2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 15K131
School Name: P.S. 131 BROOKLYN
Principal: RUTH QUILES
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>PS 131</th>
<th>School Number (DBN):</th>
<th>15K131</th>
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<tbody>
<tr>
<td>BEDS Code:</td>
<td>331500010131</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades Served:</td>
<td>Pre-K – 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Address:</td>
<td>4305 Fort Hamilton Parkway</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>(718) 431-1960</td>
<td>Fax: (718) 431-1970</td>
<td></td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:rquiles2@schools.nyc.gov">rquiles2@schools.nyc.gov</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

School Contact Person: Ruth N. Quiles
Principal: Ruth N. Quiles
UFT Chapter Leader: Alexis Dewald
Parents’ Association President: Jana Schultz
SLT Chairperson: Elizabeth Acevedo
Title I Parent Representative (or Parent Advisory Council Chairperson): Jana Schultz
Student Representative(s): n/a
CBO Representative: n/a

District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>15</th>
<th>Superintendent:</th>
<th>Anita Skop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td>131 Livingston Street</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:ASkop@schools.nyc.gov">ASkop@schools.nyc.gov</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>(718) 935-4317</td>
<td>Fax: (718) 935-4356</td>
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Field Support Center (FSC)

<table>
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<tr>
<th>FSC:</th>
<th>Brooklyn North</th>
<th>Executive Director:</th>
<th>Bernadette Fitzgerald</th>
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</table>
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>Ruth N. Quiles</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Alexis Dewald</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Jana Shultz</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Flor Gonzalez</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Maria Laver</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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<tr>
<td>n/a</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>n/a</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Elizabeth Acevedo</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Alison Liebman</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Ypuriela Leyva</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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</tr>
<tr>
<td>Chan Mei Yee</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Śieczka Katarzyna</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Iwona Sadlonsko</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Christina Zenuch</td>
<td>Member/Teacher</td>
<td></td>
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<td>Member/</td>
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<td>Member/</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.

The Six Elements of the Framework for Great Schools

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

1. **What is your school’s mission statement?**

   **PS 131 Mission Statement**

   We, the school community, in a strong collaboration with parents and community, believe that all students can meet high standards of excellence within a safe and nurturing environment. We are committed to rigorous instructional programs in Literacy, Mathematics, Science and Technology and engaging Professional Development which address the cognitive, social and creative growth of our students. We will pursue models of standards-based instructional programs which provide opportunities for all students to be active learners within learner centered classrooms.
mission is to set forth high standards with clear expectations which will enable all students and teachers, in partnership with parents, to become lifelong learners, capable of meeting the challenges of our ever changing technological society.

Our motto is “PS 131 where students acquire the knowledge, the voice and the conviction to live out their dreams.” This past year we have added as a motto for students “I believe in myself, I know I can do it.” These speak to the belief system that drives our passion and insatiable desire to have students create dreams for the rest of their lives and acquire the skills and motivation to fulfill them.

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

PS 131 is a community school that serves 1050 students. We will have two full day pre k classes. In Kindergarten we have 6 classes, 6 classes in grade 1, 6 classes in grade 2, 6 classes in grade 3, 6 classes in grade 4 and now 6 classes in grade 5. There are 2 ICT classes in grades 1 through 5 and one ICT in K. We will have three self contained classes; in grades K/1, 2/3 and an upper grade 4 and 5.

We have partnerships that enhance our academic and artistic skills. Teachers College is our partner in literacy. Aussies, Exemplars, Engage NY, Goldmansour and representatives from NCTE support our mathematics program. The arts are the vehicles we use to provide other venues for expression. Our art partners are: Studio in a School, Together in Dance, Brooklyn Conservatory of Music, Algebra4All, robotics and MOMA.

PS 131 won the UFT partnership award in 2012. We believe that it is our mission to support all students. The only way this works is when administration and teachers work together towards this goal. It’s administration’s job is to provide support and tools for teachers so that they can meet the needs of our students. We listen to each other and work collaboratively.

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

We have historically made progress with the lowest third in all subject areas. We are very proud of serving our students with special needs. This is our moral imperative. Our number of ELLs is continuously growing. When given time in our academic institution these students make significant progress. Lately, students are arriving later in the school year and in the upper grades. After a year and a day they are tested in ELA.

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.

In mathematics we went from 44.6% proficiency to 53% proficiency. The average proficiency in math was 2.734 and now is 3.05. We began a new math program from the state, Engage NY. This was a struggle for our teachers to learn but they did. This program makes students make their thinking and problem solving visible. This has also increased academic vocabulary and excited students about math. In 2018-2019 we are continuing to participate in the Algebra for all pilot. Our fifth graders will departmentalize and two teachers will be trained in this.

Last year we have made the most progress and we are most proud of Collaborative Teachers. Teachers are learning from teachers. They have developed and delivered their own professional development. Inquiry teams, vertical and
horizontal teams as well as study groups have emerged. They have totally taken over their own learning. The respect and trust that they have for administration and each other is overwhelming. Administrators are members of their learning teams as well. We provide the support to ensure that their learning is uninterrupted. Teacher facilitate groups and provide workshops for one another. Parent engagement opportunities enhanced the home school connection. Parents came to school and actually asked for workshops on upcoming work so that they would be prepared to assist their children at home. Parents were also included in teacher professional development so they were learning alongside teachers.

Next year we will need to continue to work on rigorous instruction. We looked for ways and studied as a school ways to make our instruction better. Our curriculum is totally aligned to the Common Core standards but as educators many teachers support students so much that when asked to do things on their own it is a little challenging. This year we focused on ELLs and special need students. Students with Autism are included in our general education classes. The school will hire personnel that have special training in Autism. Next year we will focus on meeting the needs of special education students.
### School Demographics and Accountability Snapshot for 15K131

#### School Configuration (2018-19)
- **Grade Configuration**: PK,0K,01,02,03,04, 05
- **Total Enrollment (2017-18)**: 999
- **SIG Recipient (Y/N)**: No

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

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 29
- **SETSS (ELA)**: 39
- **# Integrated Collaborative Teaching (ELA)**: 106
- **# Special Classes (Math)**: 30
- **SETSS (Math)**: 37
- **# Integrated Collaborative Teaching (Math)**: 108

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: 10
- **# Music**: 9
- **# Drama**: 8
- **# Foreign Language**: 41
- **# CTE**: N/A

#### School Composition (2017-18)
- **% Title I Population**: 85.0%
- **% Attendance Rate**: 94.8%
- **% Free Lunch**: 83.4%
- **% Limited English Proficient**: 36.9%
- **% Students with Disabilities**: 17.6%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 0.8%
- **% Black or African American**: 1.4%
- **% Hispanic or Latino**: 55.2%
- **% Asian or Native Hawaiian/Pacific Islander**: 33.9%
- **% White**: 8.7%
- **% Multi-Racial**: 0.8%

