator |
| A Career Day is being planned for January 10, 2019 in which family members and members of the community will come to provide students with a hands-on experience into different career paths. Additionally, the annual College and Career Day has been planned for January 11, 2019 in which the theme promoted high expectations for students. | All students | Sept.-June (Daily) | Administration, Parent Coordinator, Teachers, Guidance Counselor, and Staff |
| Students who “Get Caught Being Good,” receive blue tickets. “Caught Being Good” may include gestures of kindness towards adults and peers, helping others, good behavior, compliments from another adult in the building, etc. Students who receive yellow tickets are given the opportunity to “slow down and think”. | All students | Sept.-June (Daily) | Administration, Guidance Counselor, Teachers, Student Council |
| The members of Student Council, along with the Guidance Counselor and teachers will continue to dedicate time to anti-bullying and Respect for All campaigns and events. | All students, families | Sept.-June (Daily) | Administration, Guidance Counselor, Teachers, Student Council |
| Parent workshops continue to be held weekly during Parent Engagement Time. Varied communication tools are utilized to keep parents/families informed, including E-Chalk and McKinley Monthly. We will continue to building capacity through increased workshops that are facilitated by teachers and the Parent Coordinator. | Families including non-English speaking families | Sept.-June (Tuesday afternoons) | Administration, Parent Coordinator, Teachers, and Guidance Counselor |
| Professional Development will be planned based upon teacher’s needs. A Professional Development Need Survey is distributed two times a year (Sept. and Jan.) to assess teachers interests and needs. Additionally, professional development is planned based upon observation cycles. Learning walks will take place throughout the school year. Each learning walk will have a | Teachers and Staff | Sept.-June (Monday afternoons during Professional) | Administration, Teachers, Guidance Counselor, and Paraprofessionals |
specific focus which will share and enhance best practices. Inter-visitations are also scheduled to provide teachers and staff with professional learning opportunities. In addition, administration will continue to turnkey strategies learned to implement the RULER approach to emotional intelligence.

<table>
<thead>
<tr>
<th>Part 4a</th>
<th>Learning Time, Election Day, and Anniversary Day</th>
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</table>

The Parent Coordinator and other support staff that attended professional learning on Social Emotional Intelligence will turnkey the information to the parent community during Executive Board meetings, Parent Workshops and PTA meetings.

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<thead>
<tr>
<th>Parent Coordinator and Parents</th>
<th>Sept.-June</th>
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<tr>
<td>Administration, Teachers, Staff, and Parents</td>
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</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.

“Time on Tuesdays” throughout the school year allows all staff members (Classroom teachers and Support Staff) to meet with parents, call parents, work on monthly newsletters, update the school website, complete student progress reports, and conduct workshops. With an open door policy and transparency, parents feel welcomed and are enthusiastic to volunteer their time and attend workshops, all of which establish a culture of trust and build parent capacity as we share an understanding of the Common Core Learning Standards (CCLS), Curriculum Expectations, Instructional Shifts, and the many ways we can prepare our children for future success. Parent workshops include training on how to use on-line resources such as the on-line component of our school’s ELA and Math curriculum, ThinkCentral and our school website, E-Chalk.

As we embrace a supportive environment and a strong home-school connection, we foster a school culture of high expectations. “Family Friday” is another opportunity for parents to actively participate in their child’s learning. Family Friday takes place the first Friday of every month.

There is open access to a parent room which is housed within our school building. Parents are able to sign in and use the computer, internet, and a variety of resources available for their review. A monthly newsletter, “McKinley Monthly” is distributed to inform our school community of our instructional goals and the many wonderful activities that are taking place in each class/program. Student Progress Reports are distributed to parents/guardians as a way to provide ongoing communication regarding their child’s performance and progress.

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.

A full time Guidance Counselor along with professional learning time on Mondays and common preps will be used to plan for the implementation of the RULER approach to emotional intelligence, articulation time, and engaging content. Materials have been purchased from RULER to support and provide teachers and staff the tools needed for a
successful roll out. Student Council elections will take place in order to have student body members to represent the school and lead important events to continue to develop a socially and emotionally support school culture.

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

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<th>Tax Levy</th>
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<td>Other</td>
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**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.

As part of an overall cycle of continuous improvement planning, we have identified mid-point benchmarks that will indicate progress toward meeting the specified goal. By the end of January 2019, there will be at least a 1% increase of student performance in ELA and Math that will be measured by the data obtained from the benchmark assessments in both, ELA and Math. In addition, the social emotional well-being of students will be monitored by the utilization of the Mood Meter as well as the other RULER strategies implemented. By the end of January 2019, OORS reports will be reviewed to assess its effectiveness.

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

Throughout the year, all members of the school community will engage in progress monitoring as part of an overall cycle of continuous improvement planning.

The assessment tool that will measure progress towards meeting the annual goal will be the OORS data reports which will be reviewed at the safety meetings scheduled in January and June of 2019.

In January 2019, the following items will also be reviewed and discussed as a mid-point benchmark to monitor progress toward meeting our goal:

* Reflection Sheets from Parent Workshops

* Workshop Attendance Sheets

* MOTP Progress Reports

* Use of the Mood Meter
Behavior Contracts and Class Charters

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

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

Part 1 – Needs Assessment

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

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

1. Teachers across grades and programs are committed to the success and improvement of their classrooms. They work collaboratively to plan lessons, reflect on instruction, differentiate learning tasks, and make adjustments when needed. All constituents of P.S. 127 share the same vision and set of beliefs about how students learn best and understand the importance of the implementation of the Common Core Learning Standards, the Instructional Shifts, and the Danielson Framework.

Teacher teams collaborate on designing or modifying curriculum-aligned assessments and rubrics that provide data to address the needs of students. Throughout the year, collaborative inquiry is sustained in order to continuously improve instruction. With the cycle of inquiry being implemented throughout the school year, student performance trends are closely monitored. Student growth will be evident using a comparison of the results from the beginning and end of year Measures of Student Learning (MOSL) assessments. In addition, there will be an increase in students’ overall performance on state and school wide assessments.

Inquiry teams are working closely to refine the current curriculum maps to include STEAM project-based tasks, increased opportunities for group work, and enhanced levels of questioning and discussions. We will continue to collaborate with professional developers from STEMteachersNYC. Additionally, teachers will be attending training sessions for the Amplify Science program. Turn-key sessions will be planned and rolled out throughout the school year in order for all staff members to become familiar with the expectations and implementation of the new program. Furthermore, training sessions will be planned to successfully roll out the tools and strategies needed to implement the RULER approach to social emotional learning.

Teachers effectively analyze the data to glean information about students’ progress and learning needs. Teams of teachers have been engaged in inquiry-based professional collaborations that analyze classroom practice, assessment data, and student work.

Multiple sources of data (formative and summative assessments) are compiled and analyzed to enhance teaching and learning. The formative assessments in ELA include: Fountas and Pinnell Assessments, Teacher created Periodic Assessments, the Journeys Benchmark Assessments (Units 1, 3, and 5). In addition, the summative assessments in ELA include the NYS ELA exam. The formative assessments in Math include the GO Math! Beginning, Middle and End of Year assessments. STEAM related project–based student tasks are planned for and monitored, as well as conference notes, exits slips, student work samples, and student self-reflections. All classroom assessments are tracked and monitored for progress by teachers and administration three times a year: November, February, and May.

In looking at the data from the NYS ELA and Mathematics exams, we have had an increase on most grade levels in the levels of 3's and 4's from 2017 to 2018. Additionally, almost all of our English language Learners made progress of at least 1-2 proficiency levels on the NYSESLAT exam in the Spring of 2018.
Based on the data analysis, the members of the school community understand the importance of and need for professional development. School leaders set clear expectations and provide actionable feedback aligned to professional goals which support teacher growth and development. Teachers work collaboratively with school leaders and faculty to ensure that rigorous habits and higher-order thinking skills are embedded across grades.

School’s Needs Relative to the Capacity Framework:

2. Moving forward, continuous cycles of professional development will continue to include learning rounds in which teachers have opportunities to share their own best practices, learn from colleagues, and provide feedback to one another. Furthermore, additional common planning time will be added to the school program for each grade level, teacher teams, and support staff.

Part 2 – Annual Goal

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

By June 2019, there will be a 3% growth in student performance for all students, including ELLs and SWDs, as measured by NYS ELA and Math exams, as well as the Fountas and Pinnell assessments.
### 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).

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<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>July 2018 – September 2018</td>
<td>Administration</td>
</tr>
</tbody>
</table>

#### A school schedule has been created to ensure that all horizontal and vertical teacher teams are provided with common preparation period which will be used for planning and professional learning.

#### Differentiated professional learning has focused and will continue to focus on building academic and emotional vocabulary, questioning and discussion techniques, and using multiple modalities within lesson plans.

| Teachers and Support Staff | Sept - June Professional Learning time will take place during Monday afternoons, Election Day and Anniversary Day. Additionally, throughout the school year, Professional Development opportunities is offered outside of the school building by the FSC or outside organizations | Teachers and Administration |
In order to continue to build trust and foster collaboration among colleagues, inter-visitations have been scheduled and will continue to be scheduled in order to share best practices.

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<tr>
<th>Teachers</th>
<th>Sept - June</th>
<th>Teachers and Administration</th>
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<tr>
<td>Inter-visitations are scheduled during the Fall, Winter, and Spring</td>
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Teachers will continue to work collaboratively to plan for parent workshops that will be held during the parent engagement time on Tuesday afternoons and additional sessions as needed.

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<tr>
<th>Teachers, Support Staff, Parent Coordinator and Parents</th>
<th>Sept - June</th>
<th>Teachers, Parent Coordinator, and Administration</th>
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<tbody>
<tr>
<td>Planning takes place during daily preps, weekly common preps and on Tuesday afternoons during Parent Engagement Time</td>
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Through collaborative inquiry and data analysis, teachers generate opportunities for new understandings and actions. Teacher teams use data to narrow their focus, select students, and identify a learning target. Teachers understand that the primary purpose of inquiry is to meet the needs of all students by engaging them in rich and relevant learning.

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<tr>
<th>Teachers</th>
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<tbody>
<tr>
<td>Collaborative inquiry takes place on Monday afternoons and weekly during common planning time.</td>
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</table>

Therefore, assessment for learning is essential and the ability to analyze the evidence with colleagues is the key to the inquiry process. Teachers meet regularly to engage in professional dialogue that focuses on student-centered issues and teacher reflection which leads to further predictions regarding how students learn best. They meet regularly to closely analyze what the students were taught in relation to the identified skill and how existing practices have left gaps in students’ understanding. Based upon their findings, team members continue to make strategic changes and monitor improvement.
Teachers will continue to utilize GOALBOOK to craft tangible learning targets for individual students. This resource will continue to support student growth with research-based strategies tailored for each student’s specific needs. GOALBOOK will continue to be utilized as a tool to assist teachers in developing scaffolded instruction at mild, moderate, and intense levels of support.

**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.

“Time on Tuesdays” throughout the school year allows all staff members (Classroom teachers and Support staff) to meet with parents, call parents, work on monthly newsletters, update the school website, complete student progress reports, and conduct workshops. With an open door policy and transparency, parents feel welcomed and are enthusiastic to volunteer their time and attend workshops, all of which establish a culture of trust and build parent capacity as we share an understanding of the Common Core Learning Standards (CCLS), Curriculum Expectations, Instructional Shifts, and the many ways we can prepare our children for future success. Parent workshops include training on how to use on-line resources such as the on-line component of our school’s ELA and Math curriculum, ThinkCentral and our school website, E-Chalk.

As we embrace a supportive environment and a strong home-school connection, we foster a school culture of high expectations. “Family Friday” is another opportunity for parents to actively participate in their child’s learning. Family Friday takes place the first Friday of every month.

There is open access to a parent room which is housed within our school building. Parents are able to sign in and use the computer, internet, and a variety of resources available for their review. A monthly newsletter, “McKinley Monthly”, is distributed to inform our school community of our instructional goals and the many wonderful activities that are taking place in each class/program. Student Progress Reports are distributed to parents/guardians as a way to provide ongoing communication regarding their child’s performance and progress.

**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.
The resources that we will leverage to achieve this annual goal and implement this action plan are as follows:

**Human Resources**
- Classroom and Cluster Teachers – Tax Levy
- Support Staff – Tax Levy and Title I SWP
- Per Diem – Tax Levy and Title I SWP
- Teacher and Supervisor Per Session – Tax Levy and Title III, Immigrant

**Instructional Resources**
- Journeys and GoMath! – Tax Levy and NYSTL
- Test Prep books – Tax Levy and NYSTL
- RULER Resource Materials - Tax Levy and NYSTL
- GOALBOOK - Tax Levy

**Schedule Adjustments**
- Classroom and Cluster Teachers – Tax Levy
- Per Diem – Tax Levy and Title I SWP

**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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<tr>
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<td>Other</td>
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</table>

**Part 5 – Progress Monitoring**

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

As part of an overall cycle of continuous improvement planning, we have identified mid-point benchmarks that will indicate progress toward meeting the specified goal. By the end of January 2019, there will be at least a 1% increase in student performance as measured by the electronic data folders used to track progress for the Teacher-created Periodic Assessments, STEAM Project-Based Tasks, Inquiry Tracking Sheets, and ELA (Journeys) and Math (Go Math!) assessments.

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

Throughout the year, all members of the school community are engaged in progress monitoring as part of an overall cycle of continuous improvement planning.
The instrument of measure that is used to assess progress is each teacher's data folder which records the students' results of the ELA and Math assessments three times a year (October, February, June).

The quality of the success and improvement of pedagogical practices and its impact on student achievement will continue to be monitored through thoughtful examination of additional items such as:

*Classroom observations
*MOTP Progress Reports
*Student work products
*Attendance sheets from professional learning and teacher team meetings
*Professional Development Experience sheets
*Reflection sheets
*Professional goals
*MOSL assessment results
*State exam scores
*Mood Meter

By June 2019, the students' results of exams, the individual performance recorded in data folders, and student work products will demonstrate high quality teacher pedagogy and an increased proficiency level in ELA and Math by 3%. In addition, this work will enhance the established culture for learning which communicates high expectations to staff, students, and families.

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

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

Part 1 – Needs Assessment

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

1. According to the 2016-2017 School Quality Guide, the Framework and Survey Element Scores for Effective School Leadership were 4.58.

At P.S. 127 the leadership has established many systems and structures which allow for an environment of professional growth of teachers and staff as well as the development of instructional and social-emotional supports to drive student achievement.

School leaders and staff effectively communicate expectations connected to a path to college and career readiness and successfully partner with families to support student progress toward those expectations.