#### Personnel (2015-16)
- **Years Principal Assigned to School**: 19.09
- **# of Assistant Principals**: 4
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching Out of Certification**: 9%
- **Average Teacher Absences (2014-15)**: 9.5
- **Student Performance for Elementary and Middle Schools (2017-18)**
  - **ELA Performance at levels 3 & 4**: 51.6%
  - **Mathematics Performance at levels 3 & 4**: 56.6%
- **Science Performance at levels 3 & 4 (4th Grade) (2016-17)**: 88%
- **Science Performance at levels 3 & 4 (8th Grade) (2016-17)**: N/A

#### Student Performance for High Schools (2016-17)
- **ELA Performance at levels 3 & 4**: N/A
- **Mathematics Performance at levels 3 & 4**: N/A
- **Global History Performance at levels 3 & 4**: N/A
- **US History Performance at Levels 3 & 4**: N/A
- **4 Year Graduation Rate**: N/A
- **6 Year Graduation Rate (2011 Cohort)**: N/A
- **Regents Diploma w/ Advanced Designation**: N/A

#### Overall NYSED Accountability Status (2018-19)
- **Overall AYP**: Yes
- **Local Assistance Plan**: No
- **Focus School Identified by a Focus District**: No
- **Focus Subgroups**: N/A

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

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

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

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

Part 1 – Needs Assessment

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.

The curriculum that we use is continuously being adapted to meet the needs of our students. We use Teachers’ College units in reading and writing along with Fundations and Essentials in word work. In mathematics we utilize the state curriculum of Engage NY along with Performance based assessments which include Exemplars. All of these curriculum are aligned to the CCSS. These particular curriculums were chosen based on the needs of students as demonstrated by data. The Reading and Writing project is focused on writing and when you look at ELA and NYSESLAT data you see that our lowest scores are in the writing components. Word work that is focused on language acquisition and vocabulary is needed to address the ELLs. Inquiry work on rigor and student engagement enhances the curriculum. On our latest Quality Review a focus area for PS 131 was rigor. One of our priorities based on inquiry work is on questioning and engagement. After observing students during independent work time we found that many students were not engaged the entire reading time. Our workshop model dedicates anywhere from twenty to twenty five minutes spent on independent work time. Having students spend this much time not fully engaged is distressing. We will focus on ensuring engagement. Collaborative teachers working together on rigor will increase student achievement. Many of the inquiry projects addressed this area. The Danielson Framework has clearly shown that as a school we need to work on questioning. A school wide study on questioning is underway. After reviewing teacher observations it is clear that this is still an area of need.

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.

To develop a rigorous instructional focus, with collaborating teachers, that will improve ELA average proficiency across all grade levels from 2.96 to 2.98 by May 2019 as measured by the ELA state exam.
### Part 3a – Action Plan

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

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

<table>
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<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator, and teachers</td>
<td>September 2018-December 2018</td>
<td>Administrators, coaches and team facilitators</td>
</tr>
</tbody>
</table>

- **Staff will come together and develop protocols and student checklists that will assist in determining student engagement in reading independently. Monday professional development sessions, common preparation periods and lab sites will be utilized.**

- **Utilize looking at student work protocols to assess meeting goals and to plan accordingly. Reading level profiles will be analyzed for progress three times a year.**

- **Discuss, decide and implement strategies for students that will improve progress in literacy. Parents will be taught strategies to use at home during Tuesday parent contact time.**

- **Conduct walk throughs with and without students present to provide feedback on classroom environment (for student independence) and for student engagement and questioning.**

### 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.

Tuesday parent involvement time will be utilized to support their understanding of rigorous instruction. During the meeting in September 2018 will be the first introduction. A Tuesday in November will be dedicated to rigorous instruction in literacy.

### 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.

Scheduling for inter visitations and data systems will be necessary. Schedules, per session, per diem and supervisor per session will be necessary.

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>
**Part 5 – Progress Monitoring**

<table>
<thead>
<tr>
<th>Part 5a.</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>January 2019 will be the midpoint. Benchmark assessments administered the second time and Fountas and Pinnell levels in January will inform us if we are on target for all students. The data from January will be compared to student results on these assessments from September. We should be at 2.97.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5b.</th>
<th>Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fountas and Pinnell will be the instrument used to assess progress.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5c.</th>
<th>In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</th>
</tr>
</thead>
</table>
Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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

According to the data in Framework for Great Schools parents feel that their children are safe. Our numbers of suspensions is 0%. Our students are well behaved. We need to provide them with skills and opportunities to be leaders. Students need to develop leadership abilities that can be applied in all situations. Students can also be in charge of their learning. Opportunities where they help one another in their learning will provide for self-motivation which they can carry with them in anything they do. We will continue our learning and studying Growth Mindset. Much of the success our students achieve are based on teacher expectations and it is our intent that we together we change both some of our and some students' mindsets.

Part 2 – Annual Goal

| Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. |
| To increase the number of students participating in leadership roles from 25 to 27 by June 2018. |
**Part 3a – Action Plan**

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td>Students</td>
<td>September 2018-June 2019</td>
<td>Assistant principal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
<td>Students and families</td>
<td>September 2018-June 2019</td>
<td>Assistant principal and guidance counselor</td>
</tr>
</tbody>
</table>

**3b – Parent and Family Engagement**

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

PTA executive board will study Growth mindset with the staff and then provide guidance for the rest of the parent body. In January 2019 we will check in order to see what else may be needed.

**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.
Time for training and time from student schedules. Classroom instruction to include these opportunities.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Tax Levy
- Title I SWP
- Title I TA
- Title II, Part A
- Title III, Part A
- Title III, Immigrant

### 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.

*January 2019 is the midpoint. The number of referrals and behavioral issues will inform us if we are on target. The January numbers will be compared to June 2016 numbers. Data will be available from SESIS and OORS. There will be 26 students participating 90% of the time as measured by attendance sheets.*

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

*Incident reports and guidance logs will be the instruments used.*

**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.

At the end of last school year the teachers filled out a survey that indicated what they wished to learn about and what area did they feel they were proficient in that they would like to share? They will engage in this activity again. This was presented to the staff and they signed up for an inquiry group or as a facilitator to study this year. The ELA scores only improved by .6% which has been our smallest progress in a few years. Teachers will be engaged collaboratively studying the area of greatest need for our students. 62.1% of ELLs made progress which is up from 53.1% the prior year. Learning about ELLS is a clear need. There are clearly many expert teachers here in various areas and learning in teams enables them to learn from one another. Questioning and engagement is also another area. Teacher teams is an area that we received well developed on.