Teacher teams and staff establish a culture for learning that systematically communicates a unified set of high expectations for all students and provide clear, focused, and effective feedback and guidance/advisement supports to ensure that students, including high-need subgroups, own their educational experience and are prepared for the next level.

As a school community, we have established a culture connected to college and career readiness with high expectations and mutual accountability. Our school vision, mission, and motto are displayed throughout the school and clearly explain our school’s expectations. Each morning, pledge leaders proudly share the words of our school motto, “Believe! Achieve! Succeed! Excellence is our goal” which reinforces the values of our school community and what we strive for.

Each school year begins with an assembly where students on each grade meet to discuss their expectations, responsibilities, and goals. This year, “Back to School Night” offered the wonderful opportunity for staff members and families to meet and begin the school year with a partnership that supports high expectations and students’ progress towards college and career readiness.

A Parent Handbook is distributed to all families. It has been created for families to familiarize themselves with school policies and procedures. It also provides families with dates of meetings and special school events. A “Meet and Greet” is planned for all the new families that have become a part of our school community.

At P.S. 127, there is an open door policy and there are many opportunities that foster our strong emphasis on “Parents as Partners”. Parents are not only involved in the Parent Teacher Association (PTA) yet parent volunteers are visible daily as they engage in numerous activities that are essential in supporting our efforts towards the enhancement of student learning. Our Parent Coordinator is instrumental in promoting effective partnering with families and establishing a strong home-school connection. This focus has been embodied in our work and aimed at supporting students’ progress toward college and career readiness.
Parent Volunteers meet regularly with the Parent Coordinator and members of the Executive Board to plan events such as the Halloween Parade, Career Day, Desserts Around the World, Movie Night, Thanksgiving Food Drive, Toys for Tots, Multicultural Luncheon, Donuts with Dads, Muffins with Moms, Game Night, Carnival, Spring Gala, bake sales, picture day, holiday boutiques, and classroom celebrations.

Each class has a designated Class Parent who serves as the liaison to the other parents within that class. This allows parents to be involved and engaged in their child’s learning. Class parents meet with the Parent Coordinator once a month following Family Friday to discuss the upcoming events and activities.

There is open access to a parent room which is housed within our school. Parents are able to sign in and use the computer, internet, and a variety of resources available for their review.

As we continue to foster an environment where our school partners with families to reach the expectations of Next Generation Standards, and those set by the school community, parents are invited into the classrooms on a monthly basis to actively participate in their child’s learning during “Family Friday”.

The School Leadership Team (SLT) comprised of elected parents and staff members as well as the Principal, PTA Presidents, and UFT Chapter Leader meet monthly to develop school-based educational policies and ensure that resources are aligned to implement those policies. The members of the SLT play a significant role in creating a structure for school-based decision making, and shaping the path to a collaborative school culture.

A Staff Handbook is provided to all staff members. The content is carefully reviewed in order to communicate essential information that is important and relevant to our belief that education is a shared responsibility that works best when there is mutual respect between staff, parents, students, and the community. It is based on the significance of high expectations and quality instruction which is meaningful and challenging allowing our students to achieve their highest potential.

At the beginning of each school year, the staff meets together to review data trends over the course of several years. Once the Item Skills Analysis is release from the state, staff members again meet to review noticing and trends by reviewing the released test questions, and together develop an instructional focus for the school. Using this method of data analysis, as well as including the RULER Approach to social and emotional intelligence the current area of focus was determined as an area of need for the 2018-2019 school year: By increasing academic vocabulary as well as enhancing social and emotional learning, students will develop their emotional skills and improve their overall academic performance in a positive school culture. The use of data plays in instrumental part in planning instruction for the students and professional development for the teachers. Collaboration is essential in targeting areas of growth for the school as a whole.

School’s Needs Relative to the Capacity Framework:

The administration leads by example and nurtures the professional growth of teachers and staff in order to develop and deliver instructional, emotional, and social support to drive student success.

2. Informed by the Capacity Framework Element- Effective School Leadership, there is a need to continue to offer professional development opportunities and in-service workshops as well as provide meaningful feedback to the staff. Therefore, professional development will be an ongoing focus to improve instructional practice.

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, administration will use data from multiple sources such as the MOTP Progress Reports, electronic data folders for ELA, Math, and STEAM- project-based tasks, as well as Professional Development Experience sheets to plan professional development tailored to teachers’ needs. As a result, 5% of teachers will have an increase in their Danielson rating in Domain 4: Professional Responsibilities.
### 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).

### Target Group(s) Who will be targeted?

### Timeline

<table>
<thead>
<tr>
<th>What is the start and end date?</th>
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<tbody>
<tr>
<td>Monday afternoons and weekly during common planning time</td>
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</table>

<table>
<thead>
<tr>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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<tbody>
<tr>
<td>Administration</td>
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</table>

Throughout the 2018-2019 school year, administrators will facilitate the process of teachers becoming independent professional learners by developing professional learning plans as evidenced by cycles of inquiry, agendas, student work samples, STEAM-related performance tasks and formal/informal observations based on Danielson’s Framework.

Teachers continue to plan for lessons aligned to the Common Core Standards in all content areas, implement the Next Generation Standards, differentiate instruction, score and analyze assessments and student work, implement the STEAM project-based tasks and plan next steps. This takes place during common preps and during the "Other Professional Work Time", as well as designated planning days throughout the school year.

In addition, professional development in the Amplify Science Program and Passport to Social Studies will continue to be offered to the classroom teachers and support staff, with a focus on differentiated instruction, Common Core Learning Standards, and the implementation of STEAM project-based tasks.

Teachers determine the instructional needs of their students through the analysis of the STEAM-related performance tasks, the end of unit assessments, and informal observations. During grade meetings and professional development sessions teachers also use their data to formulate strategy groups.

During each initial planning conference, teachers will meet with administrators to plan their professional goals for the 2018-2019 school year. At the summative conference, teachers will reflect on the status of their goal while discussing evidence and

<table>
<thead>
<tr>
<th>Teachers</th>
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<tr>
<td>IPC - Sept.-October</td>
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</table>

<table>
<thead>
<tr>
<th>Administration</th>
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</table>

2018-19 CEP
Performance throughout the year as well as teacher practice, and then plan next steps for pedagogical growth.

<table>
<thead>
<tr>
<th>Summative Conferences - May-June</th>
<th>Administration, Teachers and Parent Coordinator</th>
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</table>

Parent engagement opportunities on Tuesday afternoons will continue to provide another opportunity for increased communication to foster the home-school connection. During that time, teachers can communicate with parents about student progress. Additionally, teachers will continue to provide workshops for parents.

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<thead>
<tr>
<th>Parents</th>
<th>Sept. - June Tuesday afternoons during the parent engagement time</th>
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</table>

If funding allows, teachers will have the opportunity to provide enrichment clubs based on a student interest survey.

<table>
<thead>
<tr>
<th>Students</th>
<th>January - May Weekly, if funding allows</th>
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</thead>
</table>

### 3b – Parent and Family Engagement

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

“Time on Tuesdays” throughout the school year allows all staff members (Classroom teachers and Support Staff) to meet with parents, call parents, work on monthly newsletters, update the school website, complete student progress reports, and conduct workshops. With an open door policy and transparency, parents feel welcomed and are enthusiastic to volunteer their time and attend workshops, all of which establish a culture of trust and build parent capacity as we share an understanding of the Common Core Learning Standards (CCLS), Curriculum Expectations, Instructional Shifts, and the many ways we can prepare our children for future success. Parent workshops include training on how to use on-line resources such as the on-line component of our school’s ELA and Math curriculum, ThinkCentral and our school website, E-Chalk.

As we embrace a supportive environment and a strong home-school connection, we foster a school culture of high expectations. “Family Friday” is another opportunity for parents to actively participate in their child’s learning. Family Friday takes place the first Friday of every month.

There is open access to a parent room which is housed within our school building. Parents are able to sign in and use the computer, internet, and a variety of resources available for their review. A monthly newsletter, “McKinley Monthly”, is distributed to inform our school community of our instructional goals and the many wonderful activities that are taking place in each class/program. Student Progress Reports are distributed to parents/guardians as a way to provide ongoing communication regarding their child’s performance and progress.
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.

Professional Learning time on Mondays and common preps will be continue to be used for common planning, data analysis, and to make ongoing revisions of the curriculum units, including the STEAM project-based tasks. Funds have also been utilized for outside professional development from organizations such as STEMteacherNYC.

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

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

Part 5 – Progress Monitoring

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

As part of an overall cycle of continuous improvement planning, we have identified mid-point benchmarks that will indicate progress toward meeting the specified goal. By the end of February 2019, there will be at least a 2% increase in the Danielson rating in Domain 4 as measured by the MOTP Progress Reports. In addition, teachers will complete mid-year goal reflection sheets and mid-year feedback sessions will be conducted for all teachers. Furthermore, teachers will also complete and submit to administration a Professional Development Needs Assessment in order to plan more tailored professional learning sessions.

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

Throughout the year, all members of the school community will engage in progress monitoring as part of an overall cycle of continuous improvement planning.

The instrument of measure that is used to assess progress is the MOTP Progress Reports.

Below are additional instruments of measure that is used to assess progress throughout the school year:

-Teacher feedback sessions and observation reports
-Teacher Reflection Sheets
-Professional Development Experience Sheets
-Lesson plans, units, and curriculum maps
-Student work
-Feedback forms and reflection sheets
Classroom Environment and Student Work Display Checklists

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

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

Part 1 – Needs Assessment

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

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

1. According to the 2017-2018 Quality School Snapshot 98% of parents are satisfied with the education that their child has received this year and 96% of parents feel that the school offers a wide enough variety of courses, extracurricular activities, and services.

P.S. 127 is committed to enhancing parental engagement activities and building parents’ understanding of the Common Core learning Standards in order to help their children to be college and career ready.

Parents are not only involved in the Parent Teacher Association, they also volunteer on a regular basis to sell cupcakes on Cupcake Friday, during monthly activities such as Donuts for Dads, Muffins for Moms, serve as Learning Leaders, members of the School Leadership Team, Executive Board, picture days, holiday sales throughout the year, book fairs, Family Fridays, the Halloween Parade, the School Carnival, the International Luncheon, candy sale fundraisers, school dances, “Sports Night”, Teacher Appreciation Luncheon, A Day of Gratitude, and Relay for Life.

Additionally, to emphasize the focus of “Parents as Partners” teachers commit to planning classroom celebrations during the year which include the families. All of these practices help to foster an environment where the school partners with families to reach the expectations of the Common Core and those set by the school community.

Tuesday parental involvement time is utilized as a way for teachers to conduct parent outreach face to face or by phone regarding student progress and performance. This is in addition to the 4 contractual parent teacher meetings held throughout the school year. Monthly progress reports are used to keep parents informed of their child’s academic progress. Teachers also organize professional development for parents during the Tuesday Afternoon Parent Engagement Time.

School’s Needs Relative to the Capacity Framework:

2. To develop parental understanding of key curriculum programs and promote parental involvement, we will continue to plan academic and enrichment workshops. Additionally, staff members will continue to communicate student progress and performance consistently throughout the school year. Class Parents will serve as a liaison to also strengthen the home-school connection. Furthermore, the utilization of a tool such as School Messenger will send out reminders of parent workshops in order to increase attendance.
Part 2 – Annual Goal

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

- By June 2019, the Parent Coordinator, teachers, and other staff members will initiate academic and enrichment workshops for parents which will result in a 10% increase in parental attendance as measured by the results of surveys and sign-in sheets.
### 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>
</tr>
</thead>
</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | | | |

Parents have been invited to Curriculum Conferences and will continue to be invited to grade specific workshops to obtain information about curriculum including ELA, Math, the content areas and understanding the CCLS and Instructional Shifts. In addition, parents will continue to be invited to attend Family Fridays and other celebratory events throughout the school year.

| Families | Sept.-June Designated Tuesday afternoons throughout the school year, as well as citywide Parent-Teacher Conferences | Administration, Parent Coordinator, Teachers and Staff |

Class parents have been selected and are invited to monthly meetings with the Parent Coordinator and administration in order to keep the lines of communication open. Class parents serve as liaisons to facilitate stronger home-school connections.

| Families | Sept. - June The first Friday of every month | Parent Coordinator, Teachers and Staff |

A parent interest survey has been issued in order to help determine what types of workshops parents are interested in attending. The surveys have been reviewed by administration and the instructional team in order plan accordingly.

| Families | September 2018 and June 2019 | Administration, Parent Coordinator, Teachers and Staff |

Increased use in the translation services and communication tools to strengthen the home-school connection have been utilized. Additionally, the school has purchased head phone translation set to be utilized as a translation service at parent meetings and PTA meetings. School Messenger has also been purchased as another communication device to send messages from school to families.

| Families | Sept - June Ongoing throughout the school year | Administration, Parent Coordinator, Teachers and Staff |

During our midpoint progress meetings, the Executive Board, Instructional team, and SLT team discussed different ways to increase the attendance of parents at events and workshops.

| Families | February - June | Administration, Parent Coordinator, Teachers and Staff |
Together, we agreed to include 2:45 pm PTA meetings to the existing schedule of morning and evening meetings. In addition, we discussed planning events immediately after our monthly Family Friday which welcomes parents into the classrooms during the first period of instruction.

### 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.

“Time on Tuesdays” throughout the school year allows all staff members (Classroom teachers and Support Staff) to meet with parents, call parents, work on monthly newsletters, update the school website, complete student progress reports, and conduct workshops. With an open door policy and transparency, parents feel welcomed and are enthusiastic to volunteer their time and attend workshops, all of which establish a culture of trust and build parent capacity as we share an understanding of the Common Core Learning Standards (CCLS), Curriculum Expectations, Instructional Shifts, and the many ways we can prepare our children for future success. Parent workshops include training on how to use on-line resources such as the on-line component of our school’s ELA and Math curriculum, ThinkCentral and our school website, E-Chalk.

As we embrace a supportive environment and a strong home-school connection, we foster a school culture of high expectations. “Family Friday” is another opportunity for parents to actively participate in their child’s learning. Family Friday takes place the first Friday of every month.

There is open access to a parent room which is housed within our school building. Parents are able to sign in and use the computer, internet, and a variety of resources available for their review. A monthly newsletter, “McKinley Monthly” is distributed to inform our school community of our instructional goals and the many wonderful activities that are taking place in each class/program. Student Progress Reports are distributed to parents/guardians as a way to provide ongoing communication regarding their child’s performance and progress.

### 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.

Resources needed to achieve this goal are as follows:

The School Leadership Team, PTA Executive Board, Administrative Team and the Parent Coordinator will develop a family survey. Translated versions will be made available.

Tuesday Parental Engagement time will be utilized for parent workshops, IEP meetings, parent outreach, at-risk meetings etc.

The parent room will continue to have open access for all parents.

Parent celebrations will continue throughout the school year, with Family Friday each month.

The Parent Coordinator will facilitate a series of “Let’s Learn English” classes for parents.
Class Parents will serve as liaisons to facilitate stronger home-school connections.

SchoolMessenger will continue to be utilized as a way of communicating important announcements and reminders to parents and families.

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
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<tr>
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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.

As part of an overall cycle of continuous improvement planning, we have identified mid-point benchmarks that will indicate progress toward meeting the specified goal. In February 2019, there will be at least a 10% increase in parent participation as measured by the sign-in sheets / attendance sheets from school events.

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

Throughout the year, all members of the school community will engage in progress monitoring as part of an overall cycle of continuous improvement planning.

The specific instrument that is used to assess progress will be the Learning Environment Survey results.

Additionally, the following items will also be monitored:

- Attendance at school events and parent workshops as evidenced by sign-in sheets
- Parent feedback/reflections sheets following workshops

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

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
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<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>*Classroom observations including conference notes *Data folders are used to track student progress in ELA using Fountas and Pinnell Assessments and Journeys Benchmark Assessments. *Fountas &amp; Pinnell Assessments are administered three times per year to assess the students’ progress in their independent reading levels. *Journeys Benchmark Assessments are tracked three times a year. *Fall and Spring Periodic Assessments in ELA *Recommendations and discussions with the Response to Intervention Team (RTI)</td>
<td>Programs/Strategies used are as follows: *Early Success *Recipe for Reading Wilson *Great Leaps *Lindamood Bell *Fundations *Leveled Literacy Intervention *Journeys Write-In Readers *Orton-Gillingham *strategy grouping *peer tutoring *repeated readings and interactive writing *SMARTBoard lessons *multi-sensory based methodologies *differentiated small group instruction *morning, afternoon, and Saturday test prep programs</td>
<td>Methods for delivery of service are as follows: *Small group (pull-out/push-in) *One-to-one</td>
<td>Services are provided: *Before school day *During the school day *After the school day *Saturday</td>
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</table>
| Mathematics | *Classroom observations including conference notes  
*Data folders are used to track student progress in Math three times a year (Beginning, Middle, End of Year).  
*End of Unit Go Math! Assessments  
*Fall and Spring Periodic Assessments in Math  
*Recommendations and discussions with the Response to Intervention Team (RTI) | Programs/Strategies used are as follows:  
*Everyday Math games  
*Extension activities  
*Math Steps  
*GO Math! on-line supports  
*strategy grouping  
*peer tutoring  
*SMARTBoard lessons  
*multi-sensory based methodologies  
*differentiated small group instruction  
*morning, afternoon, and Saturday test prep programs | Methods for delivery of service are as follows:  
*Small group (pull-out/push-in)  
*One-to-one  | Services are provided:  
*Before school day  
*During the school day  
*After the school day  
*Saturday |
| --- | --- | --- | --- | --- |
| Science | *Students performing below grade level on Unit Assessments | *ELA AIS programs include: non-fiction and science based literature. | Methods for delivery of service are as follows:  
*Small group (pull-out/push-in)  
*One-to-one | *Before school day  
*During the school day  
*After the school day  
*Saturday |
| Social Studies | *Students performing below grade level on Unit Assessments | ELA AIS programs include: non-fiction and historical literature. | Methods for delivery of service are as follows:  
*Small group (pull-out/push-in)  
*One-to-one | *Before school day  
*During the school day  
*After the school day  
*Saturday |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | *Crisis intervention is provided to students who exhibit social emotional behaviors that negatively impact academic performance  
*Recommendations and discussions with the Response to Intervention Team (RTI) | *At-risk services include:  
*One-to-one or small group counseling which focuses on specific social emotional skills/goals (anger management and conflict resolution), modeling, engaging in educational games, role-playing, illustrating and writing activities, group discussions, reading storybooks, using SMARTBoard activities, implementing the Competent Kids Caring Classrooms (CKCC) program, utilizing strategies and resources from the RULER approach- including the Mood Meter and Meta-Moment Charts  
*Groups are also created according to the needs of students such as a bereavement group. | Methods for delivery of service are as follows:  
*Small group (pull-out/push-in)  
*One-to-one  
*During the school day |
### 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:


#### Part A: FOR TITLE I SCHOOLS

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<table>
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<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. <em>(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.)</em></td>
<td>We currently have 6 students Doubled Up (temporary housing) and the appropriate funding is set aside for these identified students.</td>
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<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>The services provided to Students in Temporary Housing are as follows:</td>
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#### Part B: FOR NON-TITLE I SCHOOLS

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

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

Part 1: Title I Status

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

As we inquire about Highly Qualified Teachers, we collect and read through resumes, call references, and take recommendations prior to employment. We interview prospective hires in order to ensure a highly qualified employee. We monitor substitute teachers through informal observations during their daily work. The use of a research based framework for enhancing professional practice is used in short frequent cycles of classroom observation in order to develop a common lens for instruction and set clear expectations. We include our pedagogues in our teacher team discussions, our grade meetings, and all of the professional development opportunities that are offered within our school. We differentiate professional development opportunities through needs assessments gathered from surveys, collegial conversations, and informal observations in order to enhance teaching practices, increase rigor, and improve student outcomes. The analysis of multiple data resources such as informal and formal observations, scores on the state exams, student work products, etc. as well as teacher qualifications and expertise assist the administration when making organizational decisions. All new teachers are mentored by a school-based mentor. The school-based mentor provides a minimum of two periods a week of mentoring to each new teacher, which includes co-planning, conferences, classroom support, and professional development. Mentoring is tracked using the Mentor Tracking System online.

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).

Staff members actively pursue opportunities to grow and develop professionally. All staff members complete an Interest Survey which indicates the types of professional development they would like to attend. All staff members set goals and create actions plans. The members of the staff meet with the administration three times a year to discuss the goals that have been set. From informal and formal observations, areas in need of improvement are noted. Staff members who have common components that need to be strengthened are grouped together and provided targeted professional development. Each Monday afternoon, all staff members participate in professional learning within a culture of respect and continuous improvement. Job-embedded professional development, such as joint planning, study groups, lesson studies, and inquiry work are providing opportunities for teachers to learn from each other. Teacher team meetings and instructional team meetings also involve analyzing various sources of data, identifying trends, and refining curriculum. Teachers apply newly acquired knowledge and skills in order to increase the impact on student learning. Reflection sheets are completed for the School-Based Staff Development Committee to review. Inter-visitations are set up for teachers to learn from one another and refine their instructional practices.
Staff members work with staff developers from varied outside organizations, such as STEMteachersNYC etc. Ongoing professional development is offered for teachers, paraprofessionals, support staff, and administration by District 20 Community Superintendent Karina Costantino, District 20 Community Education Council, and various offices within the Department of Education. Staff members who attend workshops complete a Professional Development Experience Sheet. Administration collects it and plans the time for turn-key sessions. Professional development opportunities for staff members are extensive and numerous which ensures that every teacher is continuously highly qualified.

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.). |

Parents/Guardians of children who are new to our school meet with the Parent Coordinator to discuss essential data about the school and tour the school building. They register during the registration period and receive an acceptance letter along with our School Brochure. They are informed about our school website which provides them with additional resources along with necessary information such as school hours, arrival/dismissal procedures, supply lists, etc.

A “Meet and Greet” Breakfast along with an Orientation with the Teachers, Administration, Parent Coordinator, and the PTA Executive Board is scheduled for the first day of school. The first day of school for our Kindergarten children is a half day which helps transition them from a half day to a full day of school. If further accommodations are needed for individual students, the support team assists by creating a Transition Plan which may allow a child to gradually assimilate to the demands of Kindergarten.

Our new incoming Kindergarten students who will be new to New York City public schools and whose home language is other than English will be administered the New York State Identification Test for English Language Learners (NYSITELL) in order to determine English Language Learner (ELL) status. In order to plan for the ESL program, the children will be invited at the end of June to administer the NYSITELL for mandated services.
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.

In order to prepare to select the Measures of Student Learning (MOSL) for the teacher evaluation system, MOSL team members are identified. Administration and the MOSL team meet before the school year begins to discuss current assessments utilized throughout the building. Data analysis will be used to inform our decisions for the MOSL selections throughout the school community. The findings and final decisions will be discussed and communicated with the staff.

As a result of ongoing conversations around improving alignment between instruction and assessments, teachers created their own Periodic Assessments to administer at the beginning and end of the school year.

Our ELA and Math programs have a variety of embedded assessments which the teachers administer to gather data on student performance as well as monitor their progress. Data folders will be utilized to track students three times a year and used as a communicative tool with administration.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Refer to Galaxy for school allocation amounts)</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column A Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>370,964</td>
<td>X</td>
<td>pgs15 - 48</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>57,568</td>
<td>X</td>
<td>pgs15 - 48</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>21,326</td>
<td>X</td>
<td>pgs15 - 48</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>3,468,855</td>
<td>X</td>
<td>pgs15 - 48</td>
</tr>
</tbody>
</table>

Explanation/Background:

2018-19 CEP

56
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.

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

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

**Important Note:** The following funds may not be consolidated:

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

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

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

**(Required for All Title I Schools)**

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

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

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

<table>
<thead>
<tr>
<th><strong>Parent and Family Engagement Policy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 127, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Support for Parents and Family Members of Title I Students</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>P.S. 127 will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>• providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>• providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;</td>
</tr>
<tr>
<td>• fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>• providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>• sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

Parental Involvement and School Quality

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

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

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

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

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

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

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

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

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

● host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the ESSA;
• schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

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

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

<table>
<thead>
<tr>
<th>Encouraging School-Level Parental Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will further encourage school-level parental involvement by:</td>
</tr>
</tbody>
</table>

• 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.

<table>
<thead>
<tr>
<th>School-Parent Compact (SPC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-Parent Compact (SPC)</td>
</tr>
</tbody>
</table>

**P.S. 127**, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.
I. School Responsibilities: High Quality Curriculum

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

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

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

### II. 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 Elementary and Secondary Education Act (ESSA) and Title I programs;

### II. Parent/Guardian Responsibilities
● monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

---

### III. Student Responsibilities

Student Responsibilities:

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

● follow the school rules and be responsible for my actions;

● show respect for myself, other people and property;
● try to resolve disagreements or conflicts peacefully;

● always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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

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

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td>conceptually consolidated (skip part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Before school</td>
<td></td>
</tr>
</tbody>
</table>

| Total # of ELLs to be served: | |
| Grades to be served by this program (check all that apply): | |
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

| Total # of teachers in this program: | |
| # of certified ESL/Bilingual teachers: | |
| # of content area teachers: | |
Part B: Direct Instruction Supplemental Program Information

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

Begin description here: ____

The goal for the Saturday Academy for English Language Learners (ELLs) is for students to be provided with a safe learning environment and to be able to take risks in learning social and academic English. Students will learn basic language and communication skills that will allow them to actively participate in their classroom. Beyond offering instruction in English, the program is designed to teach core academic courses and provide services to help newcomers adjust to living in the United States.

The key is for educators to understand the needs of all subgroups, specifically our ELLs and to design instruction that meets their needs. In this program, there will be 3 certified ENL teachers and 3 certified Common Branch teachers working collaboratively to support our ELL population. They will utilize an integrated model for instruction. The teachers will provide direct instruction utilizing a team teaching approach. The program for the Winter / Spring of 2019 will consist of 97 students that range from the Entering to Expanding levels in grades 1 through 5. The Grade 1 through Grade 5 Saturday ELL Academy will have 13 sessions. The dates of the sessions for 2018 will be as follows: Jan. 12th, Jan. 19th, Jan. 26th, Feb. 2nd, Feb. 9th, March 2nd, March 9th, March 16th, March 23rd, March 30th, April 6th, April 13th and May 4th. The program will run each Saturday from 9:00 a.m. - 12:00 a.m. Students will learn basic language and communication skills that will give them the opportunity to actively participate in their classroom.

Upon arrival, children will receive a light snack while being supervised. Attendance folders will be utilized to monitor student attendance each day of service. One administrator will be responsible for supervising the program. The program will be held on Saturdays because there are other programs that are offered during the week in which many of our English Language Learners attend. Offering the Saturday Academy for ELLs at the same time as the other programs would not allow many of the students the opportunity to attend both. Therefore, it is necessary to hold the program on a Saturday, when other programs are not running. This will allow the students the opportunity to attend the Saturday Academy without missing the opportunity to attend other programs that are held on other school days. A supervisor must be on site to supervise since there can not be students and teachers in the building without a supervisor present. A secretary is needed to monitor the attendance records by distributing attendance folders to teachers before each session begins, and also for collecting the attendance folders after the teachers have taken attendance. The secretary will then review the attendance to ensure that students that are enrolled are attending each week. If there are students that are absent or consistently not attending, the secretary will make every effort to contact the parents/guardians. Additionally, the secretary will assist with the other daily running of the office functions.

The remainder of the Title III funds will be dedicated to Professional Development and additional school funding (Title I funding) will be used to purchase bilingual dictionaries, dual language children's books, vocabulary context cards, thematic flip books and other material to support the program. In addition, NYSESLAT test prep materials, "Getting Ready for the NYSESLAT", which has been purchased with Title I money, will be utilized to help prepare students for the components on the NYSESLAT exam. All resources will be used to facilitate the
Part B: Direct Instruction Supplemental Program Information

acquisition of the English language and address the skills of listening, speaking, reading, and writing.

All letters that are and will continue to be sent home are translated into all home languages. Parent letters regarding the program will be collected by the classroom teachers, and sent down to the secretary. The secretary will be responsible archiving the letters and for creating attendance charts for this program.

Translators are readily available to assist with parent communication and at parent meetings such as PTA meetings, Parent Teacher Conferences, and other school-wide events.

Data is gathered from multiple sources such as the NYSITELL, as well as from NYSES/LAT scores using the EDAT (English Language Learner Data Analysis Tool). In addition, classroom teachers as well as the ENL support teachers monitor students' progress three times a year. Each student's performance on classroom chapter and unit assessments, project-based tasks, and benchmark assessments in ELA and Mathematics are tracked using an electronic data folder.

Part C: Professional Development

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

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

Begin description here: ____

The goal of the administration is to provide all members of our school community with opportunities for professional development that support the academic gains and English language development of all of our students including English Language Learners and immigrant students. All staff members are encouraged to attend outside professional development sessions offered by the district and outside agencies. Staff members who attend professional development must complete a Professional Development Experience sheet which is used to plan for a turn-key session with colleagues. This allows us to grow and develop professionally, continue to strengthen and refine current teaching practices, as well as build capacity amongst the staff.