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, 100% of the teachers will have demonstrated implementation of best practices learned through collaborative professional development, as evidenced by an increase in effective and highly effective ratings for all teachers in Danielson components 3b and 3c from 40% to 50% and from 30% to 35%.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development committee will create the pd plan for the year in cycles. This professional development plan will be shared with the school leadership team who will share with families</td>
<td>September 2018-June 2019</td>
<td>Teachers, coaches and administrators.</td>
</tr>
<tr>
<td>Vertical teams will meet within a four week cycle. They will look at student work in literacy and identify the intensity as the work goes up through the grades.</td>
<td>September 2018- June 2019</td>
<td>Administrators and team facilitators</td>
</tr>
<tr>
<td>Whole school book study on ELLs. They will look at research, articles and books to study ell development and scaffolding of lessons.</td>
<td>September 2018-June 2019</td>
<td>Team facilitators and administrators</td>
</tr>
<tr>
<td>Horizontal teams will meet within a four week cycle. They will look at student work in literacy, develop plans and make curriculum decisions.</td>
<td>September 2018-June 2019</td>
<td>Team facilitators and administrators</td>
</tr>
</tbody>
</table>

### 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.

- Scheduling of meetings to plan for the meetings, resource materials on ELLs and the Borough Field Office support on protocols for team meetings.

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

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

### Part 5 – Progress Monitoring

2018-19 CEP
### 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.

January 2019 will be the midpoint and surveys will be conducted at the end of a cycle and discussed within the professional development committee for future planning.

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

- minutes from meetings

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

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

**Part 1 – Needs Assessment**

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

All staff members of PS 131 attend professional development that is relevant to their practice. We all attend professional development at Teachers College and they also come to the school to work in classrooms with teachers. We also collaborate with an Aussie staff developer in mathematics who also works with groups of teachers and our coach. This year we will implement RTI methodologies. Special education students did not make as much progress as general education students so we are engaging in professional development in Goldmansour.

**Part 2 – Annual Goal**

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate your school’s 2018-19 goal for improving student outcomes and</td>
<td>To engage in professional development activities in Ela from September through June 2019. 55% of our</td>
</tr>
<tr>
<td>school performance that addresses this element of the Framework for</td>
<td>professional development activities, as evidenced by agendas and minutes, will be in ela by June 2019.</td>
</tr>
<tr>
<td>Great Schools–Effective School Leadership. Your goal must be responsive</td>
<td>Teachers, para professionals and administrators will participate. Effectiveness and engagement will be</td>
</tr>
<tr>
<td>to the identified priority need(s) indicated in Part 1, and be written</td>
<td>measured through observations of implementation in classrooms.</td>
</tr>
<tr>
<td>as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.</td>
<td></td>
</tr>
</tbody>
</table>

To engage in professional development activities in Ela from September through June 2019. 55% of our professional development activities, as evidenced by agendas and minutes, will be in ela by June 2019. Teachers, para professionals and administrators will participate. Effectiveness and engagement will be measured through observations of implementation in classrooms.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend Teachers College workshops for Principal, administration and teachers both at the college and in school. Share all learning with appropriate staff.</td>
<td>Principal, administrators, coaches and teachers</td>
<td>August 2018-June 2019</td>
<td>Administrators and Literacy Coach</td>
</tr>
<tr>
<td>Attend Aussie and Exemplar workshops both in and outside the classroom. Share all learning with appropriate staff.</td>
<td>Principal, administrators, coaches and teachers</td>
<td>September 2018-June 2019</td>
<td>Administration and Math Coach</td>
</tr>
<tr>
<td>Attend meetings with Goldmansour for all special education teachers and administrators.</td>
<td>Principal, administrators, coaches, teachers and SLT committee</td>
<td>September 2018-June 2019</td>
<td>Goldmansour</td>
</tr>
<tr>
<td>Study ELLs-development and scaffolding instruction.</td>
<td>Principal, administrators, coaches and teachers</td>
<td>September 2018-June 2019</td>
<td>Administrators and team facilitators.</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

PTA meetings will focus on one of the professional development opportunities that the school is engaged in. This will be monthly.

### Part 4 – Budget and Resource Alignment

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

Funds for per diem and per session coverage. Schedule changes will be necessary depending on the activity. Monies for the programs and expertise.

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

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. The midpoint will be January 2018. Professional development chart will inform if we are meeting benchmark. By this time 40% of the teachers would have participated.

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

Presentations, reading level profiles, progress reports, etc. will be used to measure progress.

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.

In our school snapshot 97% of parents are satisfied with the education their children receive and 91% feel that we offer a variety of programs; even with this we do not have enough students making progress. Our Framework for Great Schools also indicate that parental involvement is not enough. We had a raw score of 27 which is just two points above being an area for growth. In order for our school to make progress we must enlist and embrace parental involvement. Providing information, enlisting their assistance and providing materials will improve our 26% in Ela and our 45% in mathematics.

#### 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.

To communicate with families to ensure partnership on the school’s instructional priorities during Tuesday parental involvement, minimally six times, by June 2019; This will be an increase from 30% to 50% as measured by attendance report submitted by Parent Coordinator. Professional meetings, curriculum information and workshops will be provided on Tuesdays.
**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).

**Target Group(s)**

**Who will be targeted?**

**Timeline**

**What is the start and end date?**

**Key Personnel**

**Who is responsible for implementing and overseeing the activity/strategy?**

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Progress reports will be provided in January that will indicate student progress in meeting CCSS.**
  - All students
  - January 2019
  - Classroom teachers

- **Parent teacher conferences will be held four times this year. Three of these will be for individual progress conversations and the other one will be based on content and curriculum.**
  - All students
  - September 2018, November 2018, March 2019 and May 2019
  - Classroom teachers

- **Parents of students who will take standardized exams will receive a workshop on the exams and receive materials to use with their children at home.**
  - All students
  - February and March 2019
  - Literacy coach, math coach and ESL teachers

- **Parents will be invited to Tuesday parent meetings where current curriculum will be presented along with at home activities. The parent coordinator will maintain logs of meetings and sign in sheets.**
  - All students
  - September 2018-June 2019
  - Classroom, cluster and coaches.

**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.

- Teachers College and Moma (Museum of Modern Art); Parent Summit; Testing meetings and Tuesday pd.

**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.

This will be done after school, during preparation periods and on weekends. Will need personnel to direct parents to appropriate activities. Curriculum materials for parental use and per session monies will be necessary.

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

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

**Part 5 – Progress Monitoring**

2018-19 CEP
**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Mid-point progress monitoring will be in January 2019. Parent survey will inform if we are meeting our benchmark. We should be at 40% in January.

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

Parent coordinator logs of meetings.