Our Brooklyn South Field Support Center, along with the DELLS offers professional development opportunities to all teachers who work with ELLs. All licensed classroom teachers, service providers and paraprofessionals attend staff conferences and other professional development opportunities offered in and outside of the school building to ensure that they will be able to provide support to assist all of our ELL and immigrant students as they transition from one proficiency level to another. In addition to teaching our ELL and immigrant populations, our certified ENL teachers will provide in-school staff development. They will provide ongoing support for common branch and special education classroom teachers, occupational/speech therapists and paraprofessionals regarding ENL methodologies and strategies. Our ENL teachers will share their insights and demonstrate the importance of providing ELLs and immigrant students with background knowledge and scaffolds to support their academic language proficiency needed to help ELLs and immigrant students grow and progress towards meeting Common Core State Standards.

Another goal is to provide P.S 127 staff members with an understanding of the stages and process of language acquisition, along with the various cultural and native language transfer
Part C: Professional Development

factors that can impact the process. Our secretary has attended professional development workshops provided by the NYC Department of Education which focuses on pertinent information regarding working with ELLs and immigrants as well as their parents and families during the initial registration process, accessing vital information pertaining to ELLs through ATS, and the appropriate support involved in completing the updated Home Language Identification Survey (HLIS).

Our Guidance Counselor attended professional development pertaining to a “Respect for All” anti-bullying initiative. The training touches upon several issues affecting ELLs and immigrant students, including the need for multicultural awareness and sensitivity. One of the goals of this initiative is to help create an inclusive, welcoming school and classroom environment where children of all backgrounds can thrive. The Principal and one of the two Assistant Principals attended RULER training at the Yale Center for Emotional Intelligence. The information will be turn-keyed to the entire staff during the school year. The school focus will also continue to be vocabulary in order to support the language development and social emotional development of all of our students.

As mentioned above, our ENL, common-branch/special education teachers as well as service providers and paraprofessionals attend staff development in and outside of our school building to ensure student success for all of our students, including our ELLs and immigrant students. Staff members who participate in professional development workshops that touch upon the needs of our ELL and immigrant populations have and will continue to conduct turn-key staff development during staff conferences. A minimum of 15% of the required professional development for all General Education teachers prescribed by CR Part 154 will be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English Language Learners and immigrant students. For all ENL teachers a minimum of 50% of the required PD hours will be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English Language Learners and immigrant students. A professional development schedule is maintained by administration and school staff is required to sign in at all conferences to verify attendance.

During the 2017-2018 school year, the ELL Coordinator and ENL teachers attended Professional Development sessions offered from the Brooklyn South Field Support Center, the Department of Education, and outside agencies.

On September 14, 2017, the ENL teacher team, along with an administrator attended the ELL Kick-off for the Brooklyn South Field Support Center.

On October 16, 2017, the Brooklyn South Field Support Center ELL Services Coordinator/D20 ELL Liaison provided the ENL team and administration with support in accessing and utilizing ATS and STARS reports for ELLS.

On October 24, 2017 and October 26, 2017, the Brooklyn South Field Support Center ELL Service Coordinator/D20 Liaison provided the administration and ENL team with professional development on utilizing the new components of the EDAT and how to analyze this data to target instruction for growth. This information was shared with all staff members during our Monday Professional Learning Sessions on October 30, 2017 and November 6, 2017 for a "Deep Dive into the EDAT".

Common preps have been designated to provide grade-specific professional development. At these meetings, teachers analyze student work using an inquiry approach and plan next steps. During this time, they use professional literature to further their knowledge on how to address the needs of English Language Learners and immigrant students. All teachers received a copy of the GO-TO Strategies: Scaffolding Options for Teachers of English Language Learners by Linda New Levine, Laura Lukens, and Betty Ansin Smallwood as a resource. These strategies are used during cycles of inquiry.

In addition, our ENL teachers facilitated staff development workshops which included:
Part C: Professional Development

- Diving Deep into the EDAT - Staff analyzed student information on the EDAT (ELL Data Analysis Tool) and its implications on ELL and State Assessments.
- Enhancing Co-Teaching Practices – Staff reviewed the Seven Co-Teaching Models and observed best practices in an integrated ENL classroom.
- Getting to Know the NYSESLAT – Staff reviewed samples of grade-specific short response and extended response questions from ENGAGE NY.

Furthermore, this year our ELL Coordinator and ENL teachers have attended Professional Development sessions from the Borough Field Support Center and DELLS offered Professional Development opportunities to all teachers who work with ELLs. All licensed classroom teachers, service providers, and paraprofessionals attend staff conferences and other professional development opportunities offered in and outside of the school building to ensure that they will be able to provide the scaffolds and supports needed to assist all of our ELLs as they transition from one proficiency level to another. In addition to teaching our ELL population, our certified ENL teachers will provide in-school staff development and support for common branch and special education teachers, occupational therapists, physical therapists, speech therapists, and paraprofessionals regarding ENL methodologies and strategies with an emphasis on the importance of providing ELLs with background knowledge and scaffolds to support their academic language proficiency needed to help ELLs grow and progress towards meeting the standards.

Teaching Advanced Literacy Skills, a Guide for Leaders in Linguistically Diverse Schools, is being used as a valuable resource to guide staff members towards meeting the goal of promoting advanced literacy among all students, including those who are linguistically diverse. Our ENL Teacher Team attended extended training provided by our Borough Field Support Center throughout the 2017-2018 school year. The information was shared with staff members during the Chancellor’s Conference Day on June 7, 2018 and will continue during to 2018-2019 school year.

Other professional development will be sought out throughout the 2018-2019 school year in addition to the support provided monthly by the Brooklyn South Field Support Center and ELL Services Coordinator/D20 ELL Liaison. The ENL Teacher Team, along with the Assistant Principal who oversees the English Language Learners have attended the ELL Kick Off offered by the Field Support Center on September 14, 2018. ENL Teachers have also registered for the upcoming sessions being offered on ATS and STARS Programming for ELLs on October 10, 2018. The Principal and Assistant Principals will continue to gain further knowledge and resources from monthly inter-visitations and meetings which focus on Advanced Literacy Skills and best teaching practices for English Language Learners. The dates of the sessions are as follows throughout the 2018-2019 school year:

- September 13th,
- October 4th,
- October 18th,
- November 1st,
- November 29th,
- December 6th,
- December 20th,
- January 10th,
- January 24th,
- February 7th,
- February 28th,
- April 4th,
- April 18th,
- May 9th,
- May 23rd,
- June 13th.

Lisa Lin from DELLS, will also be hosting professional learning sessions for our Chinese Bilingual teacher in order to create a professional learning community among bilingual teachers. The community will consist of 6 Chinese Bilingual Teachers from District 20. Our Chinese Bilingual Teacher is one of the teachers who will be teaching the Saturday Academy for English Language Learners at PS 127. The dates of the Professional Learning Sessions will take place during the 2018-2019 school year and are as follows:

- October 3rd,
- December 4th,
- February 7th,
- April 9th,
- June 7th.

All Professional Learning Sessions will be turn-keyed to the staff during the Monday afternoon's Professional Learning time.

Additionally, PS 127 has reached out to Education Consortium LLC., an Educational Consulting Firm comprised of dedicated professionals whose goals are to ensure that English Language Learners and immigrant students are successful in the NYCDOE public schools.
Part C: Professional Development

Professional development will positively impact the progress of English Language Learners and immigrant students while strengthening teacher pedagogy. Teachers will continue to gain knowledge and increase their repertoire of strategies to meet the needs of all students, including the ELL and immigrant population. Teachers understand how essential it is to implement multiple entry points as well as scaffolds and supports in order to address the various learning styles and needs of subgroups of students. Providing strong student supports will lead to student achievement and an overall increase in graduation rates while also preparing students to be College and Career ready.

Another goal is to provide P.S. 127 staff members with an understanding of the stages and process of language acquisition, along with the various cultural and native language transfer factors that can impact the process. ENL teachers will participate in webinars such as, ELLs and Common Core Academic Standards: Successful Strategies for the Content Classroom, presented by Ron Rohac. This presentation offers practical tools for educators to address the Common Core standards emphasis on literacy skills. It teaches reading strategies and vocabulary-building activities in core subjects like science, mathematics, and language arts. These strategies will prepare English Language Learners to meet the Common Core standards, college and career readiness standards, and rigorous academic work. They are based on techniques Mr. Rohac has developed and tested with considerable success. The approach is based on the Sheltered Instruction Observation Protocol (SIOP) model and has been proven to enhance ELL student ability and raise assessment scores. The webinar demonstrates sequencing lesson plans using Universal Design for Learning to maximize comprehension and encourage active participation for all proficiency levels.

Common preps have been designated to provide grade-specific professional development. At these meetings, teachers analyze student work using an inquiry approach and plan next steps. During this time, they use professional literature to further their knowledge on how to address the needs of English Language Learners. All teachers received a copy of the GO-TO Strategies: Scaffoldings Options for Teachers of English Language Learners by Linda New Levine, Laura Lukens, and Betty Ansin Smallwood as an additional resource.

All staff members who attend professional development complete a PD Experience Sheet which is used to plan turn-key sessions. All of the attendance sheets, agendas, and sign in sheets are maintained and archived in the Professional Development Binder.

Part D: Parental Engagement Activities

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

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

Begin description here:

Our 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 our school community. Our school supports parents and families of all students by:

*Providing materials and training to help parents work with their children to improve their achievement level (literacy, math and use of technology)
**Part D: Parental Engagement Activities**

*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 our school community. Parent workshops are held on Tuesday afternoons during Parent Engagement Time by grade level teachers and support staff in response to the Parent Interest Survey that is distributed to parents during Back to School Night. These surveys provide the staff with information regarding the needs of our parents. Teachers on each grade level, as well as support staff work together collaboratively to plan various workshops throughout the school year which are directly geared toward meeting the needs stated in the Parent Interest Survey.. Additionally, our PTA provides parent workshops at various school events throughout the school year. three different times during the spring to help keep parents/guardian be more involved in their child's education. Furthermore, our Title I Parent Representative plans various workshops to meet the needs of parent based upon Parent Interest Surveys. Two workshops currently planned by the Title I Parent Representative are: Understanding Bullying vs. Conflict on November 4,2018 and Understanding the Rules of Engagement of Social Media / Technology on January 4, 2019. These workshops are being presented by Sara Steinweiss, founder of Conflict Resolution Systems. There will translators available at the sessions to assist as needed.

All letters and invites are translated into the parents' preferred languages either through the Translation Services or from staff members that are fluent in those languages.

Additionally, the Parent Coordinator supports the teaching staff including the ENL support teachers. She works closely with the members of the school community including the PTA which represents all language subgroups. She coordinates parent workshops and collaborates with the PTA and staff on school events such as Family Fridays (parents are invited on the first Friday of each month into their child's classroom to assist in classroom activities), movie night, book fair, and plant sale all of which parents and guardians are welcome to volunteer. are sent home (which are translated) with a reminder of these events, as well as a monthly school calendar, and the McKinley Monthly, the school newsletter.

Our school community embraces parental involvement by engaging parents in every aspect of school life. Parents are not only involved in the Parent Teacher Association, they are also involved in many school events, including the Multi-Cultural Festival, Family Fridays (The first Friday of every month), Cupcake Friday (The first Friday of every month), Donuts for Dads (two times a year), Muffins for Moms (two times a year), Sports Night (May), Movie Night (Fall and Spring), Dance Festival (June), Relay For Life (June), Plant Sales (May), Book Sales (Fall and Spring), Holiday Sales (December), Picture Day(October) School Carnival (May), and so much more. All notices about events, as well as other letters to communicate with families are translated into the home languages of our families. Translation services as well as teachers and paraprofessional proficient in another language assist at these school-wide events, as well as individual parent communication. Attendance is taken at these events and sheets are maintained and archived by the PTA. All letters and invites are translated into the parents’ preferred languages either through the Translation Services or from staff members that are fluent in those languages.

Additionally, in order to emphasize the focus of “Parents as Partners” all teachers commit to planning classroom celebrations during the school year which include the children's families. All
Part D: Parental Engagement Activities

of these practices help to foster an environment where the school partners with families to reach the expectations of the Common Core and those set by the school community.

Tuesday parental involvement time is utilized as a way for teachers to conduct parent outreach face to face or by phone regarding student performance and progress. This is in addition to the four contractual parent teacher meetings held throughout the school year. In addition to parent communication during this time on Tuesday afternoons, staff members provide workshop for parents to keep them informed. Grade level teams are providing workshops to all parents to assist them in helping their children succeed. During one of the Tuesday afternoon parent engagement sessions, two of our ENL teachers, along with the SETSS teacher and Speech Provider facilitated a workshop for parents designed to support parents with reading strategies for struggling learners.

All events that parents attend, there are sign-in sheets in order for us to keep accurate attendance records. These sign-in sheets are collected and maintained by our Parent Coordinator. Progress reports are used to keep parents informed of their child’s academic progress. McKinley Monthly, a monthly newsletter is completed and distributed each month providing all families with a blurb from all school constituents. Translations are always provided. Our school website is also available to all families.

A Parent Interest Survey is issued to determine what types of workshops they are interested in attending. These interest surveys are completed at Back to School Night on September 17, 2019. Once the surveys are analyzed by grades and departments, workshops will be planned and will be scheduled throughout the 2018-2019 school year according to the needs and interests.

Increased use in the translation services and communication tools to strengthen the home-school connection. Parents are invited to create an account on the NYC Schools account in order to have access to student data to keep them informed about academics, attendance and biographical information. ThinkCentral, an on-line component of our literacy and math programs is accessible to parents and children. Therefore, workshops will be scheduled during the month of October to assist parents on how to navigate this useful resource. Parents are invited to Curriculum Conferences and grade-specific workshops to obtain information about curricula, including CCLS and Instructional Shifts during Open School Week.

As a school community, we firmly believe that when schools and families work together to support learning, that parental involvement can have great impact on the performance and achievement of students. The P.S 127 staff collaborates to help create an enriching and supportive environment for all students and families, with the dedication to help meet the individual needs of our diverse population of students.