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

(Required for All Schools)

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Students who are below TC benchmarks for reading throughout the school year.</td>
<td>Reading Recovery, Reading Rescue, Academic Intervention, close reading, etc</td>
<td>Small group and individual</td>
<td>During independent reading/writing time and after school.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Students who scored a level 1, 2 or any student not doing well on end of unit assessments which is a student who scores a 60 percent or lower.</td>
<td>Skills practice and reviews along with Exemplars</td>
<td>Small groups</td>
<td>During independent work time and after school program</td>
</tr>
<tr>
<td>Science</td>
<td>Students who score a level 1 and is having trouble with in class instruction</td>
<td>In class review</td>
<td>Small groups</td>
<td>During independent work time as well as some before school sessions.</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Students who demonstrate difficulty on comprehending the big ideas in social studies</td>
<td>Inference work and projects</td>
<td>Small groups</td>
<td>During independent work time.</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Students who are having any social emotional issues either in school or at home. Referrals to guidance.</td>
<td>Sessions with appropriate personnel</td>
<td>Small group or individual as warranted</td>
<td>During school and after school Be Cool program</td>
</tr>
</tbody>
</table>
## Section 7: Support for Students in Temporary Housing (STH)

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

### Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:


### Part A: FOR TITLE I SCHOOLS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>15</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>Supplies will be purchased based on their needs: clothing, backpacks, etc.. Counseling and support groups will be provided.</td>
</tr>
</tbody>
</table>

### Part B: FOR NON-TITLE I SCHOOLS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>n/a</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

| n/a |  |
Section 8: Title I Program Information

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Recruitment- we reach out to NYU, LIU, St Joseph’s and Columbia University for candidates. A team reviews the resources for interviewing. The team consists of the Principal, Assistant Principal and an ICT teacher; if a partner is being recruited. Interviews are held and viable candidates are asked to return and provide a demonstration lesson for the team. The team agrees through consensus who should be hired.

Retention- All teachers are provided with a buddy teacher, a grade leader, a mentor and a staff developer (either literacy or math). Grade leaders support the organizational aspects of school life. Buddy teachers are a resource for anything a teacher may need to know, Mentors actually assist with planning and pedagogy. They observe the teacher and provide feedback. Coaches are cycled with teachers. Six weeks with the literacy coach and six weeks with the math coach. Coaches provide demonstration lessons and arrange visits to other classrooms.

Assignment- All teachers are assigned within their license area. Teacher interests are aligned with school needs.

Support- Administration provides consistent support through written and verbal feedback both by the Principal and Assistant Principal. Follow up may be provided by other school personnel who may have a particular area of expertise. Professional development is ongoing throughout the school year. Professional development will also be provided in classroom, inter-visitations, workshops by Teachers College and Generation Ready staff developers.

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 development is provided by Teachers College, the BFSC, DOE and Aussie Staff Developer. All professional development activities are in line with our school goals and areas of need. Paraprofessionals, guidance counselors and other staff members will attend workshops provided by the Community Superintendent.

Part 3: TA Schools Only

3a. Use of Program Resources

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

### 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.).

Every June new families of preschool children are invited to school. They meet with support staff as well as the teachers and para professionals in the program. They visit the classrooms and are given a booklet of ways to prepare their children for pre k. When children arrive in September, allowances are made for students that are having adjustment issues; parents stay, guidance counselor meets them at door, etc. Parent and child literacy sessions are planned as monthly activities. This is where parents read along with their child and they learn what questions to ask. The book is then sent home for re reads. There will be an F Status administrator assigned to Pre K who has experience in Pre K. She will provide on-site professional development and outline planning using Pre K resources provided by the DOE. A social worker will provide early intervention and social/emotional support to students and families.

#### 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.

We work closely with Aussie staff developer in mathematics that works with teachers along with the coach that they look at assessments. Teachers then provide input and meet with the cabinet. Different resources are looked at when deciding or creating assessments. The literacy coach (ela) provides different assessments and then gets teacher input that is brought to administration. Decisions on which assessments are also flexible. We have and will continue to make adjustments to assessments as teacher use them, analyze and then plan accordingly. Systems have been set up to monitor progress in both ela and mathematics. Professional development is provided to analyze results of assessments and then plan for small group instruction.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$878427.00</td>
<td>X</td>
<td>Section 5A (4b) Section 5B (4b) Section 5C (4b) Section 5D (4b) Section 5E (4b)</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$207164.00</td>
<td>X</td>
<td>Section 5A (4b) Section 5B (4b) Section 5C (4b) Section 5D (4b) Section 5E (4b)</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$9214.00</td>
<td>X</td>
<td>Section 5A (4b) Section 5C (4b) Section 5D (4b) Section 5E (4b)</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$272609.00</td>
<td>X</td>
<td>Section 5A (4b) Section 5B (4b) Section 5C (4b) Section 5D (4b) Section 5E (4b)</td>
</tr>
</tbody>
</table>

*Explanation/Background:*

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and

2018-19 CEP
advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.
• **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

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

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

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

---

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS 131, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 131 will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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 Elementary and Secondary (SEA) Act;
● 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>PS 131, 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I. School Responsibilities: High Quality Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>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:</td>
</tr>
</tbody>
</table>

● using academic learning time efficiently;
● respecting cultural, racial and ethnic differences;

● implementing a curriculum aligned to the Common Core State Learning Standards;

● offering high quality instruction in all content areas;

● providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Elementary and Secondary (ESSA) Act;

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

Support home-school relationships and improve communication by:

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

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

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

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

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

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

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

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

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

Provide parents reasonable access to staff by:

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

● notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from 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>
</table>

This school is (check one):
- ☒ conceptually consolidated (skip part E below)
- ☐ NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

<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>☒ After school</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: 

PS 131 has a large number (108) of English Language Learners (ELLs) that are at the Expanding (EX) level or lower. This information is evidenced in data taken from both NYSESLAT and NYSITELL scores for our school in the 2017-2018 school year. Some of them are newcomers that have little prior formal education. ELLs must take both the ELA and Mathematics exams after one year in the U.S. In grade 3 there are 61 ELLs and only 12 of them met standards. In grade 4 there are 36 ELLs and only 8 met standards. In grade 5 there are 37 ELLs and only 4 met standards. This is a total of 110 ELLs below standards. An after school program that supports all of these students in ELA and Mathematics, will give academics preparation for the state exams and their regular classroom work. Students in grade 3 through 5 that meet the above mentioned criteria will be the targeted subgroup. This after school program will take place on Wednesdays and Thursdays from 2:30 through 4:30 PM. Students will receive instruction in ELA on Wednesdays and instruction in Mathematics on Thursdays. The program will run from November through May. The subgroup to be serviced are Entering, Emerging and Transitioning. There will be additional Saturday classes during March and April that will provide test preparation for the NYSESLAT. All subgroups will be serviced on Saturdays. The language of instruction will be in English only. There will be six teachers. Three teachers are certified bilingual teachers and three teachers are certified ENL teachers. The students will be grouped by grade and proficiency level when possible. There will be approximately 15 students per one teacher. The ELA materials will be Oxford Content Area Picture Dictionaries, workbooks and accompanying readers (all appropriate to each group's literacy and grade levels). This program has proved to support learning language structure and vocabulary with ELLs. These materials provide basic English language skills and vocabulary that are sometimes difficult to incorporate into regular classroom instruction. Students will be reading common text with vocabulary support, writing about these texts and then sharing and discussing their learning. This year the program utilized New York State Progress Mathematics edition. However, we are currently researching alternatives to use as well. Student attendance will be taken each session and kept by the program coordinator. The instructional materials are different than daily classroom materials. Parent notifications will be issued in the preferred language noted by the parent on the Home Language Survey. Parent workshops will provide the home school support.

## 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
Part C: Professional Development

Begin description here: ______

The Title III Program coordinator will offer monthly Staff Development workshops to all six instructors. The purpose of these workshops will be to provide fidelity to the curriculum/standards and continuity in instruction throughout the year. The workshops will be two hours in length. Attendance will be taken at each meeting. These, as well as, agendas and meeting materials will be kept by the program coordinator. One hour will be for teacher team meetings, where they will plan rigorous lessons that are Common Core aligned. The teachers will focus on scaffolds and language structures. During the other hour, there will be training on the New Language Progressions and their use in planning with the Oxford ELA materials as well as the mathematics materials. There will also be training on NYSESLAT preparation and use of prep materials. Professional development schedule is as follows:

November - Identifying the levels and needs of students/ Planning with Oxford materials
December - New Language Progressions (Overview)/ Planning with math material
January - New Language Progressions and ELA/ Progress update (ELA) and future planning
February - New Language Progressions and Math/ Progress update (math) and future planning
March - NYSESLAT (overview)/ Planning with Finish Line Materials
April - NYSESLAT (listening and speaking)/ Progress update (NYSESLAT preparation) and future planning
May - NYSESLAT (writing - short and extended responses)/ Progress update (math) and future planning

This professional development will provide continuity and focus in the learning of the students. It will help teachers to support their ongoing needs in the mainstream classroom in both ELA and Mathematics. The PD providers will be ENL teachers from the school which are all certified in ENL.

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: ______

Parents of our students want to be able to support their children in acquisition of English as well as support the school. For many parents they must work long hours during the week and are unable to assist in the daily homework activities. Giving the parents ongoing skills that they can use throughout their daily interactions with their children, will allow them to support the learning whenever they are able to. Parents will be provided with various workshops on how to support their children at home, in particular preparing for standardized tests and enhancement activities that promote language and math skills. There will also be sessions to familiarize parents of newcomers with NYC cultural systems. Workshops will be provided after-school and on Saturdays. Parents will be notified of these workshops via back packed letters in translated
### Part D: Parental Engagement Activities

Languages. These workshops will be conducted by the Title III Coordinator, Guidance Counselor, Parent Coordinator and/or teachers of ELLs. Translations will be provided in Spanish, Chinese and we will attempt to offer other languages as well. Parents will receive resources to support the Home-School connection. Refreshments will be purchased for these workshops. The attendance, agendas, and translated materials will be maintained by the Program Coordinator. The workshops will be monthly from December through April. Topics to be covered are:

- December - Levels of English Language Acquisition
- January - The New York City Educational System and ELLs
- February - Preparing Your Child for the Math Exam
- March - Preparing Your Child for the ELA Exam
- April - Preparing Your Child for the NYSESLAT Exam

### Part E: Budget

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

**Allocation Amount:** $_____

<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>
</tr>
<tr>
<td>- Per diem</td>
<td></td>
<td></td>
</tr>
<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>
</tr>
<tr>
<td>- Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Brooklyn</td>
<td>131</td>
</tr>
</tbody>
</table>

School Name: PS 131

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ruth Quiles</td>
<td>Tina Hatzimichalis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>Co-Bilingual Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Potter</td>
<td>Lilia Zelmanovitch</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>School Counselor</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meghan Avelluto</td>
<td>Karin Rodriguez</td>
<td>Jana Shultz</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kasha Wallin</td>
<td>Lisette Boccasino</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Kundreskas</td>
<td>type here</td>
</tr>
</tbody>
</table>

Superintendent: Anita Skop

Other (Name and Title): type here

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>0</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>956</td>
<td>372</td>
<td>38.91%</td>
</tr>
</tbody>
</table>
Part II: ELL Demographics

A. ELL Programs

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELLs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
</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>Spanish and Chinese</td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
</tr>
<tr>
<td>TBE</td>
<td></td>
</tr>
<tr>
<td>DL</td>
<td></td>
</tr>
<tr>
<td>DL</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   We use Fountas & Pinnell Running Records - administered several times per year; informal Running Records; TC-Writing-on-Demand Assessments, administered-pre and post each unit of writing, using a CCSS aligned rubric; math module specific, pre and post module assessments. Current NYSESLAT results indicate that ELLs score lower, across grades, on the writing section. Prompted, texted based informational writing presents a challenge for our ELL students. Information obtained determines the composition and specific skills taught in flexible, small groups for reading/writing, math instruction. Units of study in both classroom and ESL groups have been modified to address this need, giving students the opportunity to practice answering these types of questions.

2. What structures do you have in place to support this effort?
Every student is assessed in Fountas & Pinnell in September and periodically throughout the year. Extra preparation periods will be provided if necessary to complete this.

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?
ELL progress is evaluated using Running Record levels, using a CCSS aligned benchmark rubric; growth in writing is measured through writing-on-demand pieces graded with a CCSS rubric; growth in math is measured by pre and post unit tests within CCSS math curriculum -EngageNY. NYSESLAT; ELA; State Math Test are also used to measure growth. ESL teacher observations and teacher made assessments. Last available AYP data indicates that our ELL students met AYP targets in ELA, math and science.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Title 111 after school program will target these students. The afterschool program will meet Wednesdays and Thursdays. Students will be taught by ENL and/or bilingual teachers.

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.] Our school places a great deal of emphasis on TIER 1 instruction, investing considerable resources [time; money] focusing on rigorous, standards based, professional development for ALL pedagogues, on the needs of ELLs and students with disabilities; close supervision/feedback cycles; on-going teacher/ supervisor monitoring and conversations about assessment results and implications for instruction. Data gathered through on-going monitoring and assessments [Running Records; Writing-on-Demand; math tests; individual student/teacher conferences] is used to determine TIER 2 instruction, which is provided in flexible, small groups by classroom teachers and specialists. TIER 3 instruction is offered through our Academic Intervention Program and in small groups, through cycles of very targeted instruction, by out-of-classroom pedagogues.