Parents of our newly enrolled ELLs and immigrant students are invited to the mandated ENL Parent Orientation meeting where they are informed of the three program models available in NYC. The over-the-phone Translation and Interpretation services, as well as, staff members with common home language are utilized when needed to translate imperative information to parents. In addition, all letters and forms regarding ELLs distributed to parents: Parent Surveys and Program Selection forms, Parent Brochures, Entitlement/non-entitlement letters, as well as, updated Orientation videos are presented in their home language.
## Part E: Budget

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

<table>
<thead>
<tr>
<th>Allocation Amount: $______</th>
</tr>
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</table>

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

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Brooklyn</td>
<td>127</td>
</tr>
</tbody>
</table>

School Name P. S. 127

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>
<th>Coach</th>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>School Counselor</th>
<th>Teacher/Subject Area</th>
<th>Parent</th>
<th>Related-Service Provider</th>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agatha Alicandro</td>
<td>Kerry Quaglione</td>
<td></td>
<td>Danielle Wang and Angel Tse</td>
<td>Stefanie Meola</td>
<td>Nedaa Dari ENL Teacher</td>
<td>Vanessa Aja_Sigmon</td>
<td>Rosemarie Fusco</td>
<td>Karina Costantino</td>
<td>Toni Ann Laudicina (AP)</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

D. Student Demographics
### Part II: ELL Demographics

**A. ELL Programs**

This school serves the following grades (includes ELLs and non-ELLs)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Check</th>
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<tbody>
<tr>
<td>K</td>
<td>☑</td>
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<td>1</td>
<td>☑</td>
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<td>2</td>
<td>☑</td>
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<td>11</td>
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<td>12</td>
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</tbody>
</table>

This school offers (check all that apply):

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

### Bilingual Program Breakdown

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<th>6</th>
<th>7</th>
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<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
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<tbody>
<tr>
<td>TBE</td>
<td>Mandarin</td>
<td>2016-2017</td>
<td>1</td>
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<td>TBE</td>
<td>Mandarin</td>
<td>2017-2018</td>
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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?**

To assess the early literacy skills of our English Language Learners (ELLs), our school utilizes several assessment tools. The primary assessment tool used is the Fountas and Pinnell (F&P) Benchmark Assessment system. Key components of the F&P assessment system provide valuable information regarding the literacy skills of ELLs including phonological awareness, letter, sound, and high frequency word recognition and early literacy behaviors such as identifying a particular letter or word, and matching sounds as they are pronounced aloud. It provides English as a New Language (ENL) and classroom teachers insight regarding reading and comprehension levels and reading accuracy which aid in grouping students according to their needs. Classroom teachers use many different sources of data to address the individual needs of all of our students including ELL, such as Performance Tasks in English Language Arts (ELA) and Mathematics (Math), running records, conference notes,
Fundations and Wilson assessments. In grades K-2, classroom teachers utilize the Beginning of the Year (BOY) and End of the Year (EOY) performance tasks to measure individual student’s growth in ELA and Mathematics. In grades 3-5, classroom teachers use additional assessment tools such as the CCLS –Aligned Fall and Spring Benchmark Assessments from Schoolnet in both ELA and Math. The Journeys unit and benchmark assessments in grades K-5 are used to accurately diagnose individual student needs in reading and measure progress during the course of the school year. In addition, Go Math! assessments in grades K-5 are used to assess the math skills and instructional needs of individual students, offering tiered intervention strategies to use with students. Teacher Teams work collaboratively around data to meet the individual needs of students, including our ELL population and plan targeted instruction. As a result, teacher teams continue to strengthen decoding skills, phonemic awareness, vocabulary development and writing skills for all grade spans, especially for our ELL population. We are currently utilizing the Journeys Reading Program for all our students in grades K-5 to provide them with another successful method to help master reading, writing, and vocabulary skills. We also utilize the Sadlier Common Core Vocabulary Workshop in our Grades 1-5 classrooms and the Sadlier Common Core Phonics Workshop in Kindergarten. Although our students demonstrate great growth in the area of listening and speaking on the NYSESLAT, they will need to make improvements in their reading and writing skills. We will continue to focus on providing our ELL population with meaningful scaffolded opportunities in reading and writing to help them reinforce literacy skills. Teachers will continue to focus on developing their students’ reading and writing skills by providing scaffolded differentiated instruction. In addition, an ELL component to the Journeys Reading Program will continue to be used in classrooms to provide additional reinforcement of the literacy skills they are working on. Furthermore, teachers will continue to focus on engaging our students in meaningful listening and speaking activities that are geared towards meeting the needs of all students. Additional opportunities for literacy development in the various reading and writing genres will be provided throughout the school year. Students will also be invited to participate in the supplemental programs such as the Title III ENL program pending funding.

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

Electronic Data folders are utilized by all classroom teachers and service providers. These data sources are reviewed by administration three times a year for all students: In the Fall, the Winter, and the Spring. These data folders monitor student progress in ELA, Math, and Performance Tasks for classroom teachers, as well as ELL data folders which measure progress in Listening, Speaking, Reading, and Writing. Additionally, teachers track student progress through end of unit benchmark assessments in all other content areas. Progress reports are sent home every other month to ensure continuous monitoring of student progress and parent communication to foster the home-school connection.

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 the programs for English Language Learners in our school is closely monitored through informal and formal observations, collegial conversations, student work, assessment results, and progress monitoring data folders. The following assessments are also used to evaluate the success of our ELLs: NYSESLAT, NYS ELA/Math/Science exams, Journeys Benchmark Assessments, Go Math! assessments, conference notes, collaborative assessment of student progress discussed at teacher -service provider meetings, classroom math and reading data folders, writing samples, student projects, and other student-created work products. English Language Learners must also make the Annual Measureable Achievement Objectives (AMAOs). The EDAT allows our school to project our status through the 2017-18 school year. The data will help us to focus on the progress toward achievement of proficiency for specific subgroups of ELLs and the design of effective instructional programs and/or interventions for those students. The factors that we analyzed include home language, grade level, years of ENL service, ELA and Math performance and progress, NYSESLAT proficiency and progress, attendance age, holdover status, SIFE status and disability classification. The variety of data inform the teachers of the students’ strengths as well as areas for improvement. Teachers at P.S. 127 are in constant communication with one another which allows them to consistently gain insight through idea sharing and collaborative planning. Our 2015-2016 progress report reflects that our school is in good standing and has made AYP for our population of ELLs. According to the 2015-2016 School Quality Guide our ELLs made the following progress on ELA State test results: of the 60 ELL’s that were eligible to take the ELA, 2.37 are meeting the 2016/17 targets, and 2.47 of the students are exceeding the target of student achievement. In regards to the NYS Math exam, of the 62 students that were eligible to take the exam, 2.75 are meeting the target, and 2.90 are exceeding the 2016/17 targets of student achievement. In regard to ELL progress, of the 152 ELL’s eligible for NYS exams, 28.7% are in the range needed for our
school to achieve a rating of Exceeding Target, Meeting Target, or Approaching Target on each metric for the 2015-16 school year. More specifically, the School Quality guide indicates that 48.4% of the ELL population are "Approaching Target", 58.4% are "Meeting Target", and 65.9% are "Exceeding Target".

Overall, our ELL Progress according to the School Quality Guide for 2015-16 indicates a metric rating of Exceeding Target (and a metric score of 4.00 or higher)

According to data from the 2017 NYSESLAT, in terms of ELL progress the results were as follows:

Of the 132 ELLs eligible for the NYSESLAT, 23.5% of the test takers scored commanding. Of the 132 students who were eligible to take the NYSESLAT, 45 students advanced 1 proficiency level, 9 students advanced 2 proficiency levels, 1 student advanced 3 proficiency level and 22 students remained at the same proficiency level.

We can ensure that the programs for our ELLs and their language acquisition needs are provided with targeted instruction designed to match their learning needs. We know that addressing the needs of our ELLs takes the collaboration of the entire school school community. Our teachers are given the support needed in order to provide differentiated instruction and meet the needs of our ELLs. In addition, we believe that all students will succeed when they are kept to high expectations. The culture of learning in our school communicates a clear vision with high expectations to "Believe, Achieve, and Succeed". We closely monitor the progress of the current Transitional Bilingual Education (TBE) students using the same tools and assessments listed above. However, in addition to the formal and informal performance based assessments outlined, we are also use the New York State English as a Second Language Achievement Test (NYSESLAT) to determine continued eligibility for the TBE program. Students scoring at the Commanding level are placed in monolingual classrooms at the start of the new school year.

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

At PS 127 we hold bi-weekly RTI and PPT meeting in which we review at-risk student data and plan to provide additional supports for these at-risk students. If a student is identified at-risk, we meet with the parents, an RTI cycle is implemented for 8 weeks. After the 8 weeks, we meet again to review student data and plan next steps and discuss the possibility for PPT.

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

To provide ELLs with rigorous and culturally responsive instruction, a strong Response to Intervention (RtI) model is in place at our school. Professional development and guidance documents have been provided to assist all teachers with RtI implementation. Therefore, all members of our school community understand that RtI is an instructional model which aims at prevention and early intervention through a tiered system of instructional support.

Teachers consistently use data to guide instruction for ELLs within the RtI framework. Teachers provide instruction for ELLs in English language development at the Tier 1 instructional level. Then, 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. Tier 2 and Tier 3 instruction incorporates intervention strategies and is tailored to meet ELLs’ language needs. Teacher teams meet regularly to analyze data, reflect on teaching practices, adjust lessons and tasks, as well as, make further instructional decisions in order to meet the needs of all students. Teachers are familiar with the data points available to help determine exactly which ones provide us with the information needed to serve our English language learners who are at-risk for academic difficulties. Members of our RtI team meet twice a month to examine how ELLs' backgrounds and educational contexts are impacting on their academic achievement. At each meeting, individual student factors are discussed, as well as all assessment data. Team members focus on the needs of individual students while discussing baseline screening, instructional strategies, various levels of interventions, and progress monitoring.

Based on the NYCDOE RtI model, teachers develop and implement an individual intervention plan for 6-8 weeks which includes evidence-based differentiated instruction to meet the ELLs’ diverse needs. This instruction is focused on promoting language and literacy development. Following the 6-8 week cycle of Tier 2 intervention, the RtI team revisits and discusses the success of the intervention through tiered layers of instructional support. Students who need intensive and individualized instruction will receive Tier 3 of instructional support. In order to support academically at-risk ELLs teacher teams evaluate collectively
and have ongoing conversations about the different models of prevention that will meet the needs of diverse populations of learners, including ELLs at-risk for academic difficulties.

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

The data patterns across performance levels reveal a consistent progression of English Language skills in the areas of listening, speaking, reading and writing. As students move from one grade level to the next, there is a decrease in the number of entitled ELLs being serviced. In the 2016/2017 school year, 23.5% (31 students) of our entitled ELL students attained proficiency on the 2017 NYSESLAT. According to the ELL DATA Analysis Tool (EDAT) 45 students advanced one proficiency level, 9 students advanced 2 proficiency levels, 1 student advanced 3 proficiency levels, and 22 students remained at the same proficiency level.

In the Fall of 2017, we administered the NYSITELL to our newly enrolled potential ELLs. After reviewing their updated HLIS (Home Language Identification Survey) and conducting interviews during the registration process 53 students in Kindergarten, 5 students in Grade 1, 1 students in Grade 2, 2 students in Grades 3, 4, 5 were tested.

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We continue developing their reading and writing skills by providing scaffolded differentiated instruction. We will continue to focus on engaging our students in meaningful listening and speaking activities that are geared towards meeting their language development needs. We are using the ENL component to our Journeys language arts program and provide AIS support to our grade three, four, and five ELLs who will be taking the ELA this coming Spring. We will continue to provide opportunities for literacy development in the various reading and writing genres. Students will participate in the Title III after-school and Saturday programs when available.

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

We have four key structures in place to disseminate our assessment findings in order to make necessary adjustments to programs and instruction. The data is shared with all faculty electronically unless otherwise stated. The structures are as follows:

- ELL Data Assessment tool (EDAT) – updated monthly. The file is too large to share electronically therefore the file is saved on a USB and downloaded onto teacher’s computers on an individual basis.
- ATS Reports (e.g. RLAT, ITELL, and SLAB) – updated weekly or as needed
- Data Folders – updated fall, winter, and spring
- Progress Reports – updated every other month

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.

      All eligible English Language Learners identified by the 2016 NYSESLAT, as well as the 2016 NYSITELL are provided with our Freestanding English as a New Language or the Chinese Transitional Bilingual Education class in Kindergarten. Beginning September 2015, there are five proficiency levels for ELLs. The fifth level, Proficient/Commanding, will indicate that the student is a Former ELL. Our Proficient/Commanding ELLs will still be provided with support and test accommodations as outlined in CR Part 154 new requirements. Students who score below the cut score will be grouped by grade and proficiency level during Stand-alone ENL. As per the revised CR Part 154, ELLs in the Entering and Emerging levels receive 180 minutes of Stand-alone ENL (Homogeneously grouped) taught by a certified TESOL teacher and 180 minutes of integrated ENL (mixed proficiency levels in the same class) taught by a certified TESOL teacher and a certified elementary teacher. ELLs in the Transitioning level receive 90 minutes of Integrated ENL/ELA (mixed proficiency levels taught by an TESOL teacher and an elementary school teacher, and 90 minutes in a Stand-alone ENL class taught by a certified TESOL teacher homogeneously grouped). At the Expanding level, ELLs receive 180 minutes in an Integrated ENL/ELA or content area taught by an TESOL teacher and a certified elementary teacher. The Commanding ELLs have exited ELL status but will continue to receive ENL support in a 90 minute integrated ENL/ELA or content area taught by a certified TESOL teacher and a certified elementary teacher. Each of our three certified ENL teachers are responsible for working with different grade ELL bands (K-1, 2-3, and 4-5) and levels.

   b. TBE program. If applicable.

      In September of 2016, we opened up our first Chinese Transitional Bilingual Education Program. Upon enrollment of Kindergarten students, parents are notified of their child's eligibility for ELL services and are invited to attend an orientation (in the parents' preferred language) which provides information of the three instructional models available in New York City. They view the Parent Orientation Video, which is available in thirteen languages and further explains the three program choices. Parents are then provided with the Parent Survey & Selection Form (in the parents' preferred language) where they indicate their preferred program choice for child. At present, twenty four parents indicated that they would prefer their child be placed in a Transitional Bilingual Education class, therefore we opened the required TBE Mandarin classroom. As per CR Part 154, students in the TBE class receive mandated Home Language Arts, English Language Arts, and ENL instruction and support. As the student's English proficiency level increases, more of instructional day will be taught in English with less instruction in their home language (Mandarin). When ELLs reach a Commanding level of language proficiency based on the NYSESLAT, they will be placed in a monolingual English class and will be provided with 90 minutes of integrated ENL/ELA or content area support provided for two years by a certified TESOL teacher and a certified elementary teacher.

   c. DL program. If applicable.

      At the current time, we do not have any Dual Language programs.

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

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

      All eligible English Language Learners identified by the 2016 NYSESLAT, as well as the 2016 NYSITELL are provided with our Freestanding English as a New Language. Beginning September 2015, there are currently 5 proficiency levels for ELLs. The fifth level, Proficient Commanding, will indicate that the student is a Former ELL. Our Proficient/Commanding Former ELLs will still be provided with English Native Language support according to the CR Part 154.2 new requirements. Students who score below the cut score will be grouped by grade and proficiency level during Stand-alone ENL. As per the revised CR Part 154, ELLs in the Entering and Emerging levels receive 180 minutes of Stand-alone ENL (Homogeneously grouped) taught by a certified TESOL teacher and 180 minutes of integrated ENL (mixed proficiency levels in the same class) taught by a certified
TESOL teacher and a certified elementary teacher. ELLs in the Transitioning level receive 90 minutes of Integrated ENL/ELA (mixed proficiency levels taught by an TESOL teacher and an elementary school teacher. and 90 minutes in a Stand-alone ENL class taught by a certified TESOL teacher homogeneously grouped). At the Expanding level, ELLs receive 180 minutes in an Integrated ENL/ELA or content area taught by an TESOL teacher and a certified elementary teacher. The Commanding ELLs receive ENL support in a 90 minute integrated ENL/ELA or content area taught by a certified TESOL teacher and a certified elementary teacher. Each of our three certified ENL teachers is responsible for working with different grade ELL bands (K-1, 2-3, and 4-5) and levels. The Chinese Transitional Bilingual Kindergarten class receives their mandated ENL minutes within the regular classroom setting. The teacher of this class is a certified Common Branch teacher, she is fluent in Mandarin and is an approved participant in the program sponsored by the Department of Education for her bilingual extension. The daily instruction included Home Language Arts (HLA) period per day, ELA (Reading and Writing) in English only, 1 period daily of Math 50 % in English and 50% in Chinese, as well as Science and Social Studies 50 % in English and 50% in Chinese. All other content areas: Art, Physical Education, Music, Dance, and Enrichment Through the Arts in taught in English.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The Chinese Transitional Bilingual Kindergarten class receives their mandated minutes of ENL instruction within the regular classroom setting. The teacher of this class is a certified Common Branch teacher, she is fluent in Mandarin and is an approved participant in the program sponsored by the Department of Education for her bilingual extension. The daily instruction included Home Language Arts (HLA) period per day in which books have been purchase through an approved DOE vendor, China Sprout. Books are used for Home Language Arts (HLA) that go along with the themes, skills, and topics of our ELA program, Journeys, our Math program, Go Math!, as well as the Science and Social Studies Scope and Sequence. ELA (Reading and Writing) are taught in English only, 1 period daily of Math is taught 50 % in English and 50% in Chinese, as well as Science and Social Studies 50 % are taught in English and 50% in Chinese. All other content areas: Art, Physical Education, Music, Dance, and Enrichment Through the Arts in taught in English. Classroom general and special education teachers, content-area teachers, special education support teachers, support service providers, and ENL teachers work collaboratively to ensure that core content is effectively delivered to all students. Planning and preparation is essential to a successful differentiated lesson in which multiple entry points are used, tiered questions are readily asked, varied levels of tasks are prepared, and supplemental resources are accessible if needed. To meet the demands of the Common Core Learning Standards while fostering the student’s language development, a tiered system of instructional support is in place. This allows layers of instructional support to be added to the standard core curriculum based on the demonstrated and changing needs of the student learners. All students are provided with instruction at the Tier 1 instructional level. If students demonstrate a need for more targeted academic support, they will be moved into Tier 2 and Tier 3 for more intensive instruction. Teachers use a variety of resources and materials intended to address the diverse needs of our ELL population, in order to make language and content comprehensible. Each classroom library is stocked with many leveled books in an assortment of genres to make sure students have the opportunity to read a variety of books at their specific reading levels to support their learning across the content areas. Throughout the content areas, the use of visuals (such as maps, charts, and pictures), graphic organizers (such as KWL charts and Venn diagrams) helps teachers in making content and language accessible to our ELL students. We are aware of the importance of building background knowledge and by making content comprehensible through modeling, gestures, and hands-on learning, as well as pre-teaching important vocabulary terms, especially in the content areas of science, math, and social studies. Content areas are taught in English using ENL strategies. There is the additional use of bilingual dictionaries, books and photo collections translated in several languages word-to-word dual language glossaries offered in math, science and social studies, Buddy System, paraprofessional's language assistance to support our ELLs in their native language. The ENL program incorporates several approaches and methods to make content comprehensible and to enrich language development. The ENL program incorporates several approaches and methods to make content comprehensible and to enrich language development. Prominent among the teaching approaches is the Natural Approach. In the Natural Approach, teachers provide language input that learners can understand. Comprehension is facilitated by using visual aids, gestures, commands for physical actions (e.g. Total Physical Response), sentence expansions, open-ended sentences, pre-fabricated phrases, and native language support. Native language support is facilitated through a student buddy system (children of same language assist an ELL in various subject areas). Content area instruction will be presented
using the Natural Approach technique. Therefore, conceptual learning will be combined with language learning. When appropriate, the Language Experience Approach, as well as Total Physical Response methodology will be employed in the ESL instructional program. Teachers utilize differentiated instructional approaches so that ELL students receive the support that they need. Our school utilizes a combination of the Balanced Literacy Approach in conjunction with, Journeys Reading/ Writing Language Arts program. Our school has implemented the Go Math! program which is aligned to the Common Core Standards. This program is designed to facilitate differentiated instruction and activities, including built-in vocabulary support in every unit. Additionally, each lesson includes suggestions for instructional strategies to support English Language Learners. These programs are available through ThinkCentral and offers many valuable resources to support our families at home. The ENL teachers are using Rigby’s On Our Way to English program, which provides grade level and content-based thematic instruction focused on the specific needs of ELLs on various proficiency levels and is aligned to the Common Core Learning Standards. In addition, the ENL teachers are following the ELL component of the Journeys Reading/Language Arts program so that the literacy and language arts activities in the mainstream classroom and the ENL classroom are aligned with one another. Reading and writing are taught as natural extensions of oral communication tasks. Across the vast majority of classrooms, teaching practices are aligned to the curricula and reflect a coherent set of beliefs about how students learn best that is informed by the Danielson Framework for Teaching and the Instructional Shifts, as well as by discussions at team and school level meetings. Teaching strategies (including questioning, scaffolds in English and/or native language where appropriate, and routines) strategically provide multiple entry points and high quality supports and extensions into the curricula so that all learners, including ELLs and SWDs, are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student work products.

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

Newly enrolled English Language Learners who score below proficiency level on the NYSITELL and speak Spanish at home are administered a Spanish Language Assessment Battery (LAB) once by a Spanish-speaking pedagogue within the first ten (10) days of initial enrollment; to determine language dominance. All ELLs in grades 3-5 are required to take the New York State Mathematics and Science exams. ELLs may take the mathematics and science tests in English or an alternative language - whichever better meets their linguistic needs. Currently, the New York State Department of Education offers each of these exams in Chinese (Traditional), Haitian Creole and Spanish. The Mathematics exams are also available in Korean and Russian. When possible, arrangements are made for the test to be translated orally into other languages for ELLs whose first language is one for which a written translation is not available from the New York State Department of Education. This year, our school will make necessary accommodations for newly enrolled ELLs not capable of completing the exam in English. We will provide Arabic translated versions of the 3-5 grade NYS Mathematics exam and an Arabic-speaking ENL teacher will provide newly enrolled ELLs with an oral translation of the NYS Math exams. In all classroom environments, including ENL Stand-alone model and Integrated ENL/ELA models, students are given native language reading materials, when available. Instructional materials and books are standards-based and age appropriate. Students’ native language written work samples and oral responses may be analyzed by the classroom teachers (ENL teachers, classroom teachers, Special Education teachers) with assistance from paraprofessionals who are fluent in the child’s home language. ELLs’ home and community literacy practices and funds of knowledge should be valued as resources for literacy learning at school. Devising activities and projects that are related to students’ lives at home or in their neighborhoods is likely to increase students’ motivation and literacy success.

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

All teachers work collaboratively to plan lessons and prepare student tasks which are differentiated to meet the needs of our diverse learners. All teachers are engaged in inquiry work which allows them to analyze data in order to gain information of student strengths and challenges. Strategies are discussed while creating a plan for implementation. The cycle of inquiry continues throughout the year to provide a supportive environment and tailored support in order to improve student achievement. Students with Interrupted Formal Education (SIFE) are ELLs born in a country other than the United States who
enter the English Language School System (ELSS) in grade 3 or above, have had two years less schooling than their peers in their native countries, and function at least two years below expected grade level in reading and mathematics. The school and staff have implemented an instructional plan which encompasses employing a Newcomer’s program, adapting curriculum and standards to the SIFE’s individualized needs. The SIFE student would participate in our Free-Standing ESL program in a grade-appropriate group, thus receiving the mandated number of ENL instruction minutes as determined by his/her proficiency level. We extend all opportunities for the students in grades 3-5 to participate in programs such as, the Title III ELL Academy. Our newcomer ELLs participate in our Freestanding ENL program with placement in the grade-appropriate groups where they receive the mandated number of minutes as per CR-Part 154.2, based on their proficiency levels. Our ELLs receiving 0-3 ESL services in grades kindergarten through first take part in a Wilson Fundation Program that provides additional reinforcement of phonics, phonemic awareness and other early literacy skills. In addition to Wilson Fundations, students in grade one receive targeted small group instruction from the English Language Learner component of the Journeys Reading/Language Arts program to reinforce phonics. Our newcomer ELL’s in grade 2, receive targeted small group instruction from the English Language Learner component of the Journeys literacy program. Our ELL’s in grades 3-5 who are required to take the NYS ELA exam may receive services in our AIS programs where they receive targeted small group instruction. In addition, they are invited to participate in our Test Prep Academy offered before the start of our regular instructional school day approximatley six-eight weeks prior to NYS ELA and Math exams; where students are immersed in rigorous test prep in order to review skills and strategies needed to reinforce what they need to know to succeed at taking the NYS tests. The exact number of sessions offered to students for ELA and Math are contingent upon school budget. Our ELLs receiving services for four to six years participate in our Freestanding ENL program with placement in the grade appropriate groups where they receive the mandated number of minutes as per CR-Part 154.2, based on their proficiency levels. ELLs in this category may receive services in our AIS programs, where targeted small group instruction is designed to strengthen their literacy, math and content area skills. They are engaged in small group instruction which reinforces their English language skills, as well as developing their literacy and content area skills. Additionally, ELLs in grades 3-5 are invited to participate in a differentiated Test Prep program offered during the week and on Saturdays prior to the NYS ELA and Math exams. Students are grouped accordingly and immersed in rigorous test prep in order to review skills and strategies needed to reinforce what they need to know to succeed at taking the NYS tests. In the past two years, we have offered our ELLs to participate in a supplemental ELL Academy. During this time, teachers worked with children from Grades 1 through 5 in small groups to reinforce English acquisition skills, as well as, develop reading and writing skills needed to succeed on the NYSESLAT, ELA and Math exams. Classroom teachers and ENL teachers analyze test scores, progress or stagnation of students, and may meet with the School Assessment Team (SAT) to look into possible evaluation and assess if an individual student is need of mandated services such as speech or alternative classroom setting to provide them with the optimal learning environment to help them achieve their fullest potential. Our long-term ELLs participate in our Freestanding ENL program with placement in the grade-appropriate groups where they receive the mandated number of minutes as per CR-Part 154.2, based on their proficiency levels. We offer these students opportunities to participate in programs such as academic intervention services, ELL supplemental program, and Test Prep Academy. We recognize that ELLs who have attained proficiency on the NYSESLAT (Former ELLs) are in need of additional transitional support to continue to progress academically. In addition to their mandated 90 minutes a week of integrated ESL for 2 years after testing out, our former ELLs receive AIS services for additional literacy, math and content area support. They are invited to participate in our Test Prep Academy offered prior to taking state exams. Additionally, during the NYS ELA and Math exams, former ELLs receive the recommended ELL accommodations for up to two years. Accommodations include extended time, separate location and/or small group administration, use of NYS word-to-word glossaries offered in fifteen languages, after attaining proficiency on the NYSESLAT as per the NYS Department of Education regulations.

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

ELLs with disabilities (ELL-SWD) participate in our Freestanding ENL program with placement in the grade-appropriate groups where they receive the mandated number of minutes as per CR-Part 154.2, based on their proficiency levels. At the present time, we have twenty-seven (27) ELL-SWDs enrolled in our school. Our ELL-SWD students receive all services and modifications as indicated on their Individualized Education Plan (IEP), including speech, occupational therapy, and Special Education teaching support services (SETSS). ENL teachers and classroom teachers are provided with a variety of resources and
materials intended to address the diverse needs of our ELL-SWDs population in order to provide them with access to academic content areas and to make language and content comprehensible. Our ENL programs use strategies for English language development with native language support (use of bilingual dictionaries, buddy system, word for word dual language glossaries, photo library with multi-lingual translations) in order for students to develop language and content knowledge in English. Each classroom library is stocked with many leveled books in an assortment of genres to make sure students have the opportunity to read a variety of books at their specific reading levels to support their learning across the content areas. During lessons the use of Smartboards, visuals (such as maps, charts, and pictures), and graphic organizers (such as KWL charts and Venn diagrams) help teachers in making content and language accessible to our ELL-SWDs. We are aware of the importance of building background knowledge and making content comprehensible through modeling, gestures, and hands-on learning, as well as, pre-teaching important vocabulary terms, especially in the content areas of science, math, and social studies. Content areas are taught in English using ENL strategies. Additionally, teachers use a multi-sensory teaching approach, helping the ELL-SWDs to learn through more than one of the senses. When possible, content area instruction is presented using the Natural Approach technique. Therefore, conceptual learning is combined with language learning. When appropriate, the Language Experience Approach as well as the Total Physical Response methodology will be employed. Teachers utilize differentiated instructional approaches to ensure ELLs receive additional supports as needed.

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?

As per individual students’ IEPs, some ELL-SWDs are placed in an ICT class setting. ELL-SWDs are programmed in ICT classes where they are mainstreamed with the general education population and receive further academic, social, and linguistic support which offers them opportunities to learn in the least restrictive environment. In some instances, paraprofessionals work closely with these students to help ensure that their specific educational needs are accommodated. ELLs in this category may receive services which are discussed at the Response to Intervention Team meetings as well as the Pupil Personnel Team meetings. Such services may include support from our AIS and SETSS providers. Targeted small group instruction is designed to strengthen their literacy, math, and content area skills. They are also given the opportunity to participate in a supplemental ELL Academy where small group instruction focuses on reinforcing their English language skills, as well as, developing their literacy and content area skills. Additionally, all ELLs in grades 3-5 are invited to participate in our Test Prep program offered prior to the NYS ELA and Math exams. Students are grouped accordingly and immersed in rigorous test prep in order to review skills and strategies needed to reinforce what they need to know when administered the NYS tests.