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]. In all grades students move out of the entering, emerging levels quickly [within the first two years], and remain in the transitioning and expanding levels for at least two years. New admit students, across all grades levels, score predominantly at the entering and emerging levels, i.e. K=49.5%; Gr. nmlk 1=71.4%; Gr.2-5=100%. These students are provided with more time in ENL instruction, as per P 154 and instruction focused on learning the basic, beginner level vocabulary [TIER I] and language structures to be able to communicate effectively in all modalities. NYSESLAT scores reveal that 53. 7% of students scored at the expanding level. This is consistent across grades and sub-groups, i.e. boys, girls, Hispanic, Asian. Students scoring at the transitioning and expanding levels are provided a combination of direct ENL instruction and content area instruction, with a focus on TIER II and III vocabulary and the use of more complex sentences across all four modalities.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? All teachers will be made aware of this data. Adjustments will be made accordingly to programs with the support of the school assistant principal. Classroom teachers will be notified via reports during a Monday professional development session. All teachers will be made aware of this data. Adjustments will be made accordingly to programs with the support of the school assistant principal. Classroom teachers will be notified via reports during a Monday professional development session.

---

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.
   There is a pull-out/push-in program in all grades. Integrated ESL is delivered during push-in hours and stand-alone ESL is delivered during pull-out hours. Kindergarten is exclusively a push-in program due to developmental need. Groups are organized by grade and are homogeneously grouped by proficiency level.

b. TBE program. If applicable.
   Transitional Bilingual program exists in the Kindergarten only. There is one Chinese and one Spanish bilingual class. The classes are heterogeneously grouped (by proficiency).

c. DL program. If applicable.
   There is no dual language program in our school.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

   The amount of ENL instruction to each proficiency level is delivered in the following time allocations: Entering=360 mins.= 1 unit [180 min.] stand-alone ENL mins. & 1 unit [180 min] integrated ENL mins. Emerging= 360 mins. =1 unit [180 min] integrated & 1 unit [180 mins] stand alone. Transitioning= 180 mins.= .5 units [90 mins] stand alone & .5 units [90 mins] integrated. Advanced=180 mins.=1 unit [180 mins] integrated; commanding= 90 mins= .5 units [90 mins.] integrated. All pull-out/push-in teachers have lists and schedules that track each student and the number of minutes of ENL instruction they receive.

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.

   Core content is delivered in English only during push-in hours (by out-of-classroom ENL teachers) or by the classroom teacher in the self-contained ENL or bilingual classes. ENL teachers have developed social studies units of study following the scope and sequence for the grade and aligning to Common Core Standards. Trade books, graphic organizers, dictionaries, content area magazines, picture cards, language games are used.

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

   New admits are tested with NYSITELL and wherever necessary with Spanish LAB-R. Native informal assessments-teacher/student conferences to determine content understanding, are conducted throughout the year by teachers in the Transitional Bilingual classes.

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

   Instruction is differentiated for ALL [including ELL] students within the context of every classroom through the use of small groups, individual conferring and planning whole group lessons that provide access to the content through modeling, charts, visuals, technology, drama. Academic Intervention Services [AIS] two afternoons per week, after school, for all students[including ELLs] performing below grade level in reading and math. Test taking strategies and practice particular to each standardized test [ELA, math, social Studies, science, NYSESLAT] is offered on Saturdays [Saturday Scholars] and made available to all students in Grades 1-5 who will be taking the particular test.

   The SIFE population at P.S.131K is very small, i.e. 3 students , from Grades 3-5. In addition to participating in Beginner ESL groups, a SIFE may be placed in a different grade class for content area lesson, i.e. a different grade for phonics or math.
instruction. These arrangements are made on a student-by-student basis, determined by the academic, social, emotional needs of the particular students.

In addition to all the supports outlined above, ELL students enrolled for less than three years [Newcomers] participate in a Title III, afterschool program to support language acquisition and development in reading, writing and math. Beginner ESL instruction also incorporates a great deal of singing and chanting, use of TPR, drama and lots of enlarged or shared texts [Shared Reading].

In addition to all the supports outlined above, ESL instruction for ELL students receiving services for 4 or more years [Developing], is provided with a concentrated focus on the development of language, reading and writing skills in the content area, building of TIER 2 and content area vocabulary. Students not performing at grade level, may also be recommended to receive additional instruction from the Academic Intervention Teacher.

The progress of ELL students receiving services for 5 or more years [Long Term] is discussed by our Pupil Personnel Team to determine if additional support services need to be put in place, i.e. At-Risk Resource Room.

Newly proficient [Former] ELLs continue to receive support through ENL instruction and all services available to non-ELL students.

Testing modifications: ELLs and former ELLs are tested in separate locations and given time and a half.

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?

Because at P.S.131K literacy instruction is delivered as an Apprentice Model of instruction within a Balanced Literacy Framework, a great amount of time is given to employing the instructional/assessment strategies, listed below, to allow all students, and especially ELLs and students with disabilities access to academic content, acceleration of English language development.

*Extensive assessments in:
Reading [administration of periodic Running Records] to determine each student’s instructional and independent reading levels, for placement in appropriate reading groups.
Writing—requiring pre and post writing unit ‘Writing-on-Demand’ to determine growth within a unit, across several months and relation to standards based rubrics, i.e. Teachers’ College Continuum of Writing Development [for narrative and for non-narrative writing].
Pre and post math tests for each unit to determine what needs to be taught and how much was learned throughout the unit.

*Instructional strategies/methods, as listed above in responses throughout this section, include teacher explicit modelling of small tasks; using visual and auditory aids to meet the different learning modality needs of students; lots of modeling and explicit instruction in the use of processes, language patterns and vocabulary that are needed to participate in content area activities and access information.
Extensive monitoring for progress allows teachers to target each ELL student’s proficiency within each modality, thus working within each student’s Zone of Proximal Development, promoting accelerated English language acquisition.

Native Language materials used: content area books; fiction books; dictionaries; charts.
Instructional strategies for ELL-SWDs include use of hands-on materials, TPR, drama, photographs; triad partner talk; language experience approach; sentence prompts; graphic organizers, etc.
Ensuring that ELL-SWDs with IEP mandates receive appropriate ESL or bilingual instruction: IEP teacher reviews all IEPs and communicates with each classroom teacher and the ENL Coordinator communicating all IEP mandates. ENL Coordinator ensures that all relevant pedagogues are informed and that all services are put in place.

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?

Once a student is evaluated, the School Assessment Team, i.e. school psychologist; social worker, etc. recommend the least restrictive environment for each student. ICT and self-contained special education classes are part of all school wide activities, thus maximizing the time spent with non-special education students. The criteria for determining placement in an ICT class is determined by the School Assessment Team and based on results of all educational testing.
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.

Determination of whether an ELL student is in need of intervention services is based on performance on standardized tests, i.e. ELA, math, periodic assessments, and classroom work, teacher observations and formative assessments, i.e. pre & post math tests, writing-on-demand pieces, Running Records. While being a member of a particular ELL sub-group may contribute to the need for intervention, the determining factor for whether a student is in need of intervention services is a student’s academic performance and social adjustment. As listed above, intervention may take many different or multiple forms, dependent on student need, i.e. AIS afterschool; Reading Recovery [Grade 1]; Lower or Upper Grade Literacy Intervention Group; placement in another grade for instruction in a particular content area; At-Risk Resource Room instruction; small group or individual counseling. At-risk intervention services are offered in English, with the support of instructional aids, as needed. Mandated intervention services are provided in the language indicated on the individual student’s IEP. Targeted students in mathematics and literacy use Kaplan and Benchmarks for intervention. Social Studies targeted intervention=national Geographic. Science targeted intervention=National Geographic.