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.

As stated above, our newcomer ELLs participate in our Freestanding ENL program with placement in the grade-appropriate groups. Our school is aware of our ELLs’ varying needs in their linguistic development and when making instructional decisions, we are mindful of the challenges that ELLs may encounter in the areas of literacy development. When considering program choices and instructional decisions, we know that is important to provide ELLs with multiple entry points into the curriculum, audio-visual support, native language support (through buddy system and word to word bilingual glossaries, photo libraries with multilingual translations), differentiated activities according to linguistic needs, and vocabulary building instruction. While not all students will achieve the same level of language, literacy, and content area development, all will be moving toward the same goal along different paths. Our reading, writing and math programs provide differentiated instruction, varied strategies, and multiple entry points which are built into lessons and provide opportunities for all language learners to succeed. ELLs receive the mandated number of minutes as per CR-Part 154.2 based on their proficiency levels. Our ELLs receiving 0-3 years in ENL services in grades kindergarten through first take part in a Wilson Fundations Program that provides additional reinforcement of phonics, phonemic awareness and other early literacy skills. Our newcomer ELLs in grade 2 receive targeted small group instruction from the English Language Learner component of the Journeys literacy program. Our newcomer ELLs in grades 3-5 who are required to take the NYS ELA receive services in our AIS programs where they receive targeted small group instruction. In addition, they are invited to participate in our Test Prep program prior to the administration of the NYS ELA and Math exams. The exact number of sessions offered to students for ELA and Math are contingent upon school budget. Entering and Emerging ELLs in grades 1-5 receive phonemic and phonological instruction.
through the multi-sensory, kinesthetic, phonics based Orton Gillingham Approach. This instructional approach helps our students master the basic knowledge about the English language and its relationship to our writing system. ELLs in the Entering and Emerging levels use Imagine Learning. Imagine Learning is an engaging language and literacy software program that accelerates English learning. The program focuses on oral language, academic vocabulary, instruction in the five essential components of reading, and provides strategic native language support. Our ELLs receiving services for four to six years participate in our Freestanding ENL program with placement in the grade-appropriate groups where they receive the mandated number of minutes as per CR Part 154.2 based on their proficiency levels. ELLs in this category may receive services in our AIS programs, where targeted small group instruction is designed to strengthen their literacy, math and content area skills. They are given an opportunity to participate in a supplemental ENL Academy where small group instruction focuses on reinforcing their English language skills, as well as, developing their literacy and content area skills. Additionally, ELLs in grades 3-5 are invited to participate in our Test Prep program to further develop their literacy, math and test-taking skills while offering additional opportunities to practice for state exams in a small group setting.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

Currently grades K-5 are using the Journeys reading program and Go Math! program. These programs are aligned to the Common Core Learning Standards. The Journeys program has an ELL component that focuses on scaffolded activities for different ELL levels. Journeys includes complex text and high levels of questioning that promote higher order thinking.

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

Currently P.S. 127 has no plans to discontinue any programs or services implemented since evidence shows that the program successfully supports the needs of our ELL population. We will continue to engage in professional development, inquiry work and monitor the success of all of our programs and services to ensure that our ELLs are afforded equal opportunities to learning which contributes to their progress.

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

English Language Learners are always encouraged and afforded equal access to all school programs. Throughout the year, they participate in before school, after school, and Saturday programs which provide our ELLs with additional support needed to progress. During lessons, they are encouraged to participate in student-to-student discussions and engage in all student activities. They receive constant exposure to technology instruction in the classroom through the use of SmartBoards, laptop computers, audio-listening centers and overhead projectors. ELLs participate in small group instruction, one-to-one conferencing, targeted instruction services, as well as, enrichment activities such as Reader’s Theater. They participate in class assemblies and publishing parties. All ELLs are invited to participate in the Test Prep Programs, Title III ELL Academy, ballroom dancing, chorus, enrichment clubs, after-school activities and clubs such as Word Wizards, and the Young Dancers in Repertory after-school program. ThinkCentral also offers materials in Spanish for parents to access. Every effort is made to translate all notices and invitations sent to parents.

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.

Our English Language Learners receive constant exposure to technology in the classroom through the use of SmartBoards, laptop computers, audio-listening centers and overhead projectors. Additionally, the Journeys and Go Math! programs are available on the on-line component, ThinkCentral which offers many valuable resources to further support students learning in the classrooms. In the content areas of Social Studies and Science, Smartboards are utilized to enhance lessons and offer students access to additional resources and support. P.S. 127 is always striving to improve reading and writing skills, as well as, vocabulary development for our entire student population, including ELLs, in order to make content comprehensible. Each classroom library is stocked with many leveled books in an assortment of genres to ensure students have the opportunity to
read a variety of books at their specific reading levels to support their learning across the content areas. We greatly emphasize the use of many visuals from Rigby On Our Way to English programs and throughout the content areas (such as maps, charts, and pictures). Graphic organizers (such as KWL charts and Venn diagrams) help teachers in making content and language accessible to our students. We are aware of the importance of building background knowledge and by making content comprehensible through modeling, gestures, and hands-on learning, as well as, pre-teaching important vocabulary terms, especially in the content areas of science, math, and social studies. Content areas are taught in English using ENL strategies. The use of bilingual dictionaries, picture dictionaries, photo collections with multi-lingual translations, thematic flash cards, as well as word-to-word dual language glossaries are offered across the content areas to provide native language support. Our school utilizes a combination of the balanced literacy approach in conjunction with the Journeys literacy program. In addition, the ENL teachers are following the ELL component of the Journeys literacy program for additional literacy support so that the literacy and language arts activities in the mainstream classroom and the ENL classroom are aligned with one another. Reading and writing are taught as natural extensions of oral/aural communication tasks.

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

P.S 127 understands the importance of offering many opportunities for ELLs to use and be exposed to their native language as a foundation of English Language acquisition and development. In our Freestanding English as a Native Language we provide word to word dual language glossaries and bilingual dictionaries for our ELL students. Teachers implement a buddy system for all newcomer ELLs in their classrooms. The newcomers are paired with a buddy who is able to communicate in the same language to help ease the transition into classroom expectations and activities. They are able to speak to teachers or staff members that share their native language. In addition, during cooperative group work, ELLs are grouped with other common language students, which offers them the chance to communicate and participate in the exchange of ideas. We also use Google Translate with typing and microphone options. Currently, P.S 127 is looking to invest in the purchase of native language libraries to be placed in both mainstream and ENL classrooms. Additionally, we utilize the Translation Services through the DOE, as well as our bilingual staff to translate documents and letters that are sent home, to make phone calls home when needed, participate in Parent Teacher Conferences, and PTA meetings. Our school also utilized REMIND as a way to inform parents of upcoming events and send important reminder

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

Based on the information provided above, support services and resources available to our ELL students correspond with their age and grade levels and are Common Core aligned. All classroom materials are aligned to students’ current reading levels, content areas, and/or proficiency levels.

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?

We currently do not share or collocate.

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).

Our Parent Coordinator meets with the families of newly enrolled students to conduct a school tour while discussing the content of the Parent Guide. Families of students who are ELL-SWDs are contacted by the Special Education support staff members to provide an opportunity for questions and answers. Teachers of ENL students plan the administration of the NYSITELL for newly enrolled ELLs before the beginning of the school year in order to discuss and plan for a program that will meet the needs of individual students.

17. What language electives are offered to ELLs?

We do not currently offer language electives.
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)?

   We do not currently offer Dual Language. However we use the ATS ELPC screen to maintain and organize parent selection choices.

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Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

The goal of the administration is to provide all members of our school community with opportunities for professional development programs that support the academic gains and English language development of all of our students including English Language Learners. Our school has an instructional team which consists of the principal, the assistant principals, and each grade leader. The instructional team meets regularly to vertically discuss and share ideas, concerns, next steps using. All staff members are encouraged to attend outside professional development sessions offered by the district and outside agencies. Staff members who attend Professional Development complete a Professional Development Experience sheet which is used to plan for turn-keying information session with colleagues. This allows us to grow and develop professionally, continue to strengthen and refine current teaching practices. One of the Chancellor’s goals is to have all teachers involved in inquiry projects. Inquiry teams focus on student outcomes using a systematic, data-informed approach. It is conducted by teams of teachers with a focus on small groups of students, paying close attention to those who are struggling, SWDs and ELLs while supporting the learning of all students. All teachers are involved in inquiry teams and meet weekly to analyze data and plan next steps for implementing change strategies. Our Brooklyn South Field Support Center, along with the OELL offers Professional Development opportunities to all teachers who work with ELLs. All licensed classroom teachers, service providers and paraprofessionals attend staff conferences and other professional development opportunities offered in and outside of the school building to ensure that they will be able to provide the necessary support to assist all of our ELLs as they transition from one proficiency level to another. In addition to teaching our ELL population, our certified ENL teachers will provide in-school staff development and support for common branch and special education classroom teachers, occupational/speech therapists and paraprofessionals regarding ENL methodologies and strategies, Professional development will emphasize the importance of providing ELLs with background knowledge and scaffolds to support their academic language proficiency needed to help ELLs grow and progress towards meeting Common Core Learning Standards. Another goal is to provide P.S 127 staff members with an understanding of the stages and process of language acquisition, along with the various cultural and native language transfer factors that can impact the process. Our pupil-accounting secretary has attended professional development workshops provided by the NYC Department of Education which focuses on pertinent information regarding working with ELLs and their parents during the initial registration process, accessing vital information pertaining to ELLs through ATS, and the appropriate support involved in completing the updated Home Language Identification Survey (HLIS). Our guidance counselor attended a professional development pertaining to a “Respect for All” anti-bullying initiative. The training touches upon several issues affecting ELLs including the need for multicultural awareness and sensitivity. One of the goals of this initiative is to help create an inclusive, welcoming school and classroom environment where children of all backgrounds can thrive. As mentioned above, our ENL, common branch/special education classroom teachers, service providers and paraprofessionals attend staff development sessions in and outside of our school building to ensure that they will be able to assist our ELLs in all academic areas. All teachers who participated in professional development workshops that touched upon the needs of our ELL population have also conducted turn-key staff development during staff conferences. A
minimum of 15% of the required professional development for all general education teachers prescribed by CR Part 80 will be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English Language Learners. For all ENL teachers a minimum of 50% of the required PD hours will be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English Language Learners. A professional development schedule is maintained by our administration and our school staff is required to sign in at all conferences to verify attendance. This year our ELL coordinator and ENL teachers have attended Professional Development sessions from the Borough Field Support Center and DELLS offered Professional Development opportunities to all teachers who work with ELLs. All licensed classroom teachers, service providers, and paraprofessionals attend staff conferences and other professional development opportunities offered in and outside of the school building to ensure that they will be able to provide support to assist all of our ELLs as they transition from one proficiency level to another. In addition to teaching our ELL population, our certified ENL teachers will provide in-school staff development and support for common branch and special education teachers, occupational therapists, physical therapists, speech therapists, and paraprofessionals regarding ENL methodologies and strategies with an emphasis on the importance of providing ELLs with background knowledge and scaffolds to support their academic language proficiency needed to help ELLs grow and progress towards meeting Common Core Learning Standards. We also participated in a Multilingual Learner Institute in which Dr. Rosa Delgado from Education Consortium provided hands on support and planning to teachers in a series of workshops.

In addition, our ENL teachers facilitated staff development workshops which included:

- Diving Deep into the EDAT - staff analyzed student information on the EDAT (ELL Data Analysis Tool) and its implications on ELL and State Assessments.
- Enhancing Co-Teaching Practices – staff reviewed the Seven Co-Teaching Models and observed best practices in an integrated ENL classroom.
- Getting to Know the NYSESLAT – staff reviewed samples of grade specific short response and extended response questions from ENGAGE NY. Another goal is to provide P.S. 127 staff members with an understanding of the stages and process of language acquisition, along with the various cultural and native language transfer factors that can impact the process. ENL teachers will participate in webinars such as, ELLs and Common Core Academic Standards: Successful Strategies for the Content Classroom, presented by Ron Rohac. This presentation offers practical tools for educators to address the Common Core State Standards’ emphasis on literacy skills. It teaches reading strategies and vocabulary-building activities in core subjects like science, mathematics, and language arts. These strategies will prepare English learners to meet the CCSS, college and career readiness standards, and rigorous academic work. They are based on techniques Mr. Rohac has developed and tested with considerable success. The approach is based on SIOP methodology and has been proven to enhance ELL student ability and raise assessment scores. The webinar demonstrates sequencing lesson plans using Universal Design for Learning to maximize comprehension and encourage active participation for all proficiency levels. As mentioned above, our common branch teachers, special education teachers, service providers, and paraprofessionals attend staff development in and outside of our school building to ensure that they will be able to assist our ELLs in all academic areas, and to ensure that of ELL training has been met for our teaching staff members who are not licensed ENL teachers. In addition, general and special education teachers who have participated in professional development workshops that touched upon the needs of our ELL population have also conducted turn-key staff development during staff conferences. A professional development schedule is maintained by our administration and our school staff is required to sign in at all conferences to verify attendance.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

Our Guidance Counselor and Parent Coordinator provide continuous support to all our students including the ELL population. They assist all certified common branch and special education teachers and service providers of ELLs in fifth grade in supporting and easing the students’ transition into middle school. During the months of May and June, fifth grade teachers, Guidance Counselor and Parent Coordinator collaboratively plan open discussions with fifth grade students to address their concerns and expectations of entering a new school environment. They receive pamphlets that further explain what to expect in middle school, as well as, organizational checklists to help students begin to think about study habits.
In addition, teachers of fifth grade and the Guidance Counselor escort and supervise inter-visitations of neighboring middle schools so that the students become familiar with the middle schools. Students are also invited to participate in an "I LOVE ME" assembly presented by a neighboring middle school they may attend. At this assembly, students receive further information on the specific school's policies and expectations.

Our common branch teachers, special education teachers and service providers attend staff development in and outside of our school building to ensure that they will be able to assist our ELLs in all academic areas. A minimum of fifteen percent of the required professional development hours for all our teachers prescribed by CR Part 80 will be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for our English Language Learners. For our English as a New Language teachers, a minimum of 50% of the required professional development hours will be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and content instruction for English Language Learners. In addition, classroom and special education teachers who have participated in professional development workshops that touched upon the needs of our ELL population will conduct a turn-key staff development during staff conferences. A professional development schedule plan is created and a schedule is maintained by our administration and our school staff is required to sign in at all conferences to verify attendance.