Our Transitional Bilingual programs exists in Kindergarten only, teaching social studies in the native language. We do not provide a targeted intervention program for Kindergarten in social studies. Therefore there is no targeted intervention program in the native language.

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

We began conducting a mini-orientation course [touring the school, getting to know school personnel, quickly learning essential survival phrases, how to make friends] for beginner newcomers who speak no English.

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

No program or service will be discontinued.

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

Most students at P.S.131K are presently ELLs or Former ELLs. ALL programs, during or after school or on Saturday [as described in answers to questions in this section above] and all instructional materials, supports are available to ELLs and are put in place specifically to meet the needs of ELL students. ELLs are invited to attend all programs just like all other students at PS 131 are invited. They are not excluded. Letters describing the programs, with a parental choice tear-off [for response] is sent home to ALL students. Funding for most programs after school and Saturdays are Title I, Contract for Excellence, or Fair Student Funding. Title III funds are specific for an afterschool program for a limited number of ELLs.

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.

All classrooms are print rich and contain word walls, content area vocabulary charts, extensive leveled, genre and topic based libraries and reference books/dictionaries in English and in native languages, where appropriate. Strategy, Process and Content Charts are created by teachers, with and for students, as instructional aids and supports used during lessons and independent worktime. Digital & audio/visual media are available in all classrooms for all students to better communicate; develop/enrich language and conceptual development, i.e. Listening Centers; Whisper Phones; Smart Boards [Grades 2-5]; Mobile Laptop Centers [Grades 2-5]; desktop computers [all classrooms]; on-line resource subscriptions [RAZ Kids; iExcel; Brainpop; Brainpop Jr.; Brainpop Espanol- available to students/parents from home as well]; Discovery Education United Streaming; World Book Encyclopedia. Also available in all classrooms are an extensive assortment and variety of math manipulatives for hands-on exploration. A science lab room contains science materials [for exploration and experimentation] and extensive science libraries aligned with New York State science curriculum outline. Extensive content area libraries can be found in all classrooms.
13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

Native language support is delivered in the following manner:

Transitional Bilingual classes follow a 70:30 model [70% English, 30% Spanish or Chinese].

Content area lessons [Reading, Writing, S.S., Science] are conducted with a Preview/Review Model [Freeman & Freeman] as follows:

- Preview of lesson [5mins]- in native language; Mini-lesson- [10-15 mins.]- in English; Independent Worktime- students practice independently while the teacher confers with individual students in whichever language will most support the individual student’s development. Teacher also conducts small group instruction in English, with native language supports [preview & review] as necessary [25 mins.]; Share- in English [5mins]; Review -in native language [5 mins.]. At least one Read Aloud each day is conducted in the native language.

ESL instruction is offered in English, with some native language support, when appropriate/needed.

Beginner students that can read and write in their native language are encouraged to do so.

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

On-going, systematic, periodic assessments ensure that ELLs, SWD, ELL-SWD; non-ELLs are placed in instructionally appropriate groups and do not limit them to groupings determined by age.

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?

All classrooms are print rich and contain word walls, content area vocabulary charts, extensive leveled, genre and topic based libraries and reference books/dictionaries in English and in native languages, where appropriate. Strategy, Process and Content Charts are created by teachers, with and for students, as instructional aids and supports used during lessons and independent worktime. Digital & audio/visual media are available in all classrooms for all students to better communicate; develop/enrich language and conceptual development, i.e. Listening Centers; Whisper Phones; Smart Boards [Grades 2-5]; Mobile Laptop Centers [Grades 2-5]; desktop computers [all classrooms]; on-line resource subscriptions [RAZ Kids; iExcel; Brainpop; Brainpop Jr.; Brainpop Espanol- available to students/parents from home as well]; Discovery Education United Streaming; World Book Encyclopedia. Also available in all classrooms is an extensive assortment and variety of math manipulatives for hands-on exploration. A science lab room contains science materials [for exploration and experimentation] and extensive science libraries aligned with New York State science curriculum outline. Extensive content area libraries can be found in all classrooms.

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).

Newly enrolled ELLs, Grades 1-5 [and many in PreK and Kindergarten] are registered after the beginning of school, so we presently do not offer activities for newly enrolled ELLs in Grade 1-5 BEFORE the start of the school year. We do offer parent orientation meetings and school tours for newly enrolled PreK and Kindergarten students [including ELLs and their families] in June of the year before they start school. Spanish, Chinese and Bengali [when available] translations are offered at these orientation meetings and tours. These orientations include introduction to key school personnel; descriptions of programs offered to all different student populations in the school, ELL identification process and placement, what to expect the first few days of school, how to build anticipation and excitement for school with the PreK and Kindergarten student throughout the summer; how to deal with separation anxiety; visits to classrooms across the grades and Q & A sessions, with the Principal, Assistant Principal, Parent Coordinator, Guidance Counselor.

17. What language electives are offered to ELLs?
We are an elementary school. Students are not offered 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 have a dual language program.

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?

   Professional development is provided for all pedagogues by an AUSSIE staff developer for math and by Teacher’s College staff developers for literacy. Administrators, coaches and teachers conduct professional development for staff members every Monday afternoon from 2:30 to 3:50 p.m. All Faculty Conferences are planned as opportunities for the teaching staff to learn from one another. The focus of PD this year is "How to provide cognitively rigorous instruction for all students?" The school schedule is arranged so that all grades have at least one common prep period per week to allow teachers time to plan and collaborate. The goal of all professional development is to enhance teacher knowledge/skills to better meet the needs of diverse learners, including ELLs and Students with Special Needs. These staff members include: assistant principals, paraprofessionals, bilingual teachers, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinators.

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   The P.S.131K guidance counselor oversees the transition to middle school, conducting informational meetings for all parents and students about the middle school application process and about programs available, i.e. Prep-for-Prep, College Bound, Superintendent’s Programs; assisting with visits to middle schools; providing individual family assistance wherever needed.

   ESL teachers provide staff development after school on ESL methodologies, Common Branch teachers observe certified, experienced ESL teachers, staff is released to attend out-of-building training/workshops offered by Teacher’s College specific for teachers of ELLs.

   PS 131 has worked throughout the years to provide distributive leadership. Many of our ESL and Bilingual teachers provide workshops, strategies and in class visitations to assist general education teachers with ELLs. Professional development is provided for all pedagogues by an AUSSIE staff developer for math and by Teacher’s College staff developers for literacy. Administrators, coaches and teachers conduct professional development for staff members every Monday afternoon from 2:30 to 3:50 p.m. All Faculty Conferences are planned as opportunities for the teaching staff to learn from one another. The focus of PD this year is "How to provide cognitively rigorous instruction for all students?" The school schedule is arranged so that all grades have at least one common prep period per week to allow teachers time to plan and collaborate. The goal of all
2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

The P.S.131K guidance counselor over-sees the transition to middle school, conducting informational meetings for all parents and students about the middle school application process and about programs available, i.e. Prep-for-Prep, College Bound, Superintendent's Programs; assisting with visits to middle schools; providing individual family assistance wherever needed.

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Parental Involvement

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

The school conducts parent curriculum meetings in which goals are discussed. Classroom and ENL teachers invite groups of parents to small workshops on Tuesday afternoons during the school’s parent involvement time, to discuss individual student language development progress, proficiency results on assessments and language development needs in content areas. All staff members keep sign-in sheets log-in parent attendance at group and individual meetings. Annual individual meetings with ELL parents, as per CR-Part 154 will be conducted during the Tuesday parent meeting time. Teachers will log each individual meeting with a sign-in sheet. At ALL meetings translations are provided in the preferred parental language.

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

At P.S.131K parents are involved in a variety of ways: PTA; School Leadership Team. Parents attend curriculum information meetings in their children's classrooms, at the beginning of each year. Workshops are arranged by the Parent Coordinator, offered by outside organizations and P.S.131K staff, on working with students at home, nutrition, other topics of interest to parents. Parents attend Saturday information workshops to become better acquainted with the CCSS, standardized tests students take and workshops conducted by our guidance counselor on parenting issues. Through our Title III Grant parents attend instructional meetings on NYSESLAT and at times take trips to cultural institutions, led by ESL teachers. Parent Coordinator has developed a relationship with the librarian in our local public library. Last year she began, and will continue to extend this year, parent trips to the library to help our ELL parents become comfortable and familiar with the library, in order to encourage use during non-school hours, with their children.

Additional Information

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

Paste response here:
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Ruth Quiles, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ruth Quiles</td>
<td>Principal</td>
<td></td>
<td>6/30/17</td>
</tr>
<tr>
<td>Tina Hatzimichalis</td>
<td>Assistant Principal</td>
<td></td>
<td>6/30/17</td>
</tr>
<tr>
<td>Lissette Boccasino</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/30/17</td>
</tr>
<tr>
<td>Lilia Zelmanovitch</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>6/30/17</td>
</tr>
<tr>
<td>Jana Shultz</td>
<td>Parent</td>
<td></td>
<td>6/30/17</td>
</tr>
<tr>
<td>Meghan Avelluto</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/30/17</td>
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<tr>
<td>Kasha Wallin</td>
<td>Teacher/Subject Area</td>
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<td>6/30/17</td>
</tr>
<tr>
<td>Maria Caso</td>
<td>Coach</td>
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<td>6/30/17</td>
</tr>
<tr>
<td>Jennifer Potter</td>
<td>Coach</td>
<td></td>
<td>6/30/17</td>
</tr>
<tr>
<td>Karen Rodriguez</td>
<td>School Counselor</td>
<td></td>
<td>6/30/17</td>
</tr>
<tr>
<td>Anita Skop</td>
<td>Superintendent</td>
<td></td>
<td>6/30/17</td>
</tr>
<tr>
<td>xxxxx</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>xxxxx</td>
</tr>
<tr>
<td>Lisa Kundreskas</td>
<td>Other Related Service</td>
<td></td>
<td>6/30/17</td>
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<tr>
<td>xxxxx</td>
<td>Other xxxxx</td>
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<td>xxxxx</td>
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<tr>
<td>xxxxx</td>
<td>Other xxxxx</td>
<td></td>
<td>xxxxx</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 15k131  School Name: PS 131  Superintendent: Anita Skop

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

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

   ATS Report of Preferred Languages, indicating parent preferred language of communication, as well as Home Language Identification Survey information, are used to determine language preferences. School wide chart with the parental written translation and oral interpretation needs, listed by class/grade based on a survey. This school wide chart will be updated regularly. During registration it was noted that some families are illiterate in their native language so at times a phone messaging system is used.

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 6</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Arabic 4</td>
<td></td>
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<tr>
<td>Bengali 86</td>
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<tr>
<td>Cantonese 9</td>
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<td>Chinese 176</td>
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<tr>
<td>Czech 1</td>
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<tr>
<td>English 220</td>
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<tr>
<td>Gujarati 2</td>
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<td>Hungarian 3</td>
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<td>Korean 1</td>
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<tr>
<td>Mandarin 55</td>
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<td>Polish 12</td>
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<td>Russian 20</td>
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<td>Spanish 469</td>
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<tr>
<td>Tadzhik 5</td>
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<tr>
<td>Ukrainian 1</td>
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<tr>
<td>Urdu 20</td>
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<tr>
<td>Vietnamese-Chinese 1</td>
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<tr>
<td>Unknown 1</td>
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</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.

English and Spanish

**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>Policy and Procedures notices</td>
<td>September</td>
<td></td>
</tr>
<tr>
<td>Parent - teacher conference announcements</td>
<td>October</td>
<td></td>
</tr>
<tr>
<td>Special events announcements</td>
<td>based on the date of the event; two weeks before the event</td>
<td></td>
</tr>
<tr>
<td>After school information</td>
<td>October</td>
<td></td>
</tr>
<tr>
<td>NYS testing dates</td>
<td>September</td>
<td></td>
</tr>
<tr>
<td>Report Cards</td>
<td>October</td>
<td></td>
</tr>
<tr>
<td>Conduct, safety and discipline codes</td>
<td>September</td>
<td></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>Curriculum night - September</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent-Teacher conferences - November and March</td>
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<td></td>
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<tr>
<td>Parent-Teacher at risk meetings - January</td>
<td></td>
<td></td>
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<tr>
<td>End of year conference - May</td>
<td></td>
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<tr>
<td>Attendance Calls/Meetings - as needed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guidance Meetings/Calls - as needed</td>
<td></td>
<td></td>
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</tbody>
</table>

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

We use the Black board connect system where staff members translate messages into various languages.

Part C: Training Staff on Policies and Procedure

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

This regulation is part of the opening day packet. Parent coordinator meets with teachers and informs them of the policy.

Part D: Providing Notice of Language Assistance Services

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

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

The welcome poster is adjacent to the security desk where all parents and visitors sign in to enter the building. The Parents Bill of Rights will be sent home in primary languages. Translation in the preferred parental language will be provided with all written and spoken communications.
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?

A parent survey will be provided in January to gather feedback and adjustments will be made if necessary at that time. Only if adjustments are necessary will another survey be conducted in June. The PTA and the SLT teams are comprised of parents that are representative of the cultures and languages spoken in the school and advise on the quality and availability of services offered in the school.