### 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?**

In addition to parent-teacher conferences, initial parent orientations, and quarterly progress meetings, our teachers including our ENL teachers individually meet with parents to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. As per our UFT Memorandum Agreement, a forty minute block of time on Tuesdays afternoons are dedicated to Parent Engagement meetings, activities, and events. Communication logs are maintained by all staff members. When needed, meetings are conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. Every effort is made to ensure that parents complete all ELL documentation. Outreach attempts are tracked and maintained. Our certified ENL teachers and Parent Coordinator ensure that continued entitlement and transitional support parent notification letters are distributed to the parents and collected. If the letters are not returned, the ENL teachers and Parent Coordinator make several attempts to contact the parents in the appropriate language by letters and telephone calls. A Parent Communication Log is maintained to track attempts made to reach out to the parents. Over the phone translations or staff members that speak the same language are used in the event that a parent needs a translator. Each spring, our ELLs are tested to evaluate their English proficiency using the New York State English as a Second Language Achievement Test (NYSESLAT). All students who are English language learners must take the NYSESLAT. The NYSESLAT is designed to measure the English language proficiency of students who have been identified as ELLs and to determine their continued ELL status. Our ENL teachers send Continued Entitlement Letters to parents of students who continue to be entitled to ELL services (based on the NYSESLAT). Letters are sent to parents in the beginning of the school year in which the students continue to be entitled. Letters are sent in the preferred language of the parents.

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

Our 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 welcome to attend and are encouraged to participate during all school events, activities, and meetings. Throughout the school year, we have Family Fridays, Desserts Around the World, Career Day, Publishing Parties, Multi-Cultural Festival, Class Assemblies, Parent Workshops, etc. all of which foster a strong school-home partnership which supports families of all students. Additional school events include Donuts for Dad, Muffins for Moms, Sports
Night, Movie Night, Dance Festival, Carnival Day, Holiday Sales, Picture Day, Book Fairs, etc. all of which welcome parent participation. A monthly newsletter, monthly calendar, student progress reports, and school website are accessible to all families. Our Parent Coordinator serves as a liaison between the school and families. The Parent Coordinator provides parent workshops based on the assessed needs of the parents of children who attend our school and works to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator maintains a log of events and activities planned for parents each month. Additionally, in order to emphasize the focus of “Parents as Partners” all teachers commit to planning classroom celebrations during the school year which include the children's families. All of these practices help to foster an environment where the school partners with families to reach the expectations of the Common Core and those set by the school community. Tuesdays’ Parent Engagement time is utilized as a way for teachers to conduct parent outreach face to face or by phone regarding student performance and progress. This is in addition to the four contractual parent teacher conferences held throughout the school year. In addition to parent communication, staff members provide workshops for families in order to keep them informed and provide the support needed to assist their children at home. A Parent Interest Survey is issued to determine what types of workshops they are interested in attending. Increased use in the translation services and communication tools to strengthen the home-school connection has been noted. Parents are invited to create an account on the NYC Schools account in order to have access to student data to keep them informed about academics, attendance and biographical information. ThinkCentral, an on-line component of our literacy and math programs is accessible to parents and children. Therefore, workshops are scheduled to assist parents on how to navigate this useful resource. Parents are invited to Curriculum Conferences and grade-specific workshops to obtain information about curricula, including CCLS and Instructional Shifts. As a school community, we firmly believe that when schools and families work together to support learning, parental involvement can have great impact on the performance and achievement of students. The P.S. 127 staff collaborates to help create an enriching and supportive environment for students and families with dedication to help meet the individual needs of our diverse population of students. Parents of our newly enrolled ELLs are invited to the mandated ENL Parent Orientation meeting where they are informed of the three program models available in NYC. The over-the-phone Translation and Interpretation services, as well as, staff members with common home language are utilized when needed to translate imperative information to parents. In addition, all letters and forms regarding ELLs distributed to parents: Parent Surveys and Program Selection forms, Parent Brochures, Entitlement/non-entitlement letters, as well as, updated Orientation videos are presented in their home language.

Additional Information

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

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Agatha Alicandro, 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

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<thead>
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<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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<tbody>
<tr>
<td>Agatha Alicandro</td>
<td>Principal</td>
<td></td>
<td>9/27/17</td>
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<tr>
<td>Kerry Quaglione</td>
<td>Assistant Principal</td>
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<td>9/27/17</td>
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<tr>
<td>Rosann Vento</td>
<td>Parent Coordinator</td>
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<td>9/27/17</td>
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<tr>
<td>Nedaa Dari</td>
<td>ENL/Bilingual Teacher</td>
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<td>9/27/17</td>
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<tr>
<td>Vanessa Aja-Sigmon</td>
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<td></td>
<td>9/27/17</td>
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<tr>
<td>Annmarie Yeung</td>
<td>Teacher/Subject Area</td>
<td></td>
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<td>Danielle Wang and Angel Tse</td>
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<td>Coach</td>
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<td>Stefanie Meola</td>
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<td>9/27/17</td>
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<td>Karina Costantino</td>
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<tr>
<td>Aaron Perez</td>
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<td>Toni Ann Laudicina</td>
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<tr>
<td>Rosemarie Fusco</td>
<td>Other Related Service</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 20 School Name: P.S.127 Superintendent: Karina Costanti

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>
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<tr>
<td>Rosann</td>
<td>Vento</td>
<td>Parent Coordinator</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Anna</td>
<td>Sciove</td>
<td>School Pupil Accounting Secretary</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

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

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

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

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

   Our school annually runs the Report of Student Ethnic Census (RSEC) ethnic survey which reflects the percentage of each ethnicity within all of our classrooms. Upon initial registration, all parents enrolling their children in our school must complete a Home Language Identification Survey (HLIS) to determine their child’s dominant language. The revised HLIS now includes a section to help determine parental language preference when receiving written or oral communication from our school. Additionally, we review several ATS reports such as the Home Language Aggregation Report and Place of Birth Report to accurately determine our parents' interpretation needs. School Emergency Contact Cards also provide our school with parents' preferred language. The Contact cards are distributed in various languages. Emergency cards are kept in a central location in the Main Office, with the school nurse, and in the Guidance Counselor’s office.
To ensure that all our parents are provided with appropriate and timely information in a language they can understand, our school website provides imperative information including upcoming school events, varied academic programs and projects, and details regarding State testing administration and dates that are instantly translated into all major languages. Our school website is updated by our parent coordinator daily. Also, our website gives parents access to class web pages that provide parents with classroom assignments, upcoming events, assemblies and trips. Class web pages are also instantly translated into all our major language groups.

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>Albanian</td>
<td>6</td>
<td>.94</td>
<td>6</td>
<td>.94</td>
</tr>
<tr>
<td>Arabic</td>
<td>39</td>
<td>6.14</td>
<td>35</td>
<td>5.51</td>
</tr>
<tr>
<td>Chinese(any)</td>
<td>160</td>
<td>25.2</td>
<td>121</td>
<td>19.06</td>
</tr>
<tr>
<td>Cantonese</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>.47</td>
</tr>
<tr>
<td>Mandarin</td>
<td>0</td>
<td>0</td>
<td>35</td>
<td>5.51</td>
</tr>
<tr>
<td>English</td>
<td>362</td>
<td>57.01</td>
<td>370</td>
<td>58.27</td>
</tr>
<tr>
<td>Polish</td>
<td>3</td>
<td>.47</td>
<td>3</td>
<td>.47</td>
</tr>
<tr>
<td>Russian</td>
<td>2</td>
<td>.31</td>
<td>2</td>
<td>.31</td>
</tr>
<tr>
<td>Spanish</td>
<td>60</td>
<td>9.45</td>
<td>56</td>
<td>8.82</td>
</tr>
<tr>
<td>Tadzhik</td>
<td>1</td>
<td>.16</td>
<td>1</td>
<td>.16</td>
</tr>
<tr>
<td>Urdu</td>
<td>1</td>
<td>.16</td>
<td>2</td>
<td>.31</td>
</tr>
<tr>
<td>Uzbek</td>
<td>1</td>
<td>.16</td>
<td>1</td>
<td>.16</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.

At this time we do not have a language that represents at least a 10% population of our school that is not included on the excluded languages list.

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>Registration packets, Applications, and Selection Letters</td>
<td>Upon registration</td>
<td>NYC DOE translated documents, Translation Unit or Bilingual Staff</td>
</tr>
<tr>
<td>PT Conferences and announcements</td>
<td>Sept./Nov./March/May</td>
<td>NYC Schools website - translated copies</td>
</tr>
<tr>
<td>ELLs Non, Continued, or Entitlement letters</td>
<td>Sept.</td>
<td>NYC Schools website - translated copies</td>
</tr>
<tr>
<td>Parent Curriculum Conference</td>
<td>Sept.</td>
<td>Translation vendor/Translation Unit</td>
</tr>
<tr>
<td>Discipline Code</td>
<td>Sept.</td>
<td>NYC Schools website - translated copies</td>
</tr>
<tr>
<td>New York State Testing Dates</td>
<td>March/April/May</td>
<td>NYC Schools website - translated copies</td>
</tr>
<tr>
<td>Letters from School Leadership</td>
<td>Throughout the year</td>
<td>Translation vendor/Translation Unit</td>
</tr>
<tr>
<td>Letters from faculty</td>
<td>Throughout the year</td>
<td>Translation vendor/Translation Unit</td>
</tr>
<tr>
<td>Individual Educational Plan</td>
<td>At IEP meetings</td>
<td>NYC Schools website - translated copies are attached to report cards</td>
</tr>
<tr>
<td>Report Cards</td>
<td>Nov./March/June</td>
<td>NYC Schools Website- translated copies are attached to the report card</td>
</tr>
<tr>
<td>Progress Reports</td>
<td>Bi-monthly</td>
<td>Translation vendor/Translation Unit</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>Initial ELLs Parent Orientation</td>
<td>Sept. (and as needed)</td>
<td>NYC Schools website - translated videos</td>
</tr>
<tr>
<td>Each Tuesday afternoon a forty minute block is designated for teachers to conduct parent outreach face to face or by phone regarding student progress and performance.</td>
<td>Weekly</td>
<td>Bilingual staff members translate, Over-the-Phone Interpretation Language Line and translation vendor (The Big Word) as needed.</td>
</tr>
<tr>
<td>Parent Teacher Conferences</td>
<td>Sept./Nov./Jan./March</td>
<td>Bilingual staff members translate, Over-the-Phone Interpretation Language Line, and translation vendor (The Big Word) as needed.</td>
</tr>
<tr>
<td>Open School Night</td>
<td>Oct.</td>
<td>Bilingual staff members translate, Over-the-Phone Interpretation Language Line and translation vendor (The Big Word) as needed.</td>
</tr>
<tr>
<td>Parents are invited to Curriculum Conferences and grade specific workshops to obtain information</td>
<td>Oct.</td>
<td>Bilingual staff members translate, Over-the-Phone Interpretation Language Line and translation vendor (The Big Word) as needed.</td>
</tr>
<tr>
<td>about curriculum including ELA, Math, the content areas and understanding the CCLS and Instructional Shifts.</td>
<td>Language Line and translation vendor (The Big Word) as needed.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Family Night</td>
<td>Nov.</td>
<td></td>
</tr>
<tr>
<td>Parents are invited into their child's classroom each month to participate in instructional activities during &quot;Family Friday&quot;.</td>
<td>Monthly</td>
<td></td>
</tr>
<tr>
<td>Bilingual staff members translate, Over-the-Phone Interpretation Language Line and translation vendor (The Big Word) as needed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They are also invited for other curriculum based and celebratory events throughout the school year, such as class assemblies, publishing parties, awards ceremonies, and musical performances.</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>They are also invited for other curriculum based and celebratory events throughout the school year, such as class assemblies, publishing parties, awards ceremonies, and musical performances.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Our school utilizes the School Messenger System to help communicate via phone call and automated text messages with all parents including limited-English–proficient parents, regarding the health and safety of students and/or faculty, weather closures, and incidents of threats or imminent danger to the school. This automated system is available in Spanish for parents whose preferred language of oral communication is such. Also, we have bilingual staff members who are available to help communicate the given emergency.

Part C: Training Staff on Policies and Procedure

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

Faculty and staff are given training on the translation and interpretation expectations according to the A-663 at the start of each year. Additionally, the Translation Unit’s contact information and “how-to guide” is distributed and displayed in all classrooms. The contact information and guide are also included every week in the Weekly Memo that all staff receive and are required to read.

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.)

P.S.127 posts notices regarding the availability of translation and interpretation services at the main entrance of our school. Upon enrollment, in compliance with Section VII of Chancellor’s Regulations A-663 regarding parental notification requirements for translation and interpretation services, parents are provided with the Bill of Parent Rights and Responsibilities, which highlights their rights to receive such services and how to obtain them. The 2017-2016 School Safety Plan will identify procedures to ensure that language barriers will not interfere with limited or non-English speaking parents contacting the school’s administrative office in case of an emergency. In the event that a parent or visitor does not speak English, the School Safety Agent or other staff member will attempt to locate a translator within the building by contacting the main office. If a translator is not present within the building, the School Safety Agent or other staff member will escort the individual to the main office, where a school representative will contact the DOE’s Translation and Interpretation Services Unit to request telephone translation. Parents will also be informed of the availability of the Department of Education’s website for further information. All notification documents are found at the Translation and Interpretation Unit’s Intranet site: http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit.

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?

Parents utilize many ways to participate in providing feedback on their child’s education. During the ESL Parent Orientation meeting in September, Parent Surveys and Program selection forms are completed. Parents are given the opportunity to view the Parent Orientation Video and discuss the various ELL program options, as well as, make them aware of the importance of the completion of The Parent Survey and Program Selection Form. In addition to the initial orientation meetings, parents attend parent-teacher conferences and quarterly progress meetings. Our teachers, including the ENL teachers meet with parents to discuss the goals of the program, their child's language development process, their child's English language proficiency assessment results, and language development needs in all content areas. As per our UFT Memorandum Agreement, a forty minute block of time on Tuesday afternoons is dedicated to Parent Engagement meetings, workshops, and events. Parent meetings are conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. Parents can contact our Parent Coordinator whose goal is to provide on-going support and resources to parents, help address parent concerns, and encourage parental involvement in the school. Our School Leadership Team is partially comprised of parent members is responsible for designing the school’s Comprehensive Education Plan (CEP) which governs key policies including the school’s curriculum, extra-curricular activities, parental involvement, support services for subgroups including our English Language Learners as well as translation and interpretation services. Our Parent -Teacher Association (PTA) is comprised of parents and teachers. The PTA has access to the school's data which informs them of our strengths and our next steps. Members of the PTA are actively involved in school decisions regarding instruction, enrichment, support services, and school activities. With an open door policy and distribution of surveys, feedback is gathered on the quality and availability of services